

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

CGS 3513G 550 Non-Hegemonic Economic Forms and Global Capitalism

Monday 15:30-17:30 and Wednesday 14:30—15:30

Class room: W 103

Instructor: Dr. Ritika Shrimali

The Centre for Global Studies

Huron University

Winter 2022

Prerequisite(s): 0.5 Centre for Global Studies course at the 1000-1099 level, or permission of the Centre for Global Studies

Introduction:

There is hardly anything so central to our lives than the simple question “how am I going to get enough money?” Work, or the search for it, has been one of the most fundamental elements of life for working people in the contemporary global economy. The nature of the economy and the nature of work that it offers, however, has been changing under global capitalism.

In this course, we will explore a range of ideas related to the ‘old’ economy, new economy, and the possibility of imagining a world with ‘no-work’. We will read cutting-edge writers and enrich our own perceptions about where we are and where we are headed. We will explore the strengths and limits of all the ideas and identify the differences, similarities, and continuations from a historical context. There will be 4 sections.

In the first section, we will discuss the hegemonic economic system of capitalism under which the world has been living since the 18th century. We will discuss the peculiarities that make this economic system. For instance, struggles over labor control are the central feature of work under capitalism and to a considerable extent, the struggles of the labor Unions and the struggles of the ‘occupy’ movement have been to challenge that nature of ‘degraded’ work for the labor and fight for living wages.

This will be followed by section two where we will talk about the “New Economy”/ “Gig Economy”. Over the past two decades, we have come to recognize that powerful economic, social and technological forces are transforming our world in ways that few people fully understand. What are these forces and how do they work – how are they disrupting the traditional companies, upending the markets, and altering careers, and how they are being leveraged by Startup businesses that are using them to dominate traditional industries and launch new ones. Digital economy refers to an economy that is based on digital computing technologies, although we increasingly perceive this as conducting business through markets based on the internet and the World Wide Web. The “gig economy” provides neither the

guarantee of steady hours nor benefits -emerged out of the digital era and has revolutionized the way we do business. High-profile tech start-ups such as Uber and Airbnb are constantly making headlines for the disruption they cause to the industries they overturn. But what are the effects of this disruption, from Wall street to the main street? What challenges do employees and job seekers face at every level of professional experience?

Moving forward from the first two sections, we will pose this question, can capitalism survive in the present form? There is increasing talk of stringent economic regulation and the need to temper greed and individualism, make the economy work for human and social development, return control of the economy to states and stakeholders, and harness economic progress to social and environmental sustainability. The search seems to be for a kinder, greener, less unequal, and more redistributive capitalism. The crisis of capitalism sees the present time as an opportunity to move on, to alter radically the meaning the social status of the economy, so that the inequality, egotism and recurrent crisis built into capitalism can be overcome. For socialists, greens, communitarians, and other anti-capitalists, the current finance-led meltdown is the symptom of a deeper systemic flaw, necessitating a different kind of economic system. They argue that a new system should allow diverse forms of social ownership, harness finance to productive use, mobilize local resources and capabilities, serve social and developmental needs, empower producers and consumers, and reinforce human solidarity and ethical care. It must do more than socialize the market economy by making money, markets and the productive system work for human development, ecological preservation, spatial equality, and collective fellowships. The social economy then was understood as commercial and non-commercial activity largely in the hands of third-sector or community organizations that give priority to meeting social (and environmental) needs before profit maximization. The social economy is no longer seen as a historical leftover or of marginal social and economic value. Mainstream opinion has begun to recognize the potential of the social economy to build socio-economic capability and tap latent economic potential based on welfare markets.

In the last and final section of the course, we collectively imagine the future. How could people live, how could they be? What will they need? What should the world really look like? What kind of economy could it be? What kind of work there should be?

Course Learning Objectives:

On completing this course, students will be able to:

1. understand the relation between economy, labor power, labor process, and labor conditions.
2. explore non-hegemonic ideas of economy and evaluate their strengths and weaknesses
3. Critically engage with the idea of 'new economy/gig economy'
4. understand the need to re-imagine 'future' and (economy)
5. Effectively read, summarize and ask critical questions from the text.
6. Develop research questions, critically evaluate and synthesize scholarly sources, and conduct original research.

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Essential texts:

1. Braverman, H. (1998). *Labor and monopoly capital: The degradation of work in the twentieth century*. NYU Press.
2. Kessler, S. (2018). *Gigged: The gig economy, the end of the job and the future of work*. Random House.
3. Rosenblat, A. (2018). *Uberland: How algorithms are rewriting the rules of work*. Univ of California Press.
4. Amin, A. (Ed.). (2009). *The social economy: International perspectives on economic solidarity*. Bloomsbury Publishing.
5. Jeremy Rifkin (1996) . The End of Work – Decline of the Global Labour Force and the Dawn of the Post market Era
6. Kathi Weeks (2011) The Problem with Work: Feminism, Marxism, Antiwork Politics and Postwork Imaginaries
7. Octavia E. Butler – Parable of the Sower (Graphic Novel) – **available online through library**

Assignments: (detailed handouts will be provided before the class)

1. Novel Review: - 15% (1000 words)

Octavia Butler's – Parable of the Sower. (Graphic novel)

Parable of the Sower is a 1993 science fiction novel by American writer Octavia E. Butler. It is an apocalypse science fiction novel that provides commentary on climate change and social inequality. The novel follows Lauren Olamina in her quest for freedom. Several characters from various walks of life join her on her journey north and learn of a religion she has crafted titled Earthseed. In this religion, the destiny for believers is to inhabit other planets. *Parable of the Sower* was the winner of multiple awards, including the 1994 *New York Times Notable Book of the Year*, and has been adapted into a concert and a graphic novel. *Parable of the Sower* has influenced music and essays on social justice.

2. Movie Review – 10% (750 words)

The Take - Argentina Recovery – Movie (available through western)

In 2001, the consequences of almost three decades of neoliberalism made Argentina collapse. Out of the ashes of the ensuing social convulsion arose many different attempts by people to take the future into their own hands. Among them were the workers who started to put bankrupt,

abandoned factories to work again in spite of the skepticism of politicians and part of society. Their successful stories surprised those who had expected them to fail and encouraged others to follow their example. In 2003, Esteban Magnani worked for Avi Lewis and Naomi Klein on a documentary on the phenomenon called The Take and wrote a book on recovered factories which is now being reprinted with an update for English speakers

3. Presentations (powerpoint) –15%

10 min individual presentations in class - on Power Point.

4. Response Papers (any 2) – 60% (1500 words each) (30%+30%)

- a) "... dozens of young entrepreneurs explained to me, didn't involve themselves in jobs. Nobody likes jobs. the boredom! the rigid structure! the obedience! what the world really needed were gigs!..." Critically engage with the idea – use examples from the course and other sources.
- b) The crisis of capitalism sees the present time as an opportunity to move on , to alter radically the meaning the social status of the economy, so that the inequality, egotism and recurrent crisis built into capitalism can be overcome. The search seems to be on for a kinder, greener, less unequal and more redistributive capitalism. Critically engage with the idea – use examples from the course.
- c) A new society/ postwork society would allow people to be productive and creative rather than relentlessly bound to the employment relation. Critically engage with the idea

Assignment due dates

Assignment Name	Marks percentage	Due date
Presentations (submission on OWL)	15% (10 min presentation in class, atleast 8-9 slides)	Feb 16
Response Paper 1	30% (1500 words)	March 3
Response paper 2	30% (1500 words)	March 30
Movie Review	10% (750 words)	March 10
Novel Review	15% (1000 words)	March 27

Class Schedule

Section 1: 20 th century Capitalism and Work : The 'old' economy		
Week 1	Jan 10	Introduction to the course, assignments and expectations
	Jan 12	
Week 2	Jan 17	Labour and labour Power: Braverman chapter 1, 2, 3
	Jan 19	

Week 3	Jan 24 Jan 26	Scientific Management of Labour Braverman – Chapter 4,5,6 (assign students for presentations for week 5 and 6)
Section 2: 21st century Capitalism, Technology and Work: The ‘new economy’/gig economy		
Week 4	Jan 31 Feb 2	Degradation of work in 20 th century: Braverman – Chapter 17, Chapter 20, Appendix 2 Intro to new economy/gig economy – context/role of technology Rifkins – Chapter 1-7
Week 5 Readings: Gigged	Feb 7 Feb 9	Student presentations
Week 6 Uberland	Feb 14 Feb 16	Student presentations Conclusion: open discussion/debate: What does future of work look like?
Week 7 – SPRING READING BREAK		
Section 3: Social Economy/Non-Hegemonic Economic Forms.		
Week 8 Community economy	Feb 28 March 2	Building Community Economies in Massachusetts: An emerging model of economic development, Chapter 3, 5, 6 – ash amin https://primer.commonstransition.org/
Week 9 Social Economy	March 7-9	Ash Amin – Chapter 4,7,9
Week 10 Solidarity Economy	March 14 March 17	Ash Amin – Chapter 8,10,11
Section 4: Post-Work Society/Vision of a new Society		
Week 11	March 21 March 23	Novel discussion: Parable of the Sower
Week 12	March 28 March 30	Discussion continues (if required) Kathi Weeks – Chapter 1,5, Epilogue Phillips, L. Rozworski, M. (2019) Yes, a Planned Economy Can Actually Work, https://www.jacobinmag.com/2019/03/economic-planning-walmart-democracy-socialism?fbclid=IwAR1z9LWMQEOBz2566B0dG-LjJB38AJUMolvGuKVmtZvO53wQZrwn7ep898

		<p>Marx and Engels: Manifesto of the Communist Party - https://www.marxists.org/archive/marx/works/1848/communist-manifesto/</p> <p>Peter Kropotkin – An appeal to the Young - https://theanarchistlibrary.org/library/petr-kropotkin-an-appeal-to-the-young</p> <p>Leon Trotsky – The Permanent Revolution - https://revolution.chnm.org/items/show/323</p>
Week 13	Apr 4 Apr 6	Last week of class: Conclusion



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

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 enroll 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.

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.

Review the policy on Attendance Regulations for Examinations here:

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

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 website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

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

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 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 (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

Statement on Use of Personal Response Systems (“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.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has

already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). 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.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

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: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:
<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/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.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicssupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.