JPG 1615: Planning the Social Economy

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The social economy is a concept often used analogously with ‘the third sector’. In this course, it is construed more broadly as an economy rooted in the principles of distributive justice, economic democracy, and relational autonomy. The joint Planning and Geography designation reflects how the course encompasses the normative positionings and practice orientations of Planning, as well as key debates in Economic Geography around the themes of diverse economies, alternative economic spaces, autonomous geographies and the regulatory frameworks for economic practice.

The course is divided into three stages. It first interrogates the concepts of ‘planning’ and ‘social economy’, 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. Second, the course explores the normative principles of the social economy by drawing on Marxist, feminist and post-structuralist perspectives. Third, the course will look at how these principles are translated into practice by examining historical, contemporary, local, and utopian ‘incarnations’ of social economy. The course thus aims to examine the conditions of possibility for guiding the economy according to the principles of distributive justice, economic democracy, and relational autonomy. It also aims to build a meaningful community of inquiry among course participants in which knowledge and experience are respectfully shared and everyone benefits from a process of mutual learning.

Readings will be available on the course website.

Marking Scheme and due dates

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar participation</td>
<td>25%</td>
<td>In class weekly</td>
</tr>
<tr>
<td>Reading reflection and seminar presentation</td>
<td>20%</td>
<td>1 class during term</td>
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<tr>
<td>Major paper proposal or Letter of interest</td>
<td>10%</td>
<td>Week 5 (6 February)</td>
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<tr>
<td>Paper or proposal draft</td>
<td></td>
<td>Week 10 (25 March)</td>
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<tr>
<td>Peer comments on partner draft</td>
<td>10%</td>
<td>Week 11 (1 April)</td>
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<tr>
<td>Major paper or grant proposal</td>
<td>35%</td>
<td>Week 12 (8 April)</td>
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Seminar participation (25%)
Classes will be conducted as seminars. The success of the seminar will depend to a great extent on everyone’s participation. The weight of the course grade assigned to participation reflects the importance of meaningful discussion and mutual learning to the objectives of the course. You should come to class each week prepared to discuss the readings, ask questions, reference materials outside the class, or draw our attention to key quotes or sections from the readings. You must read the assigned readings before class each week—as well as the short reading reflection posted by the student who will make the seminar presentation for the week. Effective participation requires good listening and respectful engagement with others, as well as contributing your views to a discussion. Students come to the class with different experience and backgrounds, as well as levels of comfort speaking in seminar discussions. Evaluation of your participation will be based on the significance of your contributions, your practice of engaging with peers and your role in creating a supportive and productive intellectual community.

Seminar presentation and reading reflection (20%)
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, e.g., you may include a relevant blog or other audio/visual materials (but do notify me in advance so I can make sure the necessary equipment is available). 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 should also plan to consult with me during the week prior to your presentation (plan to schedule the appointment during the previous 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.

Two options for major course writing:

Note that the major course writing entails a choice between 2 options listed below, and 4 elements in the writing process: a proposal, a draft, comments on draft of another student’s submission, and revision of your own writing in response to peer’s and instructor’s comments for final submission.

[a] Major paper (proposal (10%) + paper (35%)): This option is for those who wish to use the course as 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.

- Major paper proposal (10%): 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. 1000 words.
- Major paper (35%): 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.

[b] Grant proposal (Letter of Interest (10%) + final proposal (35%)): This option is for those who would like to probe the relationship between the concepts offered in the course and the practice of ‘planning the social economy’. You are asked to write a grant proposal for a social economy project, and make a case for funding support. This exercise is intended to give you the experience of turning a complex, critical idea (a social economy vision) into a defensible project plan, within the conventional format of a grant proposal. If you choose this option you will need to identify a ‘real world’ setting with which you wish to engage—a community issue requiring a planning intervention, a location (typically a neighbourhood, or a city/town), an organization that might implement the proposed intervention, and a foundation (or other funder) to whom the organization might make the funding request.

- **Letter of interest (10%)**: Taking the standpoint of the organization identified above, you will prepare a short letter (around 1,000 words) that provides an overview of the project, rationale for the planning intervention, strategies, impacts and estimated budget.
- **Final proposal + critical reflection (35%)**: The final proposal should be about 3,000 words, including project overview, project context and rationale, strategies for implementation, work plan, collaboration (if applicable), proposed outcomes, approach to evaluation, and budget. You will also write a short critical reflection on the process of writing a grant proposal, and the challenge of turning an ambitious, theoretically informed idea into a project plan.

Peer review of paper/grant proposal draft (10%): For this assignment, you will review and comment on the draft of one of your peers. Further instructions on peer review will be discussed in class, and resources will be made available on Blackboard.

Course schedule

**Week 1: Introduction (January 7)**

-- PART 1: Foundations --

**Week 2: What is the economy? What is planning? (January 14) - Selections among the following**


Recommended:

Week 3: What is the social economy? (January 21)

Recommended:
-- PART 2: Three principles of social economy --

**Week 4: Distributive justice (January 28)**

- Harvey, David. (2013). The creation of the urban commons. In Rebel cities: From the right to the city to the urban revolution (pp. 67-88). New York: Verso.

**Recommended:**

- Harvey, David (2010) “Lecture One” Reading Marx’s Capital Vol. 1. (1 hour 51 minute video: https://www.youtube.com/watch?v=gBazR59SZXk)

**Week 5: Economic democracy (February 4)**


*Paper proposal/LOI due*
**Week 6: Relational autonomy (February 11)**


**Recommended:**


**February 18 no classes – Reading Week**

-- PART 3: Incarnations --

**Week 7: Contemporary – What is community economic development? (February 25)**

- Casper-Futterman, Evan and James DeFilippis (2017). On Economic Democracy in Community Development. *Entrepreneurial Neighbourhoods: Towards an Understanding of the Economics of Neighbourhoods and Communities*, edited by Maarten van Ham, Darja


Guest Speaker I

Recommended:


Week 8: Paper draft preparation (March 4)

This week class time will be used to meet in pairs to discuss paper writing for those who have selected co-authorship option; as well as to make site visits and collect primary materials for case studies.

Week 9: Community Economic Development in Toronto (March 11)


Choose 2 out of 3 below:


Canada


Guest speaker II

Recommended:

Week 10: Antecedents (what is socialism?) (March 18) - selections among the following

- 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

An alternative scenario would be to extend for an additional week the Toronto cases and combine one of readings from this week in “utopian” theme for the following class.

Paper/grant proposal draft due

Recommended:
GDH Cole (1920) *Guild Socialism Re-Stated*.

**Week 11: Workshopping papers (March 25)**
*Peer reviews due: pairs discuss paper/grant proposal drafts and comments.*

An alternative scenario here will be to drop the peer review assignment and organize a mini-conference with short presentations on panels showcasing paper research/proposal pitches.

**Week 12: Utopian (April 1)**

*Recommended:*

*Final papers/grant proposals due*