

Alternative Economies for Social Transformation

Course hours:	Monday, 3:30-6:20 p.m.
Instructor:	
Office hours:	Wednesday, 3 to 5 p.m.
Email:	blueunderline

*I am committed to promoting, providing and protecting
a supportive and safe learning and working environment for all its members.*

Course Objectives and Description:

We are led to believe that the real economy is just what goes on in competitive markets where individuals try to maximize profit. That turns out not to be true, and that is where we start in this class. We will think about what the economy really is, and how many more ways we have for producing and distributing what we need in our nations and communities. We will discuss the idea of 'social enterprise', and see how communities and not just individuals operate with goals of community benefit and social justice in making their economy. We will learn how co-operatives and community-based economies are the tip of an iceberg where operating with those goals is a way of producing value of many kinds. The economy turns out to be a fascinating landscape that is hidden from view by the Market Myth.

Course Format:

The course will be conducted mainly through a combination of lectures and group and plenary discussions built around assigned readings and related topics. Additional key resources will include relevant videos, guest lecturers and events.

This course is conducted largely as a seminar, which means that regular attendance is essential. Each class will build on the work of the previous sessions. Therefore, it is in your best interest to be present at all class sessions. I ask that Laptop computers, cell phones and texting devices not be used during class as they interfere with the interactive environment.

I reserve the right to require withdrawal for what it seems to me an unreasonable number of missed classes. **Given that each class amounts to almost 10% of the course, only in exceptional circumstances will students with unexcused absences from more than 2 class sessions (20% of the course) be permitted to remain in the class. If illness or some other reason prevents your attending a class, please advise me by email as soon as you can.**

Textbook and Web support

In place of a textbook, a collection of readings is assigned. Most of the readings are accessible online. In general, it is best to locate them by going through the Library Home Page . A number of selections from books will be made available on the CourseSpaces site for this course. It is expected that students will access the class readings well before the class in which the reading discussion will take place.

Evaluation Elements:

Students will be evaluated according to the following schedule:

Title	Individual or Group	Type (Exam, Hand-in Assignment, Presentation, Quiz, Other)	Due Date	Weight / % of grade
1. Free Writings (4)	Individual	Electronic submission via CourseSpaces	18 January 2018 8 February 2018 1 March 2018 22 March 2018 By 5:00 pm	10%
2. Readings Summaries	Individual	Electronic submission via CourseSpaces	By beginning of each class. Do not submit if you are not attending the class.	20%
3. Social Enterprise Video	Groups of two	Video	Upload video submission to YouTube by 10 a.m. 25 February	20%
4. Group Term Project Proposal	Groups of four	Electronic submission via CourseSpaces	Term Paper Proposal 11 March 2018 By 2:00 pm	5 %
5. Video Show Case Idea Fest	Group of two	Video	8 March 2-5 pm Location: TBD	5%
6. Group Term Project	Groups of four	Electronic submission via CourseSpaces	7 April 2018 By midnight	40%
Total				100%

Requirements for Graded Work:

(1) Free Writing Exercises (10%)

Students may select a topic relevant to the subject matter of this course on which to write four short (maximum of 250 words) submissions of free writing according to the schedule set out below. Content of the free writing may be any thoughts arising from course content in class or outside the class. You are expected to connect your writing in some way with material in course lectures, discussion and /or readings. You may want to summarize your understanding of some material that has been discussed, send your comments about a lecture you attended, explore the connections between the material and some other thinking or activities you are doing, and/or raise questions about it.

Each student will be expected to turn in four free writing exercises during the course. Free writings should be submitted via CourseSpaces as text no smaller than 12-point font, in the space provided (you may cut and paste from a word processor if you like), **not as an attached file**. I rely on the CourseSpaces entries for grade calculation, so **I cannot accept handwritten or emailed free writings**.

Exercises are due on:

Free writing 1: Friday, January 18th - no later than 5pm
Free writing 2: Friday, February 8th - no later than 5pm
Free writing 3: Friday, March 1st - no later than 5pm
Free writing 4: Friday, March 22nd - no later than 5pm

Free writing exercises sent after the dates indicated will not be considered. Free writings are worth a total of 10% of your course grade. Students submitting all four assignments on time will receive 100% for this portion of the course grade, three assignments 75%, two assignments 50%, and 1 assignment 25%.

(2) Readings Summaries (20%)

Each student will be allowed to turn in up to 13 reading summaries (guidelines below) during the course. This exercise has several benefits. It helps students read with understanding and improves analytical skills. It also benefits classroom discussions by preparing students for participation.

Summaries are worth a total of 20% of the course grade. Students submitting all 13 summaries will receive 100% for this portion of the course grade. Students turning in fewer than 13 will receive a percentage grade equal to the percentage of 13 that the number turned in represents.

N.B.: The purpose of summaries is to prepare you for the day's class presentation and discussion. Therefore, in order to receive credit for a summary, you must be present for the class to which it is attached. If your name does not appear on the attendance sheet for the class, you will not receive credit for summaries due for that class.

Requirements for your summaries to be considered:

- Summaries must be submitted via CourseSpaces **by 3 p.m. on the day of the class** for which that reading has been assigned. **Summaries not submitted by CourseSpaces will not be considered.**
- You must be present for the class to which the summary is related.
- Summaries should be submitted as text in the space provided for the assignment, **not as an attached file**, though you may cut and paste from a word processor if that is convenient.
- Summaries should be **a minimum of 200 and a maximum of 250 words**, double-spaced, 12-point type. Longer or shorter summaries will not be counted.
- **The following questions must be answered in summaries if they are to be counted.**

What is the title of the article and name of the author?

What is the thesis of the paper?

What is the main argument?

What is your evaluation of the work? For example: Do the concepts make sense? Are the assumptions reasonable?

What questions have been generated for you?

- **Do not use quotations** from the article. Provide a summary in your own words.
- Summaries will be checked for fit with directions, but they will not receive written evaluation or comment.

(3) Community Social Enterprise Case Video (20%)

Students will work in self-selected **groups of two** to produce an explanatory video for a selected community social enterprise. **Videos should be a maximum of three minutes.** The purpose of the video is to give an overview of a particular community social enterprise or example of community economy, highlighting its essential elements, what makes it a social enterprise or community economy, what its strengths and challenges are. The object of the video is not to 'sell' or evaluate the social enterprise, but to give an interesting overview of what it is and how it works.

Videos may be shot on a smart phone or tablet that has reasonable video capacity, or on any camera that has video capability. Camcorders are available on loan from the library for those wishing to use a dedicated video camera. Basic editing software such as iMovie (for Apple computers or mobile devices), Windows Movie Maker, or Wondershare Filmora (downloadable free version for Mac or Windows) will be enough to handle the assignment.

Videos will be graded on

- (1) an appropriate representation of the community social enterprise, its goals, ownership, governance, way of operating, means of funding, strengths and challenges (**80% of the grade**). There is not just one correct way to represent a community social enterprise, but some ways of picking out the main points will be more helpful than others. In covering the above topics, don't be afraid to emphasise features that stand out for you, and to show the links between aspects of the organization. Look for the elements that establish the overall shape of the enterprise.
- (2) Creative use of imagery and sound to represent and illustrate the points made in the video, and overall impression of clarity and impact (**20% of the grade**). You are not expected to produce a professional level video at a technical level, but imaginative use of images and sound to make your points and a reasonable quality of video and sound will gain marks under this heading. You can use interviews, or bits of documentary, pictures, PowerPoint converted to video, or any combination of these or other formats. The purpose is to make your points in a way that commands attention.

Once you select a subject for your video and a plan for making it, you will need to obtain the permission of anyone being recorded in the video. You must inform them that the video will be shown in a University class, but would made public only with their permission. A form will be provided on CourseSpaces that you can use to get formal permission.

You will find links to examples of explanatory social enterprise videos posted to CourseSpaces. Treat these as examples only. Look for what is good about them, and what you would like to improve on. Use your imagination and you will produce a great video!

Upload your video to Youtube (<https://www.youtube.com/>) no later than 10 a.m. on Monday, February 26th. Upload your video as unlisted, and put the link in the space for the assignment in CourseSpaces.

(4) One-Page Term Project Proposal (5%)

For their term project, students will work in self-determined **groups of four**. There are two options for your term project. **You may choose either to write a term paper, or a Community Social Enterprise Business Plan.**

(a) One-Page Term Paper Proposal

Groups electing to do a term paper are expected to submit a One-Page Term Paper Proposal by **Monday March 11th at 2:00 pm**, bring 4 copies to the class and submit one to course space. See below for the requirements for the term paper itself, for which this proposal is the preparation step. The proposal should be no more than a page in length, consisting of five parts: (1) a working title, (2) a paragraph of no more than 100 words outlining background information on the topic, (3) a tentative thesis statement, (4) a tentative outline of the proposed paper, and (5) a bibliography of at least four sources, no more than two of them web sites. For many students, framing a good thesis statement is one of the biggest challenges. A useful guide to forming a thesis statement is found at <http://minerva.union.edu/motahare/srs200/Guidelines%20for%20the%20Term%20Paper%20Proposal.pdf>.

Do not attempt to do your proposal without consulting that guide.

(b) One-Page Community Social Enterprise Business Plan Proposal

Groups electing to a Community Social Enterprise Business Plan are expected to submit a One-Page Business Plan Proposal by Monday **March 4th at 2:00 pm**, bring 4 copies to the class and submit one to course space. The proposal should include: (1) the name of the existing or future Community Social Enterprise, (2) the problem(s) to be addressed by the enterprise (100 words maximum), (3) the vision – how you want things to look if your project is successful (50 words maximum), (4) an outline of one or two strategies that will help your project solve the problem (50 words maximum), and (5) a minimum of two sources you have used to outline the problem.

(5) ES 406: Video Showcase IDEA FEST (5%)

IdeaFest is the biggest festival of Ideas. It is fun and aims to engage with our large community. It happens only in the January term, and this year you will have the opportunity to showcase your videos on March 8th, from 2-5pm! This will take place in a large hall showcasing a number of projects, and you will have a table for videos from our class. People would come to your table and watch your 2-3-minute videos, and you can respond to any questions they might have. You will be our community social enterprise ambassador! We expect to have some high school students visiting the hall.

(6) Term Project (40%)

Again, in groups of four, you may choose to do either a term paper or a Community Social Enterprise Business Plan, for which your above proposal is a first step.

(a) Term Paper

Papers are to be a maximum of 3,000 words (word-processed, 12 pt. font and double-spaced and Microsoft Word document). Longer papers will be penalized. It is expected that papers will make use of at least six published resources, no more than three of them web sites.

Topic of the paper should be a subject that concerns the potential and the challenges of community social enterprise in the current economic, ecological and social environment, for example: What are the challenges in balancing social, environmental and economic goals in a community social enterprise (potential ‘mission

drift'), and how can they be met? What is the potential place of co-operatives in the 21st Century economy? Are community currencies really a help to communities? Could community land trusts help solve affordable housing shortages in X city? Is 'degrowth' really a possibility in the 21st Century economy? These are merely examples to get your imaginative processes going.

It is expected that your essay goes beyond description. For example, look for patterns that illustrate general theories. You should make of the readings discussed in class but also bring at least two new resources into your discussion. Use a recognized format, such as APA 6th, for acknowledging citations and showing your bibliography. A useful guide to these formats is found at <http://www.library/research/citation/guides/>.

Graduate students are allowed to work on a topic that might contribute to their thesis chapters if they wish. Please book an appointment for consultation.

(b) Community Social Enterprise Business Plan

There can be many reasons why a group might want to select writing a general business plan. Some would like to start thinking systematically about a community social enterprise they want to pursue. Some are asked by a community social enterprise to help them to write a business plan. Detailed directions for a Business Plan project will be made available on CourseSpaces as the subject is covered in class.

The instructor will be available during office hours to discuss with your group the topics you want to work on for your term paper or B-plans. Please make sure to book an appointment ahead of the time for consultation.

To avoid having your e-mail lost please include "ES 406-2019" in the subject heading for any communication with your instructor.

Writing a paper as a group has some learning advantages, but also some challenges. A very useful guide to writing as a group is found at <http://writingcenter.unc.edu/handouts/group-writing/>.

Group term papers or Business Plans should be submitted electronically by means of CourseSpaces, no later than midnight, Saturday, **April 7th**. Five percentage points will be deducted per day from late submissions up to a maximum of 3 days (Tuesday, April 10th). Papers will not be accepted after that date.

Papers will be graded mainly on (1) the clarity with which things are expressed (that includes everything from individual statements up to the overall progress of the reasoning), (2) the plausibility of assumptions, (3) the use and (where appropriate) the explanation of relevant concepts and distinctions, (4) the quality of argument for the conclusions you draw, 5) the appropriate use of bibliographical sources. Errors in spelling and grammar will be marked, and will affect the grade where they affect clarity.

Business plans will be graded in accordance with similar criteria, taking into account the required elements and procedures that will be set out in class and made available on CourseSpaces.

Peer Evaluation For Group Work:

At the end of the course, each student will be asked to fill out a peer evaluation form for group work done on term paper/business plan. Your individual grade on the group term paper/business plan will be the group grade modified by the evaluation given you by your peers. Your grade can be raised, or lowered, depending on how your group members view your contribution. It is clearly in your best interest to work responsibly with your group.

Grading Scale:

Graded material in this course will be marked and reported to the Registrar using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Percentage Range	Grades	Grade Point Value	Description
90 – 100	A+	9	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
85 – 89	A	8	
80 – 84	A-	7	
77 – 79	B+	6	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
73 – 76	B	5	
70 – 72	B-	4	
65 – 69	C+	3	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
60 – 64	C	2	
50 – 59	D	1	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
	E	0	Conditional supplemental.
	F	0	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

"N" (incomplete) grades: All graded components must be completed or you will receive a failing grade of N (grade point value of 0).

Final course grades are official only after they have been approved by the Program Director and may be subject to change up until that point.

Course Ground Rules:

- (1) You cannot expect to do well in this course without attending regularly.
- (2) You are expected to participate actively in class and will be randomly called upon to participate in class discussions.
- (3) You are expected to read the readings assigned for each class, and cannot expect to benefit fully from classes without that preparation.
- (4) You are expected to contribute with such things as: (a) the main point of papers being discussed, (b) clarification of fundamental concepts, (c) clarification of important facts and/or steps in supporting argument, and (c) provocative questions that the reading invites. You are also expected to relate the reading to outside material or material previously discussed in class.
- (5) Through the course we want you to develop an informed opinion and not just your opinion. If you want to take this course just to add a course to your list, this is probably not a good choice for you.
- (6) Students who miss a class **are responsible for checking with other class members** to ensure that they do not miss assignments, or announcements of changes in scheduling.

Academic Integrity:

Academic integrity is intellectual honesty and responsibility for academic work that you submit individual or group work. It involves commitment to the values of honesty, trust, and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research, and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials into an examination or term test (crib notes).
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing test prior to the time and date of the sitting.
- changing name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Students should be aware that all instructors reserve the right to use any plagiarism detection software program(s) to detect plagiarism for essays, term papers and other assignments.

Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student's transcript, or a suspension.

Provisional Schedule:

Except where indicated, readings are available online through the Library. (For guidance in obtaining reading online through the library, see the document 'Accessing Online Journal Articles' just under the Course Outline on CourseSpaces.)

Copies of material posted on CourseSpaces for this course were made pursuant to the [Fair Dealing Guidelines](#) of the University, library database licenses, and other university licenses and policies. Copies may only be used for the purpose of research, private study, criticism, review, news reporting, education, satire or parody. If copies are used for the purpose of review, criticism or news reporting, the source and the name of the author must be mentioned. The use of this copy for any other purpose may require the permission of the copyright owner.

Session	Date	Topics	Preparation
1	Mon 7 Jan	Course outline and course standards	<p>Read:</p> <ul style="list-style-type: none"> Course Outline (Available on CourseSpaces)
2	Mon 14 Jan	What is the economy? Neoliberalism and the economy Alternative economies/economic diversity	<p>Read:</p> <ul style="list-style-type: none"> Narotzky, S. (2005). Provisioning. In J. G. Carrier (Ed.), <i>A handbook of economic anthropology</i> (pp. 78-93). Cheltenham, UK • Northampton, MA, USA: Edward Elgar. [Available on CourseSpaces.] Daly, H. E., Cobb, J. B., & Cobb, C. W. (1994). <i>For the common good: Redirecting the economy toward community, the environment, and a sustainable future</i> (2nd ed.). Boston: Beacon Press. PP 138-141. [Available on CourseSpaces.] Gibson-Graham, J. (2006). Constructing a Language of Economic Diversity, <i>A postcapitalist politics</i> (pp. 53-78): Univ Of Minnesota Press. [Available on CourseSpaces.] <p><i>Narotzky and Daly summaries due. No summary needed for Gibson-Graham, but do read it.</i></p> <p><i>1st Free Writing due by 5 pm Friday, January 18th</i></p>
3	Mon 21 Jan	What is Social Enterprise? Community-Based Enterprise	<p>Read:</p> <ul style="list-style-type: none"> Perego AM and McLean M. (2006) Social Entrepreneurship: A Critical Review of the Concept. <i>Journal of World Business</i> 41(1): 56-65. Perego AM and Chrisman JJ. (2006) Toward a theory of community-based enterprise. <i>Academy of Management Review</i> 31(2): 309-328. <p><i>Perego & McLean, and Perego & Chrisman summaries due</i></p>
4	Mon 28 Jan	Co-operatives Co-operative Economies	<p>Read:</p> <ul style="list-style-type: none"> \Wikipedia. (2016). Cooperative. Retrieved from https://en.wikipedia.org/wiki/Cooperative Flecha, R., & Santa Cruz, I. (2011). Cooperation for economic success: The Mondragon case. <i>Analyse & Kritik</i>, 1, 157-170. Restakis J. (2010) Ch. 4 The Emilian Model and the Socialization of Capital. <i>Humanizing the Economy: Co-Operatives in the Age of Capital</i>. New Society Pub., 73-86. [Available on CourseSpaces.] <p><i>Wikipedia, Flecha & Santa Cruz, and Restakis summaries due</i></p>
5	Mon 4 Feb	Local currencies Social Enterprise and environmental protection Workshop on video.	<p>Read:</p> <ul style="list-style-type: none"> Seyfang G. (2001) Money that makes a change: community currencies, North and South. <i>Gender & Development</i> 9(1): 60-69. Tremblay, C., Gutberlet, J., & Perego, A. M. (2010). United we can: Resource recovery, place and social enterprise. <i>Resources, Conservation and Recycling</i>, 54(7), 422-428. <p><i>Seyfang, and Tremblay et al. summaries due</i></p> <p><i>2nd Free Writing due by 5 pm Friday, February 8th</i></p>

Session	Date	Topics	Preparation
6	Mon 11 Feb	Business Plans for community resilience: Legal Forms for Social Enterprise Business Plans for community resilience: B-Plan Structure	<p>Read:</p> <ul style="list-style-type: none"> Choose a Legal Form for Social Purpose Business [Available on CourseSpaces] Measuring the Success of a Social Purpose Business [Available on CourseSpaces] <p><i>One Summary due of the two articles on Social Purpose Business together.</i></p>
	Mon 18 Feb	Reading Week, no classes	
7	Mon 25 Feb	Viewing and discussion of Social Enterprise Videos	<p><i>Social Enterprise Case Video to be uploaded to YouTube(unlisted) by 10 a.m. on day of class</i></p> <p><i>3rd Free Writing due by 5 pm Friday, March 1st</i></p>
8	Mon 4 March	Opportunities and Challenges: Mission Appeal and Mission Drift Indigenous Perspectives	<p>Read:</p> <p>Dart, R. (2004). Being “business-like” in a nonprofit organization: A grounded and inductive typology. <i>Nonprofit and Voluntary Sector Quarterly</i>, 33(2), 290-310</p> <p>Peredo, A. M., & Anderson, R. B. (2006). Indigenous Entrepreneurship Research: Themes and Variations. In C. S. Galbraith & C. H. Stiles (Eds.), <i>Developmental Entrepreneurship: Adversity, Risk, and Isolation</i> (pp. 253-273). Oxford, UK: Elsevier. [Available on CourseSpaces.]</p> <p><i>Dart Summary due & Peredo/Anderson summary due</i></p>
9	Mon 11 Mar	Common Property and Social Enterprise Peer review and feedback Term Project Proposal	<p>Read:</p> <ul style="list-style-type: none"> Peredo, A. M., Haugh, H., & McLean, M. (2016). The common touch, social enterprise and the neoliberal program. <i>Unpublished manuscript</i>. [Available on CourseSpaces.] <p><i>One-Page Proposal for Term Paper, or Community Social Enterprise Business Plan, due by 2 p.m., March 11th in Course Space. Bring 4 copies for class discussion</i></p> <p><i>Peredo et al. summaries due</i></p>
10	Mon 18 Mar	Guest Speaker Workshop on Term Papers and B-Plans for Community Social Enterprise	<p><i>Guest Speaker MOSKOY</i> <i>Sample term papers, and sample business plans to be posted on CourseSpaces</i></p> <p><i>No summaries, but be sure to download and read before class</i></p> <p><i>4th Free Writing due by 5 pm, Friday, March 22nd</i></p>
11	Mon 25 Mar	Feedback and support for Term Papers and B-Plans for Community Social Enterprise	<p><i>Guest Speaker: Investment Co-operative</i></p> <p><i>Bring your draft term project and work with your group in class.</i></p>
12	Mon 1 Apr	Course Evaluation Class presentations of Draft Term Paper/Business Plan Summary	<p><i>Group Term Paper or Business Plan due no later than midnight, Saturday, April 7th</i></p>

Course Evaluations

I value your feedback on this course. Towards the end of term, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey provides vital feedback to me regarding the course and my teaching.

Accessibility Statement

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible.