

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY

Session I: June 5-9, 2023

PCD-5790 The Home as a Grounds for Radical Economics

Graduate Course Syllabus

Instructor: Kate Kish, Ph.D., University of Waterloo

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Lecture times: 8:30am-5:00pm (Winnipeg time), Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: **July 14, 2021**

COURSE DESCRIPTION

This course explores how the historical progression of gender and livelihood within economics, politics, and development are manifested in modern society's norms, values, and power structures. Additionally, it includes a survey of the history of Canada's current political economy alongside a review of modern heterodox economic approaches such as radical homemaking, degrowth, and ecological economics.

COURSE STRUCTURE

This course is online with daily synchronous sessions. Each day students are expected to have read all required materials to effectively engage with reflections, discussions, and group work. The classes will run from 8:30am to 5:00pm (breaks from 10:30-11:00, 12:30-1:15, and 3:30-4:00). Classes will include independent reflection, lectures, instructor and learner-led discussion segments, group work, research, and learner presentations.

Day 1 preparatory materials should be completed before class on Monday. Given that this is an intensive course, we will dive into discussions and applications very quickly.

OBJECTIVES

Each day of the course is designed to meet at least one of the following learning objectives:

1. Define and describe "political economy" and "economics" and how these two ideas structure modern life.
2. Describe the progression of mainstream views of gender and livelihood within economics and political economy and how this shapes current economic practices.
3. Specify the power and social structures that hinder change.
4. Identify and example heterodox economic disciplines that challenge power and social structures that hinder change.
5. Demonstrate ways in which heterodox economic approaches are challenging mainstream political economies and economic structures.

REQUIRED TEXTBOOK(S)

It is the participant's responsibility to order texts ahead of time, whether online, as e-books, or from local book-sellers.

Core textbook

Hayes, Shannon A. *Radical Homemakers: Reclaiming domesticity from a consumer culture*. (2010). Left to Write Press: Richmondville, NY

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course.

Assignments are due as scheduled. Marks will be deducted for lateness (5% per day), unless previous arrangements have been made with the instructor. All assignments are to be submitted through email to katewkish@gmail.com

ASSIGNMENT SUMMARY

Component	Marks	Weight	Due Date
Annotated bibliography	20	20%	June 2, 2023
Reflections	3 each x 5 = 25	15%	June 5, 6, 7, 8, 9 by 10am
Discussion	10	10%	In class
Portfolio	8 each x 5 = 50	40%	July 9
Presentation	15	15%	In class on June 9 – slides or notes set by end of day

This course utilizes experiential learning approaches, including storytelling, learner-led discussions, research, and case-study development and analysis. Learners will begin each class with an in-class reflection relating course materials to personal experience or connecting them with other topics the learner is interested in. Learners will also facilitate a discussion on the day's readings and are expected to meaningfully engage when others do. Over half of the course grade is the group portfolio and presentation which will deeply explore a topic about the course themes. Students will also prepare a presentation on this portfolio to present to the class.

ASSIGNMENT GUIDELINES

1. Annotated bibliography (20%)

Due: June 2, 2023

Length: 1000–2500 words

Value: 20%

Description: Write an annotated bibliography of 10 readings. You must use at least 8 of the provided readings listed under **Pre-course Readings for Annotated Bibliography**. The remaining two readings may come from the list or may be readings you find on your own that seem relevant to the course topics. The readings from Radical Homemakers are required. Any two of the others may be substituted for a reading of your choice. Your reading should be academic in nature (journal article or book chapter) unless otherwise approved. A bibliography is a list of citations to sources (books, articles, films, websites, etc.) that you've used when researching a topic. An annotated bibliography includes a summary and evaluation of each source. For each of the 10 items you choose, include the following information:

- Explanation of the main purpose of the reading
- Short summary of key findings or arguments presented
- Any shortcomings or critiques you observe

Each entry should be 100-250 words.

Pre-course Readings for Annotated Bibliography

- Radical Homemakers: Introduction
- Radical Homemakers: Chapter 1
- Radical Homemakers: Chapter 2
- Aulenbacher, B. Barnthaler, R., and Novy, A. (2019). Karl Polanyi, The Great Transformation, and Contemporary Capitalism. <https://link.springer.com/article/10.1007/s11614-019-00341-8>
 - Read the editorial by the editors and at least one paper from the special issue (your choice)
- Spash, C. (2011) Social Ecological Economics: Understanding the Past to See the Future. *American Journal of Economics and Sociology*. 70(2):340-375 <https://doi.org/10.1111/j.1536-7150.2011.00777.x>
- Yakes, L. (2014) Rethinking Prefiguration: Alternatives, Micropolitics and Goals in Social Movements. *Social Movement Studies* 14(1):1-21 <https://www.tandfonline.com/doi/full/10.1080/14742837.2013.870883>
- Westley, F et al. (2011). Tipping Toward Sustainability: Emerging Pathways of Transformation. *AMBIO* 40(762). <https://link.springer.com/article/10.1007/s13280-011-0186-9>
- Kallis, G., Kerschner, C., and Martinez-Alier, J. (2012). The economics of degrowth. *Ecological Economics* 84: 172-180 <https://doi.org/10.1016/j.ecolecon.2012.08.017>
- Care in the time of Coronavirus – Oxfam Report <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621009/bp-care-crisis-time-for-global-reevaluation-care-250620-en.pdf?sequence=13&isAllowed=y>

- Bauhardt, C. (2014) Solutions to the crisis? The Green New Deal, Degrowth, and the Solidarity Economy: Alternatives to the capitalist growth economy from an ecofeminist economics perspective. *Ecological Economics* 102:60-68. <https://doi.org/10.1016/j.ecolecon.2014.03.015>

2. Reflections

Due: June 5, 6, 7, 8, 9 by 10am

Length: max. 300 words each, max. 1500 words total

Value: $3\% \times 5 = 15\%$

Starting on Day 1, learners will begin class with 15 minutes for quiet reflection. These reflections will be submitted immediately after and are meant to be a more informal opportunity to apply lessons learned to life experiences or other materials outside the class. Reflections should be no longer than 300 words and must reference at least one of the readings from the day's required or recommended reading list.

3. Discussion

Due: In class

Value: 10%

Starting on Day 2, learners will act as the afternoon facilitator. Facilitators will come up with at least three questions to spark conversation among the group. Facilitators are welcome and encouraged to employ creative approaches for drumming up conversation. The learner's facilitation grade will also include their responsiveness during other facilitators' discussion times.

4. Portfolio

Due: July 9

Length: Each section should be 300-500 words for a total of 1500-2500 words (excluding references)

Value: 40%

In groups of 2 – 5, students will submit a portfolio that will engage with a topic related to the course. Example topics include preschool childcare in Manitoba, primary education in Ontario, or the public health unit of a municipality. A section of the portfolio will be discussed each day.

- Topic definition (8%)
- Current economic integration (8%)
- Problem definition (8%)
- Heterodox economic solutions (8%)
- Real-world example (8%)

5. Presentation

Due: June 9, in class

Length: 10–15 minutes

Value: 15%

Groups will do a 10–15-minute presentation on their portfolio. The presentation should focus on applying heterodox economic ideas to the problem and real-world examples of such alternatives. Presentations will be done during the last class. Students are encouraged to be creative in their presentation.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

L. Diana Hacker, *A Pocket Style Manual*, Ninth Edition (Bedford/St. Martin's, 2020)

Assignments should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently.

OTHER REQUIREMENTS

Academic Integrity—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. A half-day of class (4 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

Good communication skills are essential for justice and peacebuilding work. Thus, in general, instructors should look for quality writing that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean’s Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the *CMU Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an “incomplete” to the Registrar’s office (spenner@cmu.ca). The student should seek the instructor’s support for the appeal and must submit it by AUG 16.

If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the provisional grade entered alongside the “incomplete” will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE, TOPICS & READINGS

This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Day	Topics	Learning Activities	Assignments Due
Pre-Course			Annotated Bibliography – June 2 by 11:59 pm
Day 1	Political Economy <ul style="list-style-type: none">• From Poverty to Prosperity	Reflections	Reflection – June 5 by 10:00 am

	<ul style="list-style-type: none"> • Evolution of Women in Political Economy • The People Paradox of Consumption 	Micro-Research Project: Canada's Political Economy Concept Lecture Facilitated Discussions	
Day 1 Readings <ul style="list-style-type: none"> • Radical Homemaking: Chapters 3 and 4 Additional Reading for Graduate Students: <ul style="list-style-type: none"> • Dickinson, J. The People Paradox. (2009). <i>Ecology and Society</i> 14(1):34 http://www.ecologyandsociety.org/vol14/iss1/art34/ . 			
Day 2	Economics <ul style="list-style-type: none"> • Brief History of Economics • Women in Economics • Measuring Well-Being 	Reflections Micro-Research Project: Alternative Measures of Well-Being Concept Lecture Facilitated Discussions	Reflection – June 6 by 10:00 am
Day 2 Readings <ul style="list-style-type: none"> • Radical Homemaking: Chapters “how” and 5 Additional Reading for Graduate Students: <ul style="list-style-type: none"> • Dean, L., Churchill, B., and Ruppner, L. (2022). The mental load: building a deeper theoretical understanding of how cognitive and emotional labor overload women and mothers. <i>Community, Work, and Family</i> 25:13-29 https://doi.org/10.1080/13668803.2021.2002813 			
Day 3	How Does Change Happen <ul style="list-style-type: none"> • What Blocks Change? • Resilience and Panarchy • Prefigurative Politics 	Reflections Micro-Research Project: Prefigurative Politics Through History Concept Lecture Facilitated Discussions	Reflection – June 7 by 10:00 am
Day 3 Readings <ul style="list-style-type: none"> • Radical Homemaking: Chapters 6 and 7 • Westley, F. and Antadze, N. (2010) Making a Difference: Strategies for Scaling Social Innovation for Greater Impact. <i>Innovation Journal</i> 15(2): 1-19. https://uploads-ssl.webflow.com/608621d737ef767959dd53ab/60d0e83e58241f4ba8ce33c2_Homeplace%20as%20a%20Site%20of%20Resistance%20bell%20hooks.pdf 			

<ul style="list-style-type: none"> Kish, K., Zywert, K., Hensher, M., Davy, B. J., and Quilley, S. Socioecological System Transformation: Lessons from COVID-19 (2021). <i>World</i> 2(1): 15-31: https://doi.org/10.3390/world2010002 			
Day 4	Heterodox Economics <ul style="list-style-type: none"> Ecological Economics Degrowth Radical Homemaking 	Reflections Micro-Research Project: Degrowth Concept Lecture Facilitated Discussions	Reflection – June 8 by 10:00 am Portfolio Presentation Slides or Notes – June 8 by 11:59 pm
Day 4 Readings <ul style="list-style-type: none"> Homeplace (a site of resistance) by Bell Hooks http://abahlali.org/wp-content/uploads/2014/03/hooks-reading-1.pdf Additional Reading for Graduate Students: <ul style="list-style-type: none"> Woodly et al. (2021). The politics of care. <i>Critical Exchange</i> 20:890-925 https://link.springer.com/article/10.1057/s41296-021-00515-8 			
Day 5	Heterodoxy in the World <ul style="list-style-type: none"> Examples of Radical Homesteading Examples of Ecological Economics Examples of Degrowth 	Reflections Concept Lecture Presentations	Reflection – June 9 by 10:00 am
Day 5 Readings <ul style="list-style-type: none"> Gibson, C., Head, L., and Carr, C. (2014). From Incremental Change to Radical Disjuncture: Rethinking Everyday Household Sustainability Practices as Survival Skills. <i>Annals of the Association of American Geographers</i> 105(2): 516-424 https://doi.org/10.1080/00045608.2014.973008 Additional Reading for Graduate Students: <ul style="list-style-type: none"> Lokot, M. and Bhatia, A. (2020). Unequal and Invisible: A Feminist Political Economy Approach to Valuing Women's Care Labor in the COVID-19 Response. <i>Frontiers in Sociology</i> https://doi.org/10.3389/fsoc.2020.588279 			

SCHEDULE NOTES

July 15	The final date to withdraw from the course without academic penalty.
Aug 15	Instructors cannot grant extensions past this date.
Aug 16	The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.
Aug 21	Last day for instructors to submit grades.