“To allow the market mechanism to be sole director of the fate of human beings and their natural environment, indeed, even of the amount and use of purchasing power, would result in the demolition of society. For the alleged commodity, "labor power" cannot be shoved about, used indiscriminately, or even left unused, without affecting the human individual who happens to be the bearer of this peculiar commodity. In disposing of a man's labor power the system would, incidentally, dispose of the physical, psychological, and moral entity of "man" attached to the tag. Robbed of the protective covering of cultural institutions, human beings would perish from the effects of social exposure; they would die as the victims of acute social dislocation through vice, perversion, crime, and starvation. Nature would be reduced to its elements, neighborhoods and landscapes defiled, rovers polluted, military safety jeopardized, the power to produce food and raw materials destroyed.”

--Karl Polanyi,

*The Great Transformation: The Political and Economic Origins of Our Time*

An introduction to the Political Economy this course will introduce students to theories, concepts and tools for studying relations between states and markets that affects the structure of power relationships. Taking a global approach we will examine the different forms of state repression, the consequences of a
neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three inter-related questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern its citizens? (3) What is the role of individuals who make up civil society?

**CORE Course Requirements**

As a core course in Sociology, *States, Markets, and Bodies* is expected to accomplish certain goals. These include:

1. Students will be able to identify and discuss the questions and issues that are fundamental to human inquiry. We will read a variety of authors who formulate a sociological perspective upon such topics as: What is the appropriate roles of governments and civil society in shaping economic markets? How do markets affect interpersonal relationships and individuals in society?

2. Students will understand the major ideas and methods of inquiry of the disciplines that comprise their intellectual heritage. We will read a variety of empirical works from authors who draw on different methods of empirical research from historical and comparative methods to qualitative and ethnographic. Assignments will require students to reflect on the different methods of inquiry.

3. Students will show a grasp of the breadth and diversity of human knowledge. We will explore the different perspectives and experiences of various cultural groups. In this way students can broaden their own ideas and discover their own misconceptions and stereotypes. Students will also learn to recognize the diversity of opinions that come from other students in the classroom.

4. Students will show a grasp of how the principal disciplines organize knowledge, how they are related to each other, and how different disciplines bring distinctive perspectives to bear on the same issues or problems. Students will show an awareness of the strengths and limitations of the various disciplines. We will draw on economics, history, sociology, to theorize the relationship between states markets and bodies. In this way students will learn to think about how social structures, institutions and organizations shape individual action/agency in different ways and in different parts of the world.

5. Students will show familiarity with the scholarly exploration of religious faith. The course discussions will provide students with the space to explore their religious faith as it shapes their world views with respect to the morality embedded in social markets.

6. Students will show that they have developed the critical, mathematical, analytic, and expressive skills that are essential tools of the educated person. The assignments will require students to think critically and
develop the analytical skills to bring different works/theories into conversation or debates with one another.

7. Students will examine how the core helps to inform their own personal philosophy, hand in particular they will examine their values and to integrate what they learn with the principles that guide their lives. This course will challenge students to question very fundamental and “common sense” assumptions about the self, others, relationships, governments, spirituality, race, gender, family, social class among many other things. As such, students will formulate different ways of thinking and meaning making that shape different aspects of human life and social interactions.

Additional Course Requirements
1. The readings for this course will consist of a series of scholarly articles and excerpts from books. The course will be conducted as a seminar with each class meeting devoted to discussion of the scheduled readings. Although some classes include a brief overview in lecture/PowerPoint form, most instruction will be through class discussions focused on the readings. Students are responsible for all material covered in class, including any missed classes.

2. Students are expected to check their Boston College email and the course’s BBVista-Space site regularly for communications and announcements relating to the course.

3. Throughout the semester, I encourage you to visit me during my office hours with any questions or concerns you may have about class. I am also available for meetings at other times by appointment.

Academic Integrity
Academic integrity is a standard of utmost importance in this course. Guidelines for academic integrity in written work are posted on the Boston College website at: http://www.bc.edu/schools/cas/polisci/integrity.html

If you have any questions pertaining to the academic integrity guidelines, please come and talk with me for clarification. If you are caught violating Boston College’s policies on academic integrity, you will receive a failing grade for the assignment and the appropriate Dean will be notified in accordance to the rules set forth by Boston College.

Disability Statement
Boston College is committed to providing reasonable accommodations and integrated access for students with disabilities to all available academic, social, and recreational programs and activities. Appropriate support and referral services are provided by the Disability Services Office, which serves students
with hearing, visual, mobility, medical, and psychiatric disabilities. If you are a student with a documented disability seeking reasonable accommodations in this course, please contact Kathy Duggan, (617) 552-8093, dugganka@bc.edu, at the Connors Family Learning Center regarding learning disabilities and ADHD, or Paulette Durrett, (617) 552-3470, paulette.durrett@bc.edu, in the Disability Services Office regarding all other types of disabilities, including temporary disabilities. Advance notice and appropriate documentation are required for accommodations.

**Technology Policy:**
This is a discussion-based class. Laptops, smart phones or cellular phones of any kind, ipad’s, and other technological devices are not permitted for use outside of class purposes. Penalties for violations, including personal texting, web browsing (phone or computer), and ringing phone are listed below:
- First Violation: (ringing cell phone, on computer, etc.) — Dismissed from class for the day
- Second Violation: dismissed from the course

**Course Work and Grading**
Your final grade will be based on the components listed below. Your course grade will also take into consideration such elements as effort, improvement over time, and the quality of participation.

**Turning in Assignments:** All assignments are to be turned in on the course’s BB Vista site. *Students are responsible for checking that their assignments have been posted correctly.* If BB Vista is down, the assignment must be e-mailed to me by the deadline and then posted subsequently when BB-Space is back up. Late submissions will be penalized: 1/3 of a grade per day late.

a. **Class Attendance, Participation, and Collaboration:** 5% [50 PTS]
   Attendance is required. If you have more than two unexcused absences, your final course grade will be lowered by one-third of a grade (e.g., A- → B+). Students are expected to come to class having completed all the reading assigned for that day and prepared to contribute to discussion.

b. **Comments, Presentations, Responses to Course Readings and News Events:** 10% [100 PTS]

   **News Postings**
   Each student is expected to post links to two news stories that are relevant to the class material. The first must be posted in *September*, the second in *October*. Include a brief response to the story in your posting. (Students should be reading from respected news sources throughout the semester.) Be creative and show how you’re using what you learn in class to look at the world in a new way.
Students are also expected to read the postings of other students and occasionally respond to them.

**Short Postings on Outside Lectures**
Each student is expected to attend and post a reflection to at least two approved outside lectures. All lectures sponsored by the Department of Sociology and International Studies do not require approval.

**Posting Grade Guide**

<table>
<thead>
<tr>
<th>Postings</th>
<th>Number Required</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>News Events</td>
<td>2</td>
<td>25 each (50 total)</td>
</tr>
<tr>
<td>Outside Lecture</td>
<td>2</td>
<td>25 each (50 total)</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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c. **PowerPoint Presentation: 15% [150 PTS]**
   Students, working with a partner, are expected to give one 15-minute PowerPoint presentation. There will be a signup sheet for topics and dates. The presentation is expected to address a specific topic area covered by the course. A PowerPoint presentation checklist will be handed out that details what should be in the PowerPoint presentations and the expected formatting. Students must submit the PowerPoint document to the assigned location on the course’s OWL-Space site on the same date as the presentation is made.

d. **Midterm In Class Essay Exam: 20% [200 PTS]**
   There are 2 exams, a midterm and final, each of which is cumulative to the beginning of the year. The exams are mostly or entirely essays that require students intelligently to summarize, discuss and apply major themes in the readings, lectures, and class discussions.

e. **Research Paper: 20% [200 PTS]**

f. **Final Exam: 25% [250 PTS]**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>86-89</td>
<td>B+</td>
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<tr>
<td>82-85</td>
<td>B</td>
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<tr>
<td>80-81</td>
<td>B-</td>
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<tr>
<td>78-79</td>
<td>C+</td>
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<tr>
<td>77-73</td>
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<td>D</td>
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<td>62-60</td>
<td>D-</td>
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<td>59-00</td>
<td>F</td>
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* A note about grades. I do not grade on a curve nor do I believe in grade inflation. As such, students overall grades will reflect the quality of their work, improvement overtime.
and ability to turn assignments in on time. Late assignments are automatically given a ZERO (unless there is an emergency), which will detrimentally affect your grades.

Grade Disputes: I will honor all requests for grade changes that are submitted to me in writing. Please know that a request for a grade change can result in a higher or lower grade.

**Required Texts:**

Week 1 - September 2nd and 4th Overview

- September 2nd — Introduction Review the Syllabus

Week 2 - September 9th and 11th Classical Theories of Capitalist Development [Marx and Adam Smith]

- September 9th — Broad Overview Political and Economic Institutions

- September 11th – No Class–Mass of the Holy Spirit Day

Non Required Related Readings:

- Additional reading from *The Wealth of Nations*
- David Harvey, ‘The Geography of the Manifesto,’ in *Spaces of Hope* (UC Press, 2000).

Week 3 - September 16th and 18th - States Markets and Civil Society

- September 16th — Forward by Fred Block (2001), Forward by Joseph Stiglitz, Introduction to Karl Polanyi, *The Great Transformation* [orig. 1944], plus the following selections from Polanyi: 71-80;

- September 18th — Karl Polanyi pg’s 136-140; 145-7; 158-163; 265-267.

Non Required Related Readings:


**Week 4 September 23rd and 25th – Contemporary Markets**
- **September 23rd** — Ho, Karen 2009. Liquidated. Chapters 1 and 2
- **September 25th** — *Movie Inside Job with Matt Damon*

**Week 5 September 30th and October 2nd – Markets and Citizens**
- **September 30th**— H, Karen. 2009. Liquidated. Chapters 5-7
- **October 2nd**— *Robert Reich Inequality for All Movie*

**Week 6 October 7th and 9th– State Power, Securitization, and Regulation of its Citizens**
- **October 7th**— D. Kanstroom. 2012. Aftermath. Preface, Chapters 1, 2, 3
- **October 9th**—
  - J. Carlson. Forthcoming. Citizen Protectors. Introduction, Chapter 1, Conclusion. | [canvas]
  - *Non Required Related Readings*

**Week 7 October 14th and 16th – State Violence and Policing**
  o *Movie Crips and Bloods: Made in America*

**Week 8 October 21st and 23rd**
- October 21st Midterm Part I
- October 23rd Midterm Part II

**Week 9 October 28th and 30th** *The Commodification of Intimacy*
- **October 28th** —

- **October 30th** — In class workshop lead by TA to go over interviewing as a method of research and go over the interview guide

**Week 10 November 4th and 6th** *Markets and Bodies*

- **November 6th** V. Zelizer. 2005. *The Purchase of Intimacy,* Chapter 2 and 4

**Week 11 November 11th and 13th** — Interview Week
- **November 11th** — *Veterans Day No Class*

- **November 13th** — Day off to conduct, code and transcribe interview

**Week 12 November 18th and 20th** *Body Parts*
- **November 18th** —


- **November 20th** —
  o Workshop in class for peer and TA review of draft of 5 page paper
Week 13 November 25th and 27th Trafficking of Bodies

• November 25th
  o K. Hoang and Rhacel Parrenas. *Human Trafficking Reconsidered: Rethinking the Problem, Envisioning New Solutions.*
    ▪ “Introduction” Pp. 1-19;
    ▪ A. Peters “Challenging the Sex/Labor Trafficking Dichotomy” Pp. 30-41,

• [Thanksgiving No Class November 27th]

Week 14 December 2nd and 4th Commodification of Bodies

• December 2nd 5 Page Research Paper Due
  o K. Hoang and Rhacel Parrenas. *Human Trafficking Reconsidered: Rethinking the Problem, Envisioning New Solutions.*
    ▪ Jones and H. Brown “Contradictions and Complications” 81-91,
    ▪ Farrag and Flory Evangelicals and Human Trafficking 116-123,

• December 4th
  o K. Hoang. 2014. “Competing Technologies of Embodiment” *Gender and Society*
  o K. Hoang. 2014. “Flirting with Capital: Negotiating Perceptions of Asian Ascendancy and Western Decline in Global Sex Work”

Week 15 December 9th and 11th

• Tuesday December 9th- LAST DAY OF CLASS- REVIEW for FINAL EXAM
• December 11th Study Days NO CLASS

FINAL EXAM — Monday December 15, 2014 at 12:30pm.
PowerPoint Presentation Checklist

Material to Cover in Presentation
- Define the problem and why it is important
- Provide different perspectives on the problem or topic
- Use analytic (rather than debating or journalistic/descriptive) tone
- Support claims with evidence or arguments
- Relate policy issues and proposed solutions
- If propose a solution or approach, discuss how might be implemented
- Include conclusion that does more than summarize; look to the future
- Use assigned readings AND other sources
- Correctly cite information
- Full reference list at end of PowerPoint slides

PowerPoint Format
- Legible slides, not overloaded with text
- Professional and interesting overall appearance
- Information is organized and concise
- Well-structured titles and headings

Delivery of Presentation
- Completed in 15 minutes or less
- Rehearsed presentation, not “read” or over reliance on notes
- Provide smooth transitions
- Speak clearly and audibly
- Avoid fillers: “umm,” “you know,” etc.
- To class early enough to be set up and ready to go by start of class
RESEARCH PAPERS AND PRESENTATIONS

This class requires you to engage in a research project on States, Markets, and Bodies. You will be asked to select a topic of interest to you that involves two of the three themes of the class (i.e. States and Bodies, Markets and Bodies, States and Markets), develop a review of the existing literature, develop an interview guide and conduct and interview with someone in the financial sector, analyze data from your interview and summarize your findings in a 5 page research paper. You will also present your findings in front of the entire class during a mini-conference at the end of the semester. Your research must consist of the following elements:

• A project proposal in which you describe your central question, your selected case, your proposed research method, and a list of five sources beyond the syllabus that are pertinent to your research.
• An extended abstract
• A literature review at summarizes and synthesizes 5 to 10 books or articles beyond the course materials
• A detailed outline of your research paper, including all secondary sources and a clear description of your methods
• A 5-page research paper that presents a clear, empirically grounded argument that is situated within existing studies and weaves data from your interview into the narrative of the paper.