

Chapter outline for *Antimonopolist 2.0: Toward an Economics of Composition***Chapter 1.** Problem and exigency.

The discourse of composition studies currently represents economics almost entirely in terms of class. That representation obscures and essentializes actually existing economic activity by reifying it within the figure of the classed individual. Furthermore, even when the discourse of composition attends to actually existing economic activity without reifying it within the economically essentialized figure of the classed individual, it imagines economic activity as monolithic and market-based, and relies either upon an essentialist Marxist critique of a hegemonic market-based homogenous capitalism or upon an essentialist neoclassical economic analysis of market-based economic activity within a hegemonic, monolithic, and homogenous capitalism. That obscuring and deferring of economic activity in composition studies also obscures and defers the value of our pedagogical and scholarly work.

Chapter 2. Literature review. (A shorter version of Chapter 2 has been published as “Economies of Writing, Without the Economics: A Rhetorical Analysis of Composition’s Economic Discourse in *JAC* 32.3–4.” *Rhetoric Review* 33.3 (July 2014).

An examination of a special issue of *JAC* dedicated to “economies of writing” metonymically illustrates the characteristic ways in which composition studies represents economic activity either as existing outside the sphere of possible intervention by compositionists or else as metaphor for non-economic phenomena. Other texts in composition studies, such as (Joyce) Locke Carter’s *Market Matters* and Tony Scott’s *Dangerous Writing*, perform a similar deferral or obscuring.

Chapter 3. Method and approach.

A new anti-essentialist Marxian view of the diverse economic field, with particular attention to the cycle of writing production, distribution, use, and reproduction (and how value is appropriated at each of those stages, and who appropriates that value), shows us a heterogenous economy from a perspective that far more effectively and completely represents the types of economic activity that take place across the field of composition. Such anti-essentialist Marxian economic analysis takes place in the context of today’s informationalized economy that understands how all writing is inherently technological and that technology replaces labor-intensive processes with capital-intensive processes, leading to what economists call the aggregation problem. The aggregation problem is concerned with how value is mismeasured in its aggregation; together with the substitution problem (how labor changes its value depending on who produces it) and the transformation problems (how labor becomes reified as capital), it constitutes three of the major problems that confound contemporary economic discourse. Those problems are made freshly visible in case studies of military contexts that illuminate factors we might not ordinarily consider to be economic. The case study approach allows for detailed examinations of the multiple forms of economic actors, activities, and enterprises in such contexts.

Chapter 4. Case study 1.

Scholarship can function as valuable economic capital. The Army's plagiarized Field Manual 3-24 highlights the aggregation problem and the substitution problem in relation to capital outputs of the economic cycle of production, distribution, use, and reproduction.

Chapter 5. Case study 2. (A shorter version of Chapter 5 has been published as "Digital Literacy Instruction in Afghanistan." *Digital Rhetoric and Global Literacies: Communication Modes and Digital Practices in the Networked World*. Gustav Verhulsdonck and Marohang Limbu, eds. Hershey, PA: IGI Global, 2014.)

Service can function as valuable economic activity that contributes to building economic capital. Student work with computers in Afghanistan demonstrates how the aggregation, substitution, and transformation problems function in relation to labor inputs and material-technological inputs and immaterial capital outputs to the economic cycle of production, distribution, use, and reproduction.

Chapter 6. Case study 3.

Teaching functions as immaterial labor that contributes to the reproduction of immaterial capital, and the economic value of the work of teaching is multiply appropriated by different economic actors. A comparative evaluation of instructor preparation at two military academies (West Point and the National Military Academy of Afghanistan) illustrates the functioning of the aggregation problem and the substitution problem in relation to capital and labor inputs to the economic cycle of production, distribution, use, and reproduction.

Chapter 7. Case study 4.

Scholarship and service in the editorial production of three journals connected to military contexts (*Computers and Composition*, published by Elsevier, a corporation previously involved in the global arms trade; *Military Review*, a bimonthly refereed journal dedicated to research and debates on contemporary military practice and doctrine; and a special issue of *Kairos* focusing on the interconnections of rhetoric, technology, and the military) highlight the appropriation of value and the aggregation problem and the transformation problem in relation to labor inputs to the economic cycle of production, distribution, use, and reproduction. A time-use study of authorial and editorial production demonstrates how the economic value of scholarship functions in both market and non-market contexts.

Chapter 8. Conclusion.

The economic cycle of production, distribution, use, and reproduction links both to the rhetorical canons (production encompasses invention, arrangement, and style; delivery is distribution; we internalize use and reproduction as memory) and to the writing process within the context of time. Paying economic attention to the place of time and its function with the labor theory of value can give us a revised phenomenological process theory of writing that more fully accounts for writing's value both as text and as work.