

INT 206 | BOUNDARIES AND IDENTITIES

FINANCE CAPITALISM AND THE CONTRADICTIONS OF REPRODUCTION

NO PHONES ALLOWED ON YOUR DESK, LAP, OR PERSON: THEY MUST BE PUT COMPLETELY AWAY

T Th 4:20-5:50

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COURSE DESCRIPTION

This course explores how *boundaries*—from national borders and household fences to the material and psychological contours of race, sex, and class—are integral to identity formation and subjectivity. It is through boundaries and identities that power circulates and assumes meaning and force. This quarter we explore how the rise of finance capitalism, precipitated in large part by the 1973 oil crisis, dramatically changed how *national* boundaries and identities are used and operate.

We begin with the 1973 oil crisis and how it prompted corporate actors to begin *de-industrializing* former industrial nations and to push politically for *neoliberal* trade and investment policies. Many former colonial (capital starved) nation-states, including communist China, responded by courting and funneling foreign direct investment (FDI) into what would soon become 1000s of state-subsidized export processing zones (EPZs) worldwide. These states also made cheap labor available, in part by drawing on pre-colonial and colonial hierarchies of sex and race. The massive profits generated within EPZs created so much money that new financial instruments were developed to convert that money into capital. Hence, finance capitalism came to the fore, particularly in former industrial supremacist nations.

INT 206 tracks these changes through three case studies, the first of which is communist China. Starting in the late 1970s, it began implementing what is now considered the most successful system of EPZs in the world, known as Special Economic Zones (SEZs). The SEZs set off record levels of rural to urban migration and generated historically unprecedented levels of wealth, allowing China in 2016 to surpass Japan as the world's *second* wealthiest nation-state. China's "success" is instructional not only because it fed off the poverty(!) and large population size promoted during Mao's reign, but because the post-Mao state knew it could accelerate economic growth by mandating *anti-natalist* population policies, such as (but not only), the urban-centered 1-child policy (revoked in 2017). Anti-natalism, in tandem with massive amounts of FDI, can be said to have been responsible for producing what is now the world's largest middle class.

The second case study centers on Japan—the world's *third* largest economy. Unlike China, Japan was wealthy before *and* after the oil embargo, largely because it reorganized its industry towards domestic needs and because it focused on developing advanced computer-oriented technologies. Still, the crisis did see a doubling of male unemployment which—along with the much more devastating levels of unemployment associated with the 20-year financial crisis of the early 1990s—prompted many women to re-think marriage and their related economic dependence on men, altogether. Many women decided, instead, to enter the workforce, choosing either not to marry or not to have children. With so few women having children, Japan's population began simultaneously to decline in numbers and age. Today, Japan has the oldest population in the world. And, due to its consistently low total fertility rate (TFR), its population will decline 25% by 2040. We accordingly study how its disappearing and aging population is putting pressure on the supremacist nature of its immigration policies and ushering in a new age of so-called reproductive robotics.

The so-called "transition" from communism to capitalism in the former Soviet Union (USSR) provides the context for our last case study. We study it because it shows on a much grander and more

intense scale how little capitalism values the public good and how capitalism operates using a logic nearly identical to that deployed by organized crime groups (OCG). These latter were a long time feature of former communist life when state bureaucrats regularly worked with earlier versions of organized crime to access global markets for their own gain. After 1991, these groups expanded dramatically as former bureaucrats used them to steal former state-owned natural and industrial resources, giving rise to much larger OCGs and wealthy oligarchs, alike. As in Japan, women stopped having children, but for a radically different reason: the widespread poverty that followed the evisceration of the socialist state, the end of the Cold War, and divestment from archaic forms of industrial technologies. Poverty rates skyrocketed, along with unemployment, homelessness, poor health, suicide, and migration. Many women voluntarily or involuntarily migrated out of the region to take up sex work as so-called “Natashas.” With the birth of so many new post-Soviet nation-states *and* the intense levels of poverty and migration that followed, national identities and boundaries became a nexus of incredible flux.

COURSE GOALS:

- 1) Understand what is meant by neoliberalism in relation to finance capitalism and the raced and sexed centralization of wealth;
- 2) Become conversant in how neoliberalism is tied to increased international trade, capital flows, and foreign direct investment as well as de-industrialization, divestment, and the erosion of the public good;
- 3) Recognize how racial hierarchies, crises of masculinity, and sex work have assumed flexible global proportions;
- 4) Develop proficiencies in using discipline-specific, international, governmental, and commercial databases;
- 5) Become detail-oriented in your thinking, interactions, research, and writing;
- 6) Grow classroom speaking skills, especially the ability to relay complex ideas in simple language

CAMPUS WRITING RESOURCES:

The University Center for Writing-Based Learning (<http://condor.depaul.edu/writing/>) collaborates with writers from all disciplines, backgrounds, levels of expertise, and roles within the University community. Their goal is to help develop better writers along with better writing and reflection through continual revision. If you need assistance with writing assignments, they can be contacted at: 773.325.4272 (LPC) or wcenter@depaul.edu

ATTENDANCE vs PARTICIPATION

Attendance is essential. After two unexcused absences, your grade is significantly lowered. If you need information about a class that you missed and the absence was unexcused, I encourage you to contact classmates for information. If the absence is excused, please consult with me about what you missed, bringing proof of what it was that prevented your attendance. If you are unsure about what constitutes an emergency, feel free to contact me.

30% of your grade is based on participation, which is much more than attendance. Much of this grade comes from how well you do on the regular in-class quizzes and the degree to which your active participation in class and with class colleagues demonstrates a sustained engagement with the texts and related midterm and final materials.

LEARNING ACCOMMODATIONS

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD). This enables you to access to accommodations and support services that will help ensure your success. There are two office locations:

Loop Campus - Lewis Center #1420 - (312) 362-8002

Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students who feel they may need an accommodation based on a disability should contact me privately to discuss their specific needs. All discussions are confidential. To ensure that you receive the most appropriate and reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the PLS Program (for LD, AD/HD) at 773-325-1677, Student Center #370, and/or The Office for Students with Disabilities (for all other disabilities) at 773-325-1677, Student Center #370 (<http://studentaffairs.depaul.edu/plus/index.asp>)

CLASSROOM LEARNING TIPS

Learning is a practice and there are ways of helping yourself to learn that have proven to be really useful

- 1) Take notes since our memories inevitably fail us
- 2) Speak up in class. Regularly formulating and articulating your ideas helps to consolidate ideas, develop public speaking skills and confidences, and create a more dynamic group centered learning dynamic that can model all future learning.
- 3) Listen with care to others. This is hard to do when you have your own ideas to share. But if you jot them down, first, you can return to them after your colleague/s have spoken. You'll need this skill when you go to conferences.
- 4) Improve your personal presentation skills, e.g., not speaking with gum in your mouth, asking questions of each other, not repeating the word "like" when speaking, and so on. Being more formal in how you present encourages you mentally to prepare your ideas more fully.

A message from W2018's class to you about what they think you should know about this course.

Each individual in your research group is separately but collaboratively responsible on the Midterm Exam for locating and *writing a detailed summary* for **their own** 15 (lengthy articles or books) to 30 (short news articles or websites) primary and secondary sources. **Start a group GoogleDoc right away** so you can start sharing your sources immediately and to check if there are any "repeat" documents (i.e., the same article, which is not allowed). **Each group member uses a different dark font color**, including black, on the 1-page Check-in Quiz, the Midterm Exam and the final paper. **Include only the very best of the sources you have collected** for the Check-in Quiz and Midterm Exam! This means that you have read at least the abstracts of **dozens of sources** and have chosen only those most relevant to your topic. **Find sources that have the subject of your study in the title!** This really helps! **Finish 3-4 Midterm Exam templates each week.** Each person will have to **spend at least 1.5 hours finding each source and writing up the template.** The Midterm Exam is worth 40% of your grade and it really helps you do well on the final paper!

READINGS

Most readings are on D2L, unless otherwise indicated. If and when the instructor announces changes to the syllabus, including new readings, students are responsible for the changes. Students who miss class have the responsibility to find out what information was missed. Ignorance of duly announced syllabus changes is not an excuse from responsibility for those changes. Note that you will have occasionally to pay for films that are required for course, most of these available for rent on Amazon for \$2.99 - \$5.99.

CLASS SCHEDULE:**1: Neoliberalism: de-industrialization and the rise of finance capitalism/1 and 3 April**

M: Lecture: the oil crisis, de-industrialization, finance capitalism, and undoing the “public good” (de-regulation, taxes, privatization). In-class discussion of Wikipedia and other easy access sites that can serve as resources for neoliberalism. Set up Google Scholar so that your computer is connected to the DePaul Library. Discuss midterm-final projects and the actor-driven active voice.

W: Watch Alex Gibney’s *Park Avenue: Money, Power, and the American Dream* (2014) on your own. Take detailed notes of the film, recording the name of the: river, city, building address, and so on. Record the names of the main politicians, investors, and thinkers whom Gibney describes. After you have watched the film, you will make a map. To do this, Google the name, *Scribblemaps.com*. Sign up for one month at \$19. If you know a person or two in class, split the membership into 2 or 3 to defray the costs. Type in the search box the name of the river in the documentary and the city and state. Play with the draw function (or any other you find that works) to make a thick line along the river in a color of your choice. Now, put 740 Park Avenue, New York in the same little search box, mark its location, and draw a big scribbly circle around it (or use any other means you can to highlight where it is). Next, use another color to create arrows for each of the two main groups discussed in the film. That is, show where they are located and then label the areas with the needed information. Lastly, write a ½ page essay relaying what you think Gibney is trying to communicate about the *sociology* of economic inequality through the game of Monopoly and another ½ page relaying the difference that *space* makes in creating and maintaining inequality. Print out everything—map, notes, and essay and bring them to class. STAPLE THEM BEFOREHAND and remember to put your name, the date, and the class name/# on all of the documents.

Next: Read pp. 1-19 of Harvey (Introduction + part of Chapter 1) in *A brief history of neoliberalism*. 2010. Oxford: Oxford University. Hand in a map showing the three main nation-states where the three main global players that Harvey discusses were located. Label each place with the name of the leader, spelled correctly.

2: Neoliberalism/8 and 10 April

M: The rest of Harvey’s Chapter 1, 19-38. In-class quiz: Tell me in your own words how Figures 1.1 and 1.2 relate to one another; how Figures 1.3 and 1.4 relate to one another; and Figures 1.8 and 1.9. Start each sentence with an actor.

W: Watch *Roger and me* (1989), the documentary about the de-industrialization of *Flint*, Michigan that made the Flint-born director Michael Moore famous. Next, watch *Detropia* (2012), which shows how all of this divestment (deindustrialization) has actually played out since then, in this case, in the city of *Detroit*. Make a map using Scribble Maps showing the location of both cities. Then, create an arrow showing to which country or countries most US *automobile* capital went, the *decade* this exodus took place, and the *companies* involved. Next, Google “De-industrialization” and click on Images. Go through these and pick one you think is especially illustrative of what you saw in the films. Download the image as a PDF and provide a caption telling me what you think is most compelling and illustrative about the image in the context of de-industrialization. There is no correct image, here! Hand in your map and image/caption in class.

3: Neoliberalism: de-industrialization and the rise of finance capitalism; China/15 and 17 April

M: Study this map of China and the extended description of China’s SEZs. Carefully cut/paste the following source, making sure not to include extra spaces before or after the link:

https://transportgeography.org/?page_id=4103 Next, cut/paste/read this 2009 article on the SEZs 30 years after they were formed:

https://www.researchgate.net/publication/250171932_China%27s_Special_Economic_Zones Write an essay starting with: 1) The correctly spelled name of the Chinese leader who allowed “foreign” investors to enter the country and set up shop (FDI). 2) Spell out what SEZ means and what is supposed to happen there. 3) In a brief paragraph, explain where the first SEZs in China were placed and how the geographical logic changed over time. 4) In what area of China are the authors of the article located? 5) What historically was Hong Kong and when did it become part of China? 6) How might HK’s history be shaping how these HK-based authors are thinking about capitalism and China? (Wikipedia Hong Kong). Feel free to cut/paste these numbered questions from the syllabus into your essay, placing your answers next to them.

W: Watch and take detailed notes of the 4th segment (~ 20 minutes) of this much longer video and then complete the assignment that follows, below: *Frontline’s #4: China’s View of Walmart, Big Partner* (2004) at [Link](#). To get to the 4th segment, click on the play button. You’ll see little dots on the play bar that represent different episodes. Place your cursor on the 4th segment to play only that section. Make sure to note the demography of the investors and workers as you see them onscreen (age, gender, and ethnic, regional, and/or national origin). **Assignment:** Turn in a map detailing the name and location of this particular city in relation to Hong Kong. Next, write out the name, show the location, and provide a line with an arrow pointing to the US port discussed in the film where Chinese goods are received. In a box near that port, note in general the kinds of goods that China exports there. Next, draw a return arrow to China from that port city and in a similar box, note what mostly is shipped from that port to China. Turn in your notes, the map, and answers to these three questions: 1) how many persons lived in this place before FDI took place (feel free to also use Wikipedia for the answer)?; 2) what is the demography of the three or four investors featured in the film; 3) what is the demography of the workers? 3) what is the “reverse auction” technique that Walmart uses and whom does it benefit? Lastly, read only the first part of “6” and all of “7” on Wikipedia about Walmart.

- **Over the weekend:** watch and take notes on the highly acclaimed (awesome) film, *A touch of sin* (2013), by Tian Zhu Ding. There are four separate stories taking place, each of which tells you something about neoliberalism in China. Note *the location of the actors of each story* and how they identify and navigate the difficulties they face as a result of neoliberalism’s fueling of inequality. That is, do not tell me what they did “wrong” in the “small picture,” but how their actions “make sense” if we consider the pressures many Chinese persons have faced as a result of neo-liberally induced change, that is, the “big picture.” Hand in your notes next Tuesday **in class**.

Mandatory Quiz due **18 April @ 11:59pm**

One person from each group should email me directly to sign up for a group review time next week

4: China’s Special Economic Zones, FDI, and the rise of super-wealth in China/22 and 24 April

M: Hand in film report. Read, “The changing face of China’s billionaire-entrepreneurs” (2016; use Google Scholar). Make a map showing the locations discussed along with a paragraph relating to what this author is referring by the phrase, “changing face.”

W: Zheng’s (2009) *Red lights: The lives of sex workers in post-socialist China*, Introduction. Hand in a map: showing the name/location that the author writes about. At the top of the map, write out the name of the “singing” places featured in this place, followed by the number of these places at the time of this book’s publication? Next, place an arrow showing from where most of the workers migrated into this place. Next, place an arrow from the nation that inspired these “singing” places into the area being studied. Next, read this short article written the same year that Zheng published her book (cut/paste

<https://www.mercurynews.com/2009/05/30/chinese-city-of-dalian-woos-former-japanese-colonizers-to-return/>) On the map, in a separate box, note when this nation colonized the area under study and when they left.

5: Rural China and the super-wealthy/29 April and 1 May

M: At the very same time that Deng Xiaoping invited FDI into the country, he also established the urban-based 1-child policy. Both FDI and the 1-child policy were meant to work in tandem. Yet the full effects of these changes would unfold over decades, causing historically unprecedented (and largely unanticipated) shifts in social, political, economic, and cultural relations, some of which you saw in the film, *A touch of sin*. To explore just how deeply this population policy has affected (urban) women in Dalian, read: Fong, Vanessa (2002) China's one-child policy: the empowerment of urban daughters. *American Anthropologist* 104(4): 1098-1109. How does this contrast with the rural women in *Red lights?* Hand in in-class FIVE Midterm EXAM templates for each group member. Each group will STAPLE all members' five templates together. Do this for Saturday, instead.

W: Read: "Demographic dividend and prospects for economic development in China" (Google Scholar) by Wang Feng and Andrew Mason for a 2005 conference on global demography. In-class quiz: What is the first and second demographic dividend?

6: Population, GNP/capita and wealth in China vis-a-vis robotics in Japan/6 and 8 May

M: Read: Qian, Yue and Zhenchao Qian. 2014. The gender divide in urban China: Singlehood and assortative mating by age and education. *Demographic Research* 31(45):1337-1364. In-class writing exercise about the different forces shaping rural and urban women's lives. Hand in in-class FIVE MORE Midterm EXAM templates for each group member. The person collating will STAPLE all members' five templates together.

W: Read Mori and Scarce's (2010) "Robot nation" and watch **all ten** of the short (2-3 minute) videos on "Paro the robot seal" at: [Paro](#). Then, watch the 2-3 minute video, [Pets](#). You will be tested on all of this material in class..

7: Race, robotics, and reproduction/13 and 15 May

M: Doudou Diagne's (2006) UN Economic and Social Council's report on "Racism...xenophobia.... mission to Japan. **In-class quiz: how is Diagne's article linked to, "Robot nation"?**

W: Excerpts from Frances Rosenbluth's (2006) *The political economy of Japan's low fertility*. Stanford, CA: Stanford University Press.

Upload MIDTERM exam/chart by **17 May, 11:59pm**

ONE person from each group - email me with times your group can meet on W, 27 February. Count on 1 full hour per person, so if there are four of you, you need to all be present for 3-4 hours. No meetings will be booked that would continue past 8:00pm. Always include everyone in your group when emailing me

8: Japan – race and biological reproduction/20 and 22 May

M: Kiyoto Tanno's (2009), "The economic crisis and foreign workers in Japan" in *Japan Labor Review*.

W: UN/DESA Working paper, Simai's (2006), "Poverty and inequality in Eastern Europe and the CIS transition economies." Go to: [MihalySimai_UN](#) **Before class watch:** 25 minute about a new youth drug in post-Soviet eastern Europe: [RussianYouthDespair](#) (this is quite graphic—so be prepared). Now read the following about the drug: <http://en.wikipedia.org/wiki/Desomorphine#.22Krokodil.22> In-class quiz on all of this.

9: Eastern Europe's post-Soviet era crises – the contradictions of reproduction/27 and 29 May

M: McKinney’s, “Russian babies, Russian babes: economic and demographic implications of international adoption and international sex trafficking for Russia.” (2009). Watch the following 20-minute video: [11_CtrInvestigReprt_Chakarova](#). Turn in 2-page essay and map (question 4, below) on the following questions: 1) How did the ‘transition’ to capitalism in the former USSR affect women’s lives, in particular? 2) How does the author tie in these effects to (and what is she referring to by the terms) “babies” and “babes”? 3) Putin gave women two different stipends at different times. When did he give these and what was the difference in the amounts. What was the latter one called? 4) To which country does the documentary refer and what is the capital city? Provide a map of this country and capital and relay what the primary basis of the economy is. (Hint: Google CIA fact file + country name)
W: The “Natasha” networks: sex trafficking in post-cold war Europe (MA Thesis, UNC 2006). Quiz on thesis/videos.

10: Sex trafficking, surplus populations, and neoliberal reproductive crises/3 and 5 June

M: Watch these videos before class: 1) [01_UrsulaBiemann_GlobalSexTraffick](#). 2) 9-minute video:

[12_BBC_SexTraffick_BritainAlbania](#) 3) 10-minute video on sex work in Dubai by the same documentary filmmaker: [Frontline_SexWorkDubai](#) **Group workshop on active voice and final paper.**

W: Yates, Michelle. 2011. The human as waste, the labor theory of value, and disposability in contemporary capitalism. *Antipode* 43(5): 1679-1695. Listen to Mariame Kaba on the abolition of the US prison system: <https://www.youtube.com/watch?v=PE9wGp98JJA>

FINAL EXAM DUE **9 June** 11:59PM

GRADING AND ASSIGNMENTS

There are two assignments—a midterm (40%) and a final (30%)—the writing quality and rigor of the research both determining the grade assigned. Directions for the assignments are available well ahead of time. Since the INT program stresses the importance of writing well, 50% of the grade awarded for all writing assignments is based on the technical qualities (rather than stylistic elements) of the writing.

30% PARTICIPATION – judged primarily by the quality and thoughtfulness of written work, preparedness on the mandatory Quiz and in class discussions, and the skills with which you engage colleagues.

40% GROUP MIDTERM – each person will collect and analyze 15 primary and *secondary* sources from a variety of popular and *scholarly* databases and fill out the midterm template provided for you on D2L. At the very end, group members will combine the individual 15 sources into a single document using a different colored font for each person (see D2L guidelines for details). You will then meet as a group to discuss three patterns or trends you found in EACH of your work (so, if there are three persons, you will have nine trends). These will be placed in a special table at the very end of the midterm document. Upload the group midterm onto D2L as a single file. *You must use Garamond 12 pt font throughout. You must use the active voice. At the very end (in the chart), you must use the **author-date** citation system, NOT the entire reference. (e.g., Nast 2011, 2; Gott 2010. 3).*

30% GROUP FINAL PAPER – 10 pages EACH person, not counting bibliography FINAL MUST BE FORMATTED AS FOLLOWS: *Garamond type; **12 point font**; 1” margins; double spaced–no extra spaces inserted in between subheadings and the rest of the text; **page numbers at top/right**; a formal two-paragraph introduction; sub-headed sections in the body of the paper; a formal two-paragraph conclusion; bibliography in Chicago B style (guidelines on D2L). Put these in alphabetical order. Remember the handing indent. No numbers, please.*

Skills valued by INT alumni & employers and learned in INT 206 that can now be listed on your resumé:		
Good writing, written communication, and editorial skills	Great analytic and critical thinking skills	Able to handle multiple tasks and deadlines
Able to plan & organize tasks and projects	Detail-oriented	Good interpersonal and intercultural skills
Able to work independently and as part of a group	Good verbal communication skills	Word and Excel (opt)
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ACADEMIC HONESTY AND PLAGIARISM

Academic honesty and integrity are expected at all times. Academic dishonesty will be punished severely. Plagiarism – using someone else’s work without acknowledgment and, therefore, presenting their ideas or quotations as your own work – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. Please read the DePaul Academic Integrity Resources page (<http://academicintegrity.depaul.edu/Resources/index.html>) for definitions and explanations of plagiarism and the University’s Academic Integrity expectations for students.

Note: cutting and pasting text directly from any source—including the Internet-- without appropriate referencing and/or quotation marks is plagiarism. It must be reported to DePaul authorities and is grounds for an automatic grade of zero. So please be careful.