

POL 396: NEOLIBERALISM and ITS CRITICS

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Office hours: Fridays, 11:30a-1p + later afternoon ([sign up](#))

Class hours: T/Th 4:30-6:00 Eliot 414

[Course Moodle](#)

QUESTIONS and FIELD OF INQUIRY

This course is fashioned, roughly, in the tradition of what James Tully calls “political philosophy as a critical activity.”¹ Our overall aim is a critical grasp of what may (or may not) be the dominant political rationality and practices of governance – institutions, economic, political and social structures, norms, and forms of subjectification and statecraft -- of our times.

“Neoliberal” is everywhere. Put the term into the Google Scholar search, limit to materials published since 2021, and it identifies 54,200 items. And while a sprinkling of these celebrate the phenomenon, most disparage it. So, what *is* neoliberalism? And how useful, really, *is* the concept for analyzing the politics of our times? Does it capture something of the past but not the present? What, if any, alternatives to our neoliberal social formation exist or might be forged? Many scholars argue that it is over-used, subject to such “conceptual stretching” as to be useless at best, mere political vitriol at worst. Others argue that despite the very real abuses of the concept, it is important because it illuminates connections that might otherwise be lost in a sea of details. One goal of this course is that you develop a critical grasp of this debate and the concepts deployed therein. How useful is which, if any, version of the concept? For what? What, if anything, does it risk obscuring? You may conclude at the end of the course, that the concept obfuscates much more than it illuminates. But at least you will know how and why.

After a brief introduction to the debate, we delve into extended engagement with four influential approaches to understanding neoliberalism: as a type of political economy, model of development, or social formation; as a political theory; as a political rationality or political epistemology, and as the ideas, language, and policies of certain political actors, institutions, and trends. These approaches have porous borders: not necessarily comprehensive, wholly coherent or fully distinct from others. Another goal of the course is to develop a comfortable but critical understanding of these approaches. Our basic strategy will be first to follow sympathetically, to get a solid grasp of the approach and its unique insights and then, to turn a critical eye on the approach. (Note that this aspect of the course makes it, also, a survey of different approaches to doing political theory and thus provides a grounded introduction to this subfield. This introduction will be especially useful for those planning on writing a thesis in this area, but is essential to critical engagement with our subject.) One key strategy for assessing the approach will be to “apply” it to concrete cases in our world, here and now. What, for example, does David Harvey’s account of neoliberalism as a class project reveal about current debates, political trends, and economic policies is not obvious at first glance? Convincing? We will also consider whether the real world confirms or disconfirms the

¹ James Tully, “Political Philosophy as a Critical Activity,” *Political Theory*, 30 (August 2002), 533-555.

theory. Developing this skill – of applying a conceptual framework to concrete issues -- both to gain insight into the issue and to reflect critically upon the approach – is yet another aim of the course.

A final goal of the course is to enhance your skill in the art and science of political theory research. To help you develop a critical grasp of (this particular array of) modes of investigation and argumentation that you might use in your own work, we pay attention to the approaches used by the thinkers we engage in the course. The formal assignments of the course are structured to help you develop knowledge and skills necessary to conduct independent research.

GOALS, PROMISES, PRACTICES and EXPECTATIONS²

My big goal with this course is to feed, train, and empower your inner political theorist, and to help you learn how to do the art and science of political theorizing well, that is with care, creativity, curiosity, enthusiasm, and skill – on your own and with others.

A second related goal is that your participation in this course energizes, replenishes, and fills you – rather than leaving you depleted and exhausted. To this end, a third goal is that we join in the inquiry together, with imagination, creativity, honesty, respect, and openness through earnest inquiry and adventuresome speculation.

I aim to support these goals by supplying the scaffolding, the container – most of the materials, the discussion formats, and writing prompts – but each of you will need to bring your energy, attention, playfulness, curiosity, and a willingness to try things that I hope will take you to new visions of individual and collective possibility.

A bit more concretely, in this course students will:

1. Fulfill all three [learning outcomes](#) for Group II of the Distribution Requirement;
2. Closely read and interpret texts in the tradition of neoliberal political thought;
3. Identify, reconstruct, and critically analyze key concepts, arguments, values, and assumptions in these texts;
4. Develop a critical grasp of the scholarly debate about the meaning and utility of the concept of “neoliberalism;”
5. Develop a comfortable but critical understanding of various scholarly approaches to understanding neoliberalism;
6. Develop and deploy a theoretical vocabulary to formulate compelling questions and arguments about neoliberalism and approaches to studying it;
7. Recognize perspectives and experiences excluded from dominant theoretical frameworks and assess what is gained or lost by attending to those exclusions;

² I have been much aided in articulating these goals, promises, practices, and expectations by looking at the syllabuses of my colleague, [Joel Schlosser](#).

8. Engage with care and generosity arguments that challenge your settled assumptions and even considered judgements;
9. Apply theoretical ideas to concrete political issues – to gain insight into the issue and the conceptual framework itself.
10. Enrich your skill in the art and science of political theory research;
11. Communicate ideas clearly and persuasively in discussion and writing, with imagination, rigor, and precision.

Everyone has a place in this classroom; everyone has something valuable and unique to contribute. It is up to all of us, as a group, to cultivate the kind of safety and trust within the classroom that open, rigorous, creative, earnest inquiry and playful speculation require. Perhaps above all else, our classroom should be a place where “error” and confusion are valued as starting points for real understanding. Furthermore, we are aided by the fact that we come to this material with different experiences, perspectives, and backgrounds; different vantage points often reveal different data. I ask you to bring to class a willingness to engage with the material and one another with respect, integrity, sincerity, and generosity.

Our [shared commitments](#) (affirmed)

Some of our discussions in class will involve sensitive issues and you may find some of the material upsetting. I hope that together we can foster an environment of respect, generosity and openness conducive to everyone’s full and honest participation. In situations where I foresee a particularly sensitive issue, I will do my best to let everyone know ahead of time. However, it is impossible to predict person to person what might be upsetting. Therefore, I ask you to review the syllabus and speak with me if you see something that seems potentially concerning. If something arises during class, I encourage you to leave if needed, contact support resources, and come speak to me afterward about what happened. If you do not feel comfortable sharing details about your reaction to the content, that is fine; just let me know you are okay.

I treat this course as something of a research seminar. That means a few things. I expect you to participate as much as possible as an independent scholar, e.g. read as if this were your thesis, with an eye to what we need to explore in order to deepen our grasp of neoliberalism and the scholarship about it. Also, because I expect us to be “thinking as we go,” don’t be surprised if the readings and assignments change mid-course. If we discover that we need to think more carefully about X, well, then we’ll have to think more carefully about X. And if doing so requires cutting Y, well, so be it. As always, responsibility for making this course work rests largely with you. Based on my experience, the great thing about all of this is that you will be engaged in and rewarded by this course in unusual ways.

ACTIVITIES and ASSESSMENT

I have designed the course to promote serious, playful, and inclusive intellectual engagement with texts, ideas and each other. In addition to facilitating productive in-class discussion, the assignments are designed to help you develop your skills as a reader, researcher, writer and broad, critical and reflective thinker.

1. Reading and Contributions to Discussion

Consistent and careful preparation for class activities and thoughtful, engaged contributions to class discussions are essential steps to realizing the promises of this course.

a. Reading

Disciplined but imaginative reading. This is a reading-intensive course. Readings include texts listed on this syllabus as well as one another's work. This course seeks to develop you as thoughtful, patient, imaginative, and critical readers capable of identifying multiple possible readings, examining assumptions, and ready to interpret different kinds of arguments. Your first task is to **read** the materials with care. Many of our texts are dense and multi-layered. You may need to read them more than once. I have tried to limit the amount of reading accordingly but it is still significant. This means that you will have to make sensible decisions about where to focus your attention. Typically, I will close each class with a few comments about the up-coming reading. Especially before you've developed your own strong path into the materials, this should help you find focus. (Please keep notes of what you think should be cut, kept and expanded!)

b. Class Discussion

Engaged discussion. We will hone our practice as political philosophers by doing, which is to say, discussing and thinking about politics philosophically. To learn the tools of the tradition, the approaches to questions, the concepts and claims, you need to practice putting them into your own words, explaining them to others, and listening to others' explanations. My aim is to ensure that we are all able to participate in multiple ways in a serious (but playful) discussion.

In any case, excellent discussion -- oral or written -- requires preparation: reviewing previous class discussions, taking notes in advance of class meetings, and being present and alert as much as possible during every class meeting. Productive discussion also depends on shared commitment to norms of exchange. We will spend some time developing a statement of our [shared norms](#) in the first week of class. Contributing to the oral discussion is particularly important as it provides an opportunity to *practice* (and not to perform perfected) speaking and the art of persuasion, as well as listening to and developing the arguments and analyses of your peers. I expect everyone to make at least one oral contribution to discussion in every class. Hearing all voices benefits both speakers and listeners. If speaking in class is a challenge for you, please let me know. We can work together to address the matter.

c. Weekly Reading Response

Once a week post a **response to the reading** to the Reading Response section of the Moodle by **1p the day of class**. This is meant to be a very low-stakes, relatively informal exercise! Try out an interpretation. Respond to a reading question from the syllabus. Identify what you think of as a key quote. Tell us how you're reading it and why you think it is important. (Never let a quote speak for itself!) Did I mention that this is a low-stakes exercise? It really is. A great place to stumble around and be playful. Try out ideas, ask the question you think is "stupid," (no such thing!), work on identifying what rubs you the right or wrong way about the material, etc. You might offer a bullet point summary of what you think of as the three most important claims of the text, or identify what you take to be a particularly perplexing line. Draw connections to other readings, the real world, or our on-going discussion. Questions for discussion or clarification are welcome. As are responses to your peers' observations or questions. The aim of this exercise is to help you collect and develop your thoughts about the material, to prepare you for and to stimulate class discussion. It is also an excellent opportunity to develop ideas for your more sustained writing (and other modes of expression) projects.

You may opt out of posting for any three weeks, no questions asked. More than that, please talk to me asap and we'll figure out how you can make up this aspect of class participation.

In lieu of 5 of the reading responses, you may submit a brief (~150-200 words) low-stakes, only semi-formal reflection on what you learned in class that day (**must be submitted by midnight, the day of class**). Post these to the Reading Response thread for the day. What ideas solidified or expanded or got undone by the discussion? What strikes you as the key insight(s) of the day? What concepts or claims did you encounter for the first time or get a better grasp of or see in a new light? Maybe use this space to collect your thoughts on a particular topic. Or spell out questions you still have. Did you see connections to earlier discussions or texts or other classes? What about the real world? How/did the discussion shed light on concerns you have about the real world? Or, is there something in the real world that you think sheds important light on the ideas we're discussing?

The **goals** of this exercise: a) to support a practice of collecting and organizing your thoughts on our topic as they develop in response to our inquiry. This has many benefits. One is that it sets you up for actively engaging whatever comes next. Another is that it can help you identify a focus for, e.g. your next writing assignment or final project. Another goal: b) to help me track where your thinking is going, so that I can respond to it in facilitating class.

2. Facilitating Class Discussion

In pairs, each of you will play a formal role in **facilitating class discussion** once during the semester. These classes will take place on (*) days on the syllabus. Each group will meet with me on

the Friday or Monday afternoon preceding your facilitation day. You must complete all of the assigned reading before we meet. During these sessions, we will discuss the materials and how you plan to facilitate the discussion. I spend up to an hour with you as a group. However, I expect that you will need at least another two hours together to finalize the details of your plan. In other words, I am asking each of you to commit to a total of approximately three hours over and above the regularly scheduled class meeting times. Detailed instructions for this assignment can be [found here](#).

[Sign up for discussion leading](#) by Friday, September 12.

3. Sustained Writing and Presentation Exercises

Frequent and varied writing. This course begins from the premise that reading and writing (and potentially other modes of disciplined expression) are deeply intertwined; because writing cements understanding, this course asks that you write in response to most of the assigned readings. This writing comes in the form of your weekly reading responses, feedback on peers' writing, and your own essays.

The writing exercises are designed to enable you to:

- build your writing and analytical skills one step at a time;
- demonstrate close reading and understanding of assigned texts;
- practice the arts of rational reconstruction, critical analysis, and sustained argument;
- improve your own writing and thinking through giving and receiving feedback and revising drafts.

In addition to the uber-low stakes writing of the weekly Moodle Posts (see above), chief among your writing projects are three short essays* that you will prepare during the course of the semester:

- a. [Annotated syllabus](#). Upload to the Moodle as a .docx file by noon on Saturday, September 6.
- b. [Critical comparison](#) (750 words). Upload to the Moodle as a .docx file by noon on Saturday, September 20.
- c. [Discussion leading essay](#) (1500 words). Upload to the Moodle as a .docx file six days after discussion leading at noon.
- d. [Final project and portfolio](#). Multiple options and deadlines. Please review instructions carefully.

Each of these assignments involves at least two steps, some peer-work, and a personal reflection. We will discuss each in detail at least a week before the first step is due. *For any of these, alternatives to the essay format are invited. We will discuss this option in class, but reach out to me with any questions or ideas!

These are my [general criteria for assessing writing](#) in this class.

I provide substantial written and oral feedback on all aspects of your participation in this course (outlined above). I have built this feedback and your ongoing engagement with it into the assignments. I strongly encourage you to visit me IRL, in my office. No better way to deepen our collaboration in thinking about how to live well together. On this note, you may choose one of the first two substantial written assignments for a “paper conference.” In lieu of written feedback. Just indicate that you are choosing this option in your reflection and sign up for 30 minutes in my [next office hours](#).

POLICIES and RESOURCES

Academic Support: I strongly encourage all students to take advantage of the resources available through the Office of Academic Support, and especially if you need extra help with study habits, note-taking, or time and stress management strategies that are essential to success in this course and college life. You may also want to take advantage of the weekly free hour of tutoring available upon request.

Access and Accommodations: I aim to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with disabilities may also wish to work with [Disability and Accessibility Resources](#) to discuss a range of options to removing barriers in this course, including official accommodations. If you have already been approved for accommodations through Disability & Accessibility Resources for the current semester, please meet with me so we can develop an implementation plan together.

AI in Class. See here for my [evolving guidelines and expectations](#) on use of this emerging technology. I welcome feedback.

Attendance. Class is where most of our work as a community of learners happens, so it’s important that you attend regularly and arrive on time. Bluntly, attendance is an essential, mandatory, required component of this course. That said, I understand that on occasion it is necessary to miss a conference due to illness, family emergency, or other obligations. Everyone gets three “free” misses to use as you wish. Those with more than three absences in a semester risk failing the course.

Communication: I will use email (often via Moodle) to post important announcements about the course. **Please be sure to check your Reed email at least once a day** so that you will see these messages. You can reach me via email for all sorts of questions, but I also *strongly* encourage you to come talk with me during office hours to discuss your work in progress (if you can’t make my posted office hours, just email me and suggest a few alternative times for an appointment). Doing political theory well can be hard. If you find yourself frustrated or struggling, please don’t despair, and *please* don’t keep your struggles to yourself. A quick (or long) conversation can often be the best way out of a research quagmire, so please keep me informed of what you’re up to. (You are also welcome to

drop by if you have made a particularly exciting discovery or lit upon an especially interesting idea that you just have to share with someone.)

Comportment. A productive learning community, like -- I venture -- democratic politics, depends on shared norms. We will spend some time in class developing a statement of those norms, or, if you prefer, the terms of our social contract. You can see [here](#) what I've drafted to get us started. I ask you to be generous with yourself, your classmates, and me as we work through challenging material together; productive conversations are always based in language that is imperfect and wander through ideas that are not yet refined. The best conference is one in which we listen to and support each other as we together seek to articulate our ideas, uncover new questions, and try out new thoughts. If you have any concerns or questions about conference conversations, please talk to me.

Electronic devices. They should be used only for class purposes. Please keep laptops closed and tablets down when they are not actively being used for note-taking or consultation of readings/notes. Phones should not be used to consult course readings and should remain in silent/do not disturb modes except in extraordinary circumstances.

English Language Statement: Reed welcomes students from around the country and the world, and their unique perspectives enrich our learning community. To support students whose primary language is not English, the College offers an array of support services. For more information, check out this [webpage](#) or contact Dustin Simpson (dsimpson@reed.edu) directly.

Deadlines. Deadlines are a practical tool for both students and faculty: they help you plan your semester and manage your time, and they help me ensure timely feedback across all assignments for all students. They also help with a kind of parity: everyone has the same amount of time to complete assignments. Most importantly, perhaps, they comport with a core fact about writing: it is about practicing the art of the possible, not about perfection or comprehensiveness. Writing is a matter of putting together your best attempt to state your claims and back them up, in the context of finite amounts of time, limited information, constraints on length, and imperfect understanding. This is a crucial skill that you will practice in Pol 396. Finally, the writing exercises for this course are carefully sequenced and often involve peer exchange. For these reasons, meeting deadlines – though arbitrary in some sense – is an important part of succeeding in this class. I expect that you use this syllabus, which you have been provided ahead of time, to plan effectively so that you can complete all assignments and turn them in on time.

That said, I know that life sometimes gets in the way. To accommodate this, each of you may request one 48-hour or two 24 hour-extensions on any writing assignment *that is not due in class on a particular day* during the term, no questions asked (e.g., you don't have to have a "good" reason for requesting one). *To request an extension simply send me an email at least one day before the assignment is due.*

Beyond this standard extension, if you are unable to turn in an assignment on time, I'd like to meet with you to understand what's going on and how I can best support you. Because every exercise is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late.

Library: Ann Matsushima Chiu (chiua@reed.edu) the Social Science Librarian, can help with questions about research and technology. She is extremely helpful and knowledgeable. Do not hesitate to turn to her!

Honor and Integrity. I am committed to adhering to the standards regarding academic honesty contained in the honor principle and the values of mutual trust, concern, and respect for oneself and for others upon which the Reed community depends. In class, give your undivided attention to others. If you don't agree with what someone else has to say, you are encouraged to express your point of view, but do so respectfully, and support your claims with textual evidence. In your written work, follow the conventions of appropriate citation for the humanities/social sciences. For this class, I ask that you use the *Chicago Manual of Style* "author-date" style.

Reading. Please have the day's texts available to you during conference in either hardcopy or on a laptop or tablet as well as your notes and any questions or ideas you may have from reading it. You should follow our [conference Moodle](#) as your guide to our readings. Please note that required texts are all available on reserve at the library, and the bookstore also offers the option of renting books for the semester.

Social Media. Ah, social media. There appears to be an increasing tendency at Reed, and surely other colleges and universities, toward "meta-conference"—that is, commentary, often critical in tone, about class discussion or class members via social media platforms—particularly in courses that deal explicitly with politics and race, gender, sexuality, or other social identity issues. This can have a chilling effect on class discussion. After numerous conversations with students, colleagues and staff at Reed and beyond, I have decided against imposing any policy per se, but my hope is that we keep our discussion off of social media. Our goal is a classroom environment where we are able to talk to, listen to, respond to, and learn from each other face-to-face and with a spirit of generosity, especially when honestly, if at times clumsily, engaging difficult topics.

Writing Center. The Writing Center offers free appointments and experienced peer tutors who are there to help you at any stage of the writing process. I strongly encourage even experienced writers to take advantage of these services.

LAND ACKNOWLEDGMENT

In line with the themes of this course, I wish to acknowledge that Reed College sits on the traditional homelands of the Clackamas and Cowlitz peoples. The history of this present is, of course, littered with unmitigated injustice and brutality.

TEXTS

In my ideal world, we'd be fully analog, hardcopy with the texts for this course. Ah, but the world is not my ideal. So, much of what we'll read is available online via the library e-reserves, all linked to this syllabus and to the [course Moodle](#).

You should have the day's texts available to you during conference either in hardcopy or on a laptop or tablet as well as your notes and any questions or ideas you may have from reading it. Follow our [conference Moodle](#) as your guide to our readings.

The following texts are required. They are available for purchase at the bookstore, on reserve at and/or available online through the Reed library.

Wendy Brown (2019) *In the Ruins of Neoliberalism*

Friedrich Hayek (1944/2007) *The Road to Serfdom*

— Hayek, and Ronald Hamowy (2011) [*The Constitution of Liberty: The Definitive Edition*](#).

Milton Friedman (1962/2002) *Capitalism and Freedom*

Melinda Cooper (2017) *Family Values*

Thomas Bierbricher (2018) *The Political Theory of Neoliberalism*

Plehwe, Dieter, et al (eds) (2020) [*Nine Lives of Neoliberalism*](#).

Gary Gerstle (2022) [*The Rise and Fall of the Neoliberal Order: America and the World in the Free Market Era*](#).

SCHEDULE OF READING and ASSIGNMENTS

Part One Introduction to Our Questions and Field of Inquiry

T, 9/2 “Neoliberalism” and Us

Readings:

- Boas, Taylor; Gans-Morse, Jordan (2009) “[Neoliberalism: From New Liberal Philosophy to Anti-Liberal Slogan](#),” *Studies in Comparative International Development*.
- Vallier, Kevin (2022) “[Neoliberalism](#),” *The Stanford Encyclopedia of Philosophy*.
- O'Rourke, Meghan (2025) “[I Teach Creative Writing. This is What A.I. is Doing](#)” *The New York Times*.

Questions:

- What do you think of when you see the term, “neoliberal”? Do you think that it is useful for anything more than political mud slinging? Why/not?
- After reading Boas & Gans-Morse and Vallier, how/did your answers to those questions change? Why?
- How do you think we should engage with A.I – as students, a community of learners, members of what may or may not be a democratic republic, as humans?

Activities:

- Sign up for your [\(free\) subscription](#) to the *New York Times*, *Wall Street Journal*, and *Financial Times* through the Reed library. This will give you free access to some of the best journalism in the world. In addition, you will be able to listen to the author read the piece assigned for Tuesday. I recommend it!
- Bring an image, a word, a headline, something from social media, etc to class that represents some aspect of neoliberalism to you. We’ll collect, reflect, and discuss in class.
- Review and start annotating your personal syllabus ([instructions](#))

Th, 9/4 Approaches

Readings:

- Harvey, David (2005) [A Brief History of Neoliberalism](#), Introduction.
- Brown, Wendy (2015) *In the Ruins of Neoliberalism*, Introduction
- Plehwe, Dieter, et al (eds) (2020) [Nine Lives of Neoliberalism](#), Introduction

Activities:

- Annotate your personal syllabus ([instructions](#)); post to the Moodle by **Saturday (9/6) at noon.**

Part Two Neoliberalism as Political Economy

T, 9/9 Neo-Marxists

Readings:

- Harvey, [A Brief History of Neoliberalism](#), chapters 1 and 2

Th, 9/11 Neo-Marxists, continued

Readings:

- Harvey, [A Brief History of Neoliberalism](#), chapter 3
- (optional) Fraser, Nancy (2009) "[Feminism, Capitalism, and the Cunning of History](#)," *New Left Review*

- Fraser (2017) “[From Progressive Neoliberalism to Trump and Beyond](#),” *American Affairs Journal*

T, 9/16 Other political economists

Readings:

- DeLong, Brad (2023) “[Ask a Neoliberal](#),” *Dissent*
- Easterly, William (2019) “[In Defense of Neoliberalism](#),” *Boston Review*
- Gregg, Samuel (2025) “[Has Neoliberalism Failed? Reflections on Western Society](#),” LSE Event (video)
- Gregg (2024/2025) “[The Moral Imperative of Economic Freedom](#),” The Ronald Reagan Institute (video)

Th, 9/18 Digest and Write Day

- [Explanation](#) of what we do in class. For this one, see also: comparison essay ([details](#)).

Sat, 9/20 Critical comparison essay due via Moodle by noon

Part Three Neoliberalism as a Political Theory

T, 9/23 Friedrich Hayek on knowledge and freedom

Readings:

- Friedrich Hayek (1960), [The Constitution of Liberty](#), introduction, chapters 1, 2.
- Hayek (1944), *The Road to Serfdom*, chapter 3.
- Biebricher (2018) *The Political Theory of Neoliberalism*, chapter I and introduction to Part I

Th, 9/25 Hayek on law and the state (*)

Readings:

- Hayek, [The Constitution of Liberty](#), chapters 9-10, 14.
- Biebricher, chapter 2

T, 9/30 Hayek on democracy (*)

Readings:

- Hayek, [The Constitution of Liberty](#), chapters 4, 6, 7.
- (optional) Hayek, *The Road to Serfdom*, chapter 5.
- Biebricher, chapters 3 and 5

Th, 10/2 Class canceled

Readings:

- Gerstle (2022), [The Rise and Fall of the Neoliberal Order](#), Part I: The New Deal Order, 1930-1980”

T, 10/7 Milton Friedman and the Chicago School

Readings:

- Milton Friedman (1962), *Capitalism and Freedom*, preface, introduction, chapters 1, 2, 10
- (optional) Friedman (1994), “[Introduction](#),” *Road to Serfdom*, 50th Anniversary edition

Th, 10/9 Friedman, continued (*)

Readings:

- Friedman, *Capitalism and Freedom*, chapters 6, 7, 12, 13.

Part Four Neoliberalism as a Political Rationality

T, 10/14 Neo-Foucaultian-Marxish

Readings:

- Wendy Brown, *In the Ruins*, introduction, chapters 1 and 2

Th, 10/16 Neo-Foucaultian-Marxish, continued (*)

Readings:

- Brown, *In the Ruins*, chapters 3 and 4

FALL BREAK (10/18-10/25)

T, 10/28 Neoliberal Roots of our Democratic Crisis

Readings:

- Brown, *In the Ruins*, chapter 5
- Fraser, *Cannibal Capitalism*, [chapter 5](#).

Th, 10/30 Neoliberalism’s (actually existing) Family Values (*)

Readings:

- Melinda Cooper, “Neoliberalism’s Family Values: Welfare, Human Capital, and Kinship,” in Plehwe, Dieter, et al (eds) [*Nine Lives of Neoliberalism*](#).
- Cooper, *Family Values: Between Neoliberalism and the New Social Conservatism*, [chapter 6](#).

Part Five Neoliberalism as a Stage of Capitalism

T, 11/4 Neoliberal Capitalism’s Cannibalistic Orgy

Readings:

- Fraser, *Cannibal Capitalism*, chapters 1 and 2

Th, 11/6 Neoliberal Capitalism’s Cannibalistic Orgy, continued (*)

Readings:

- Fraser, *Cannibal Capitalism*, chapters 3 and 4, epilogue.

Part Six Rise and Fall of the Neoliberal Order in the US?

T, 11/11 Rise and Fall of the Neoliberal Order (*)

Readings:

- Gerstle, [*The Rise and Fall of the Neoliberal Order*](#), Part II.3-4

Th, 11/13@5p in Vollum Lecture Hall

- [Danielle Allen](#), Greenberg Distinguished Scholars lecture

Fri, 11/14 [Final Project Proposal](#) due via Moodle by midnight

T, 11/18 Rise and Fall of the Neoliberal Order

Readings:

- Gerstle, [*The Rise and Fall of the Neoliberal Order*](#), Part II.5-6

Th, 11/20 Rise and Fall of the Neoliberal Order

Readings:

- Gerstle, [*The Rise and Fall of the Neoliberal Order*](#), Part II.7-8

S, 11/23 @ 5p [Exchange rough draft of written, oral, and/or alternative components of final project](#)

T, 11/25 Digest and Write Day, [details](#).

Th, 11/27 THANKSGIVING

Part Seven The End

T, 12/2 Review

Th, 12/4 [Class symposium](#): Panels 1 and 2

T, 12/9 [Class symposium](#): Panels 3 and 4; video presentation

F, 12/12 at 5p [Final projects due](#)