

CGS 3513F Non-Hegemonic Economic Forms and Global Capitalism
Tuesday 8:30-11:30 HC-W18
Dr. Wendy Russell
The Centre for Global Studies
Huron University
Fall 2019

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

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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 **October 15**)
- 1 x 25% (due **November 12**)
- 1 x 25% (due **December 3**)

Final 'Definitions' Paper due **December 10** 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 3-4 pages (750-1000 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 4-5 pages (1000-1250 words), 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

September 10 Introduction

September 17 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!

September 24 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.

October 1 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.

October 8 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

October 15 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.

October 22 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 Paulatuuq, 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.

October 29 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.

November 12 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

November 19 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.

November 26 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.

December 3 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.

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



Appendix to Course Outlines: Academic Policies & Regulations 2019/2020

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons 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 or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and Western University 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 Conduct at:

www.huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf.

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.

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 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 Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

Please see the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post all relevant information on the OWL class site at: <https://owl.uwo.ca/portal>, and on the Huron website at www.huronuc.on.ca/about/accessibility.

Academic Student Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: www.huronuc.ca/student-life-campus/student-services/academic-advising.

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: www.huronuc.ca/student-life-campus/art-social-science and at www.huronuc.ca/student-life-campus/management-and-organizational-studies.

Adding / Dropping Courses

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Huron website, huronuc.ca/student-life-campus/student-services/academic-advising or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Mental Health & Wellness Support at Huron and at Western

Students who are stressed, emotionally distressed or in mental health crisis please refer to: huronuc.ca/student-life-campus/student-services/health-wellness for a complete list of options about how to obtain help, or email Huronwellness@huron.uwo.ca to access your wellness staff directly.

Additional supports for Health and Wellness may be found and accessed at Western through www.uwo.ca/uwocom/mentalhealth/.

Huron is committed to providing a safe, welcoming campus for students, staff and faculty by providing confidential assistance to those who have personal safety concerns. Providing a safe and welcoming campus for students, staff and faculty is one of Huron's top priorities.

The Student Emergency Response Team (SERT) provides medical response to 9-1-1 calls on Main, Brescia and Huron campuses which operates 24 hours a day, 7 days a week during the academic year. SERT is dispatched through the campus community Police Service (CCPS) to any medical emergency on campus at (519) 661-3300. For more information about SERT please visit: sert.uwo.ca/about-sert/about-sert/.

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 Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

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, as per the Academic Calendar:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#SubHeading_189 .

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for a 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 Western University and Turnitin.com.

Computer-Marked Tests/exams

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.

Clickers

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” Accommodation

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/index.html> .

Policy on “Academic” Accommodation - Medical / Non-Medical Grounds

Students who require academic 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/index.html> .

- (a) **Medical Grounds** for assignments worth 10% or more of final grade: Go directly to Huron Support Services/ Academic Advising, or email huronsss@uwo.ca .

University Senate policy, which can be found at, https://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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 Dean. The instructor's decision is appealable to the 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 Dean. The instructor's decision is appealable to the Dean.

(c) Non-Medical Grounds: Consult your 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 Dean. The instructor's decision is appealable to the Dean.

Requests for Academic Consideration Using the Self-Reported Absence Form

The full Policy on Academic Consideration for student Absences – Undergraduate Students in First Entry Programs is available at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf .

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g.,

attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
- b. any absences in excess of the number designated in clause a above, regardless of duration, will require students to present a **Student Medical Certificate (SMC)**, signed by a licensed medical or mental health practitioner, detailing the duration and severity of illness, or appropriate documentation supporting extenuating circumstances to the Academic Counselling unit in their Faculty of registration no later than two business days after the date specified for resuming responsibilities. Please see section 4 below for more details.
- c. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- d. The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- e. The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- f. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
- g. Self-reporting **may not be used** for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- h. students must be in touch with their instructors **no later than 24 hours after the end of the period covered by the Self-Reported Absence form**, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Important Dates and Directory at Huron and Western

For a current and up-to-date list of important dates and campus directories, please visit:

- **Huron – Important Dates:** <https://huronuc.ca/important-dates-and-deadlines>
- **Western – Academic Calendar & Sessional Dates:** <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>
- **Huron Directory – Faculty, Staff and Administration:** <https://huronuc.ca/index.php/contact/contact-directory>
- **Western Directory – Faculty, Staff and Administration:** <https://www.uwo.ca/directory.html>