

CGS 3513G Non-Hegemonic Economic Forms and Global Capitalism
Monday 11:30-12:30 and Wednesday 11:30-1:30 HCV 208
Dr. Wendy Russell
The Centre for Global Studies
Huron University College
Winter 2018

Prerequisite(s): 0.5 course from Centre for Global Studies 1000-1999, or permission of the Centre for Global Studies.

Office: V128
email: wrussell@huron.uwo.ca

Phone: 519-438-7224 ext 226
Office hours: Wednesday 2:00-4:00 and
Friday by appointment

Introduction

An examination of the function and socio-political outcomes of informal, subsistence, land-based and other allied economies in the context of global capitalism. Themes include the production of community-based economic autonomy, localization, place-making and alternative economic development.

As the formal calendar description promises, this course explores economic life at a human scale, from the vantage of day-to-day life. This perspective is familiar to students of global development, anthropology, and sociology, and so tracks with approaches that understand economic practices as laden with values, social function and political purpose. Additionally, this course considers what appears to be a surge in the proliferation- note this does not say 'growth'- of economic practices that signal each's specific value orientations, foreground sociality as a function of economic life, challenge the authority of dominant models to describe (and prescribe) appropriate economic practice and even mobilize practitioners into activists for economic alternatives. In short, this course explores how these economies function as sites of human accomplishment.

Learning Objectives

This course aims to engage students in advanced interdisciplinary consideration of a topic best apprehended through interdisciplinary study. The course challenges students to think critically about the boundaries established by dominant, hegemonic, and disciplinary approaches to understanding the core topic of the course. Students are asked to exercise this interdisciplinary method in written projects that identify and analyse the key functions and processes of non-hegemonic economic forms.

Course Methods

Our class meetings will be made up of lectures, films, and discussions. Lectures and films will supplement course reading, and so being prepared for class by having done the reading is

important. Content covered in our class meetings will be helpful for completing written assignments.

Required Readings

Most of our course readings are available through the Western Libraries' holding of on-line scholarly journals. A few will be available via the author's professional websites, and I'll tell you which ones those are. And, finally, a few will be on reserve in the Huron library. I'll let you know.

Evaluation

Reading response essays (3 in total)

- 1 x 15% (due **February 14**)
- 1 x 25% (due **March 8**)
- 1 x 25% (due **March 21**)

Final 'Definitions' Paper due **April 16** in my office before 3:00 p.m. 35%

Assignments

Reading Response Papers

Detailed instructions for each of these papers will be published on OWL. Each paper is 4-5 pages (1000-1250 words), printed **single sided**, in 12pt font, double spaced, on paper, and is due in class (no later). Please endeavor to use Chicago Author/Date in-text citations for these papers.

Each assignment asks you to consider a core definitional question about the economic forms we are studying, as described in a set of questions on the assignment sheet posted to OWL. Each paper should draw exclusively on course readings, which you should quote extensively in your paper.

Final Definitions Paper

Detailed instructions for this final paper will be published on OWL. This final paper should be 5-6 pages (1250-1500 words), and presented as specified above for 'reading responses'.

Overall, this paper will ask you to consider the potentials and drawbacks of describing 'non-hegemonic economic forms' as a kind of global force that challenges the hegemony of global capitalism. The final paper asks you to consider this in light of, and in reference to, the readings assembled for this course.

Each of your papers in this course will be evaluated as follows:

Technical concerns (proper citations, overall presentation) 20%

Use of course materials (suitable quotations, well-selected, breadth of sources included) 40%

Overall insight (attention to questions, grasp of possibilities presented by the readings) 40%

Reading Schedule

January 8 Introduction

January 10 Non-Hegemonic Economic Forms: A New Paradigm is Possible...and Necessary!

Reading: pages xvii-xlii from de Sousa-Santos, Boaventura and Cesar A. Rodrigues-Garavito. 2006. Introduction in *Another Production is Possible: Beyond the Capitalist Canon*, editor Boaventura de Sousa-Santos. London: Verso.

*conveniently available- ask me how!

January 15-17 The Informal Sector: From Relic to Margin to Alternative

Coletto, Diego, and Lieselot Bisschop 2017 Waste pickers in the informal economy of the Global South: included or excluded? *International Journal of Sociology and Social Policy*. 37 (5/6): 280-294.

Heyes, Jason and Joanna Shapland. 2017. Introduction. *International Journal of Sociology and Social Policy*. 37 (7/8): 355-360.

Rodrigues-Gravito, Cesar A. 2006. Chapter 2, Solidarity Economy and the Struggle for Social Citizenship in Times of Globalization: A Study of Cooperatives of Informal Garbage Pickers in Colombia. In *Another Production is Possible: Beyond the Capitalist Canon*, editor Boaventura de Sousa-Santos. pps 43-69. London: Verso.

January 22-24 The Informal Sector: Alternative to What?

Kabeer, Naila, Kirsty Milward and Ratna Sudarshan. 2013. Organising Women Workers in The Informal Economy. *Gender and Development*. 21(2): 249-263.

Wilson, Tamar. 1998. Approaches to Understanding the Position of Women Workers in the Informal Sector. *Latin American Perspectives* 25(2): 105-119.

January 29-31 Non-Hegemonic Economic Forms and their Places: Slap Away Those 'traditional/modern', 'local/global' Binaries!

Escobar, Arturo. 2001. Culture Sits in Places: Reflections on Globalization and Subaltern Strategies of Localization. *Political Geography*. 20 (2): 139-174.

Grabbatin. Brian, Patrick T. Hurley and Angela Halfacre. 2011. "I Still Have the Old Tradition": The Co-Production of Sweetgrass Basketry and Coastal Development. *Geoforum* 42 (6): 638-649.

Halfacre, Angela, Patrick T. Hurley and Brian Grabbatin. 2010. Sewing Environmental Justice into African-American Sweetgrass Basket-Making in the South Carolina Lowcountry. *Southeastern Geographer* 50 (1): 147-168

February 5-7 Place-Making as Life Project: Non-Hegemonic Economic Forms and Collective Power

Corntassel, Jeff and Cheryl Bryce. 2012. Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization. *Brown Journal of World Affairs*. 18(11): 151-62.

Menzies, Charles R. and Caroline F. Butler. 2007. Returning to Selective Fishing through Indigenous Fisheries Knowledge: The Example of K'moda, Gitxaala Territory. *American Indian Quarterly*. 31(3): 441-64.

February 12-14 To Place Emphasis on the Power of Place-Based Life Projects...

Parlee, Brenda, Fikret Berkes, and the Teetl'it Gwich'in Renewable Resources Council. 2005. Health of the Land, Health of the People: A Case Study on Gwich'in Berry Harvesting in Northern Canada. *EcoHealth* 2(2): 127-37.

Todd, Zoe. 2016. "This is the Life": Women's Role in Food Provisioning in Paulatuq, Northwest Territories. In *Living on the Land: Indigenous Women's Understanding of Place* eds Nathalie Kermoal and Isabel Altamirano-Jimenez, pps. 191-212.

Tsing, Anna Lowenhaupt. 2003. Cultivating the Wild: Honey-Hunting and Forest Management in Southeast Kalimantan. In *Culture and Question of Rights: Forests, Coasts and Seas in Southeast Asia*, editor Charles Zerner, pps 24-55. Durham and London: Duke University Press.

February 26-28 Sovereignty: To Emphasize Autonomies...

Daigle, Michelle. 2017. Tracing the terrain of Indigenous food sovereignties. *The Journal of Peasant Studies*. 1-19 DOI: 10.1080/03066150.2017.1324423

Kuokkanen, Rauna 2011. Indigenous Economies, Theories of Subsistence, and Women. *American Indian Quarterly* 35 (2): 215-240.

March 5-7 Global Capitalism as Context

Edelman, Marc and Andres Leon. 2013. Cycles of Land Grabbing in Central America: An Argument for History and a Case Study in the Bajo Aguan, Honduras. *Third World Quarterly* 34(9): 1697-1722.

Loker, William M. 2005 The Rise and Fall of Flue-Cured Tobacco in the Cop'an Valley and Its Environmental and Social Consequences *Human Ecology*, Vol. 33, No. 3, June 2005

March 12-14 Proliferating Globalizations from Place-Based Economies

Grey, S., and R. Patel. 2015. Food Sovereignty as Decolonization: Some Contributions from Indigenous Movements to Food System and Development Politics. *Agriculture and Human Values*. 32(3): 431-44.

Visser, Oane, Natalia Mamonova, Max Spoor and Alexander Nikulin. 2015. 'Quiet Food Sovereignty' as Food Sovereignty without a Movement? Insights from Post-socialist Russia. *Globalizations*. 12(4): 513-528.

March 19-21 Proliferating Social Glocalities

Vitiello, Domenic, Jeane Anne Grisso and K. Leah Whiteside. 2015. From commodity surplus to food justice: food banks and local agriculture in the United States. *Agriculture and Human Values* 32 (3):419–430.

Naranjo, Sofia. 2012. Enabling Food Sovereignty and a Prosperous Future for Peasants by Understanding the Factors that Marginalise Peasants and Lead to Poverty and Hunger. *Agriculture and Human Values* 29 (2):231–246.

March 26-28 Proliferating Politics that Erode Dominant Orders...

Shackleton, Charlie M., Patrick T. Hurley, Annika C. Dahlberg, Marla R. Emery and Harini Nagendra. 2017 Urban Foraging: A Ubiquitous Human Practice Overlooked by Urban Planners, Policy, and Research. *Sustainability*. 9(10): 1-18.

Simpson, Leanne Betasamosake Simpson. 2017. Plight. In *This Accident of Being Lost*, 5-8. House of Anansi Press.

April 2-4 Proliferating Land-Bases that Defy Dominant Orders of Property

Gupta, Clare. 2015. Return to Freedom: Anti-GMO Aloha ‘Aina Activism on Molokai as an Expression of Place-based Food Sovereignty. *Globalizations* 12(4): 529-44.

McMichael, Philip. 2015. The Land Question in the Food Sovereignty Project. *Globalizations* 12(4): 434-451.

Patel, Raj. 2009. What does food sovereignty look like? *Journal of Peasant Studies*, 36(3): 663–706.

April 9-11 Workshop our final papers

This week we will do an inventory of ideas, arguments and conclusions drawn from our copious course readings, and plot ideas for how to write the final paper on the prospect of defining ‘non-hegemonic economic forms’ as a corporate force...



Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the

instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;

Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
Unauthorized resubmission of course work to a different course;
Helping someone else cheat;
Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must

see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>