DEPARTMENT OF GEOGRAPHY AND PLANNING
University of Toronto

JPG 1615: Planning the Social Economy

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Office hours: Mondays: 3-5p

Class meeting: Wednesdays, 10a-12p, Room 5017A, Sidney Smith Hall

The social economy is a term often used analogously with the ‘third sector’. It is construed more broadly in this course as an economy rooted in the principles of distributive justice, economic democracy and relational autonomy. The course examines the concept theoretically, with recourse to some canonical and more recent writings about the interface between ‘society’ and ‘economy’—e.g. by looking at foundational arguments for and against the idea of a self-regulating market and exploring recent literature advocating as well as critiquing the principle of social economy. Analytical principles of the social economy will be explored drawing on Marxist, feminist and post-colonial perspectives. These are also brought to bear on international experience in key sites of the social economy.

The class will be run as a seminar. As a JPG course it encompasses BOTH the normative positionings and practice orientations of Planning, AND key debates in economic geography around the themes of diverse economies, alternative economic spaces, autonomous geographies and the regulatory frameworks for economic practice. It also moves across the terrain of ‘critical development studies’ and ‘community economic development’, and thus attends explicitly to the geographies of knowledge production.

Readings will be available on the course website.

Marking Scheme and due dates
Seminar participation: 15%  In class weekly
Seminar presentation & reading reflection: 25%  In class & Tuesday before class
Major paper proposal 20%  Week 7, October 26
Major paper 40%  Week 13, December

Please note that if you make your seminar presentation after October 26 you will not receive marked assignments until after the course drop date.

Seminar participation (15%)
Classes will be conducted as seminars. The success of the seminar will depend to a great extent on everyone’s participation. You should come to class each week prepared to discuss the
readings, ask questions, or to draw our attention to key quotes or sections. You must the assigned readings read before class each week—as well as the short reading reflection posted by the student who will doing the seminar presentation for the week. Effective participation requires good listening and respectful engagement with others; it is not limited to speaking your views out loud. Students of course come to the class with different experience and backgrounds, as well as levels of comfort participating in seminar discussions. Evaluation of your participation will be based on the significance of your contributions, your engagement with peers and your role in creating a supportive and productive intellectual community.

Seminar presentation and reading reflection (25%)
Each student will choose one week in which to present reflections and questions about the readings. These presentations should provide some contextual background for the readings, assess the reading/s in terms of argument/methodology/style, identify key themes and threads that connect the readings, and pose probing questions that will facilitate discussion. Please feel free to be as creative as you like in terms of how you present your reflections on the readings. To support your in-class presentation, on the Tuesday prior to the seminar you should post a reflective essay (around 500 words) about the readings as well as 2-3 critical questions you wish to pose to the class. You will be expected to lead a class discussion on the basis of your presentation and questions. Your goals should be to address the readings synthetically and generate critical and productive discussion. Your assessment will encompass the presentation, reading reflection, and discussion facilitation.

Major paper proposal (20%)
The major paper provides an opportunity to probe a topic related to course theme/s. You are encouraged to consider a paper topic that might help with the preparation of a research proposal, thesis chapter, comps exam, or other long-term writing and professional goal. For this assignment you will prepare a proposal encompassing a statement of the topic, the key question or argument animating your paper, an outline of the paper’s structure and organization, a statement about how the paper relates to the course themes, and a short annotated bibliography.

Major paper (40%)
The final paper submission should be 3,500-3,750 words in length; it should be a fully-referenced research paper that engages recent scholarly literature in the field and relevant planning/development policies, reports or cases as necessary. The paper should conform to humanities or social science citation and formatting conventions as explained in the Chicago Manual of Style or Turabian's Manual for Writers of Term Papers, Theses, and Dissertations. Depending on the course enrolment and students’ areas of interest, we may elect to consider co-authored papers and/or a peer review process to support revision of paper drafts.
PART ONE: FOUNDATIONS

Week 1: Introduction [Sep 14]

Weeks 2: What is the economy? What is planning? [Sep 21]


Recommended:

Week 3. What is socialism? [Sep 28]


Dale, Gareth. ‘The iron law of democratic socialism: British and Austrian influences on the young Karl Polanyi’, Economy and Society 43(4), 2014, pp. 650-667


Recommended:
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**Week 4: What is the social economy?** [Oct 5]


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PART 2: PRINCIPLES OF THE SOCIAL ECONOMY

Week 5: Distributive Justice [Oct 12]


Recommended:


Week 6: Economic Democracy [Oct 19]


**Recommended:**


**Week 7: Relational Autonomy [Oct 26]**


**Recommended:**

**PART 3. INCARNATIONS HISTORICAL AND CONTEMPORARY**

**Week 8: Historical Incarnations [Nov 2]**


**Recommended:**
Weeks 9-11 Contemporary Incarnations

Week 9. Community Economies [Nov 9]


Recommended:

Week 10. Community Economic Development [Nov 16]


Week 11. Utopian visions [Nov 23]
Wright E O, ‘Transforming Capitalism through Real Utopias’, American Sociological review (78)1, 2013, pp. 1-25. Lays out an approach for social science in advancing real utopias – maybe read block, etc against this approach, does it qualify or not?


Hart, Keith, ‘The Human Economy in a Revolutionary Moment,’
(http://thememorybank.co.uk/2012/02/07/the-human-economy-in-a-revolutionary-moment-political-aspects-of-the-economic-crisis/)

Recommended:

Week 12. Workshopping papers and course retrospective [Nov 30]
