

Ontario Institute for Studies in Education at the University of Toronto

LHA1148: An Introduction to Workplace, Organizational, and Economic Democracy (the COVID-19 Edition)

Summer Session 1 (May-June) 2020

Instructor: Dr. Marcelo Vieta

Synchronous seminar day and time: Monday, 6:00 pm – 7:30 pm¹

Virtual office hours, occasional extra lecture: Wednesday, 6:00 pm – 7:30 pm

Delivery method: Online via Quercus and Zoom

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Course Overview

The course explores theories and practices of workplace, organizational, and economic democracy as alternatives to the myriad crises caused by 21st century capitalism. Given the quickly escalating socio-economic crisis we are currently living through, and the myriad community needs and solutions from the grassroots being proposed and practiced, this course is extremely timely. In this “COVID-19 edition” of the course we will seize the current crisis as a moment of pause and reflection, of learning, and of social intervention and care.

The course looks at the many ways that people and communities around the world have been creating new socio-economic realities by taking control of workplaces, organizations, the broader economy, and their everyday lives in order to directly address diminishing job prospects, unequal wealth distribution, environmental degradation, and now, with this iteration of the course, the socio-economic crisis caused by the COVID-19 pandemic. In the course we will critically assess both initiatives that seek to reform existing hierarchical work organizations and capitalist economic arrangements, as well as new community-initiated socio-economic models striving to rescue and transform our economy. We will engage in this critical reflection by meditating on these initiatives’ historical contexts; structural dynamics; and the social, political, and ethical issues that interlace them. Ultimately, we will reflect on the potential of broadening the sphere of economic democracy, where workers and communities are co-responsible for or co-own economic organizations and actively participate in decision-making.

In this COVID-19 edition of the course, we will spend time also reflecting on the coronavirus pandemic as a socio-economic crisis and opening: How did we get here? What are the current community-led and social and solidarity economy responses to the crisis? What policies need to be implemented to secure the social and economic wellbeing of our communities? What promises could workplace and economic democracy offer for the rebuilding to come in our post-COVID-19 world?

Throughout the course, we will apply theory to practice via multiple case studies of democratic forms of economic organizing from the global North and South. We will also draw on students’

¹ All times Toronto time (Eastern time).

own experiences with work, participative and inclusive organizations, and alternative economic arrangements in the for-profit, not-for-profit, and public sectors.

While acknowledging our current existential uncertainties and fears, we will not linger there in this course; we will primarily embrace a position of hope and possibility in alternative socio-economic organizing. Crises also teach us new things and can spawn social change. “[Crisis blows open the sense of what is possible](#)” Naomi Klein recently stated. During an earlier period of social upheaval in the 1960s, critical theorist Herbert Marcuse proposed that crises are moments of “[potentiality](#)” for something else. Elizabeth Drabble put it succinctly in her 1980 novel, *The Middle Ground*: “Anything is possible, it is all undecided.”

This course was already timely before the pandemic struck. Our global economic system based on the rules of neoliberal capitalism was already in crisis. Businesses and other work organizations in many countries had been restructuring or closing in record numbers in the wake of austerity measures. Inequality was growing ever wider. The status-quo economic system – neoliberal capitalism – has had a horrible track record with the environment. And jobs were already hard to find, and when we did find one they often fell short in bringing security and fulfilment to our lives. Now, all of these socio-economic ills have compounded with the pandemic. Can workers and communities do it better? Is economic democracy the way forward? And, if so, how do we get there? These are the key questions that guide the course.

Required Texts

- Stanford, Jim. (2008/2015). *Economics for Everyone: A Short Guide to the Economics of Capitalism*. London: Pluto.²
- All other readings posted on Quercus.

Evaluation

Reflective exercise: Core concepts commentary (due at end of Module 4 of Week 2)	10%
Facilitation of a Module’s discussion group (leading one of the group discussions of one of the Modules, posing a critical reflection and question, and moderating discussions) (due at beginning of the Module)	15%
Participation in weekly discussions via substantive responses to facilitation leader’s post and critical question (over four weeks between Module 3 of Week 2 and Module 10 of Week 5) (due by midnight, end of each Week for all discussions, although strongly suggested to be done by midnight, end of each Module)	20%
Final project outline (due by end of Module 11 of Week 6)	5%
Final project outline “pitch video” (3 minutes) via World Café format – make the pitch (worth 5%) (due at end of second day of Module 12), comment on two other pitches (worth 5%) (due the last day of Module 12)	10%
Final project: A research blog post on “Workplace, organizational and economic democracy: Responding to the COVID-19 crisis, changing our world” (a 1,500-2,000 word multimedia blog post on our collective class blog following The Conversation approach) (due Friday, June 19 by midnight)	30%
Overall participation	10%

² While there is a 2015 edition of the Stanford book, given the current closure of UofT’s library and bookstore, we will be reading the first edition of the book, available via PDF on Quercus or by email from the course instructor.

Course Expectations³

The course will be conducted on the basis of **co-researcher dialogue** and **social intervention**. We will be working to collectively reflect on economic democracy at work, in organizations, and in the broader economy. We will also mobilize our course learning and collective knowledge by co-constructing a public-facing resource blog for contesting and proposing solutions to the socio-economic ills of the COVID-19 crisis. The course will require intensive student participation and engagement with course material and discussions. Instructor-led lectures will be a minor element of course activity. Students are expected to assist in leading critical discussions of course materials within their groups. Individual students will be assigned responsibility for preparation of weekly discussion questions and facilitation of weekly group discussions.

For **our social intervention response to COVID-19**, we will be calling on all students to deploy their skills in scholarly research and writing. The course will also offer opportunities for those of you comfortable with communication technology to assist with designing the final course blog and the various multimedia modes that we will be deploying (i.e., dynamic texts, web design, graphic design, YouTube videos, podcasts, etc.).

Before Beginning the Course

Pre-course reading: The course text will be **Jim Stanford's book, *Economics for Everyone***. Please secure a PDF copy before the start of the class by contacting the course instructor, marcelo.vieta@utoronto.ca. You will have until the end of the weekend of Week 1 (Sunday, May 11) to complete the book. This book will be our reference guide. Our take-up of economic democracy as “alternative” to capitalism will be informed by Stanford's accessible and critical overview of capitalism and its neoliberal variety – our era's still dominant but currently at-risk economic model. COVID-19 will likely force capitalism to transform itself into another variety, which we will discuss in-class.

Here are **a few other readings** – mostly short – that you should review before the class starts to orient yourself to our times and the themes of the “COVID-19 edition” of this course:

- [Jim Stanford's response](#) to the COVID-19 socio-economic crisis.
- [Comparative resilience for post-COVID reconstruction](#) (Michael Schuman).
- What [solidarity means during the coronavirus crisis](#), from OISE professor [Rubén Gaztambide-Fernández](#).
- [No return to normal for a post-pandemic liberation](#) (Max Haiven).
- David Schweickart's vision of [economic democracy](#).
- Marcelo Vieta and Fiona Duguid on [co-operatives' responses to the COVID-19 crisis](#).
- Palliatives for productivism during times of quarantine (for our own well-being!):
 - From UofT political science professor [Aisha Ahmad](#).
 - A brief message from musician [Nick Cave](#).
- Watch “[Movement Building in the Time of the Coronavirus: A Rising Majority Teach-In](#),” with Naomi Klein and Prof. Angela Davis (April 6, 2020, on YouTube)
- For excellent and balanced coverage of the impact of COVID-19 on Canada's society and

³ **NOTE:** See **Appendix 1** for more information on assignments, expectations, and due dates. See **Appendix 2** for course administrative and policy information.

- economy, see the academic journalism of [The Conversation Canada](#).
- For an emerging database of COVID-19 resources, [The Syllabus: Coronavirus Readings](#).

Your bio: You will update your personal profile on Quercus by including a brief 100-word bio about yourself with a short video introduction (1 minute). You can work on this before the course starts and we will upload them to Quercus on Week 1 of the course. *More info to be provided on Quercus and in the first lecture on May 4.*

The Start of the Course

The course will officially launch with our first synchronous lecture and course orientation session via Zoom on **Monday, May 4 at 6:00-7:30 EST (Toronto time)**. The instructor will send you all the Zoom coordinates by **Monday, April 27** (also see Appendix 1 for Zoom coordinates).

The **detailed readings schedule** will be available in the final syllabus the instructor will be sending you on April 27 and on Quercus. The readings could be challenging for some of you thematically but none will be onerous in length. *Each Module's readings will consist of one or two academic articles/chapters on a key theme in workplace, organizational or economic democracy; several "quick hit" journalistic or critical COVID-19-related readings; and at times a podcast, audio file, or video to listen to or watch.*

How the Course Will Proceed on a Week-By-Week Basis

The course is intensive, but measuredly so and takes into consideration our uncertain times. The instructor has taken our current moment into account in scheduling group discussions, curating the readings, and planning the assignments. Plan to dedicate around 15 hours a week to the course, inclusive of everything, probably a bit more during weeks when you have assignments due or are leading the discussion.

The **course spans 6 Weeks and includes 12 Modules**. Each Week contains two Modules and covers a related theme. See Course Schedule section below for more details.

Following are the basic elements of a typical week in this course:

1. Opening synchronous lecture and Q&A session on Monday evenings of each week (via Zoom)
2. Do the readings and engage with other materials
3. Engage in group discussions: A total of 7 group discussions will take place over 7 of the Modules, each led by a different group member (Week 2, Module 1; and Weeks 3-5, Modules 5-10). *Note:* Week 1 will have no group discussions; Week 2 will have one group discussion during Module 3 (Module 4 will have you posting your Reflective exercise), and Week 6 will have no group discussion since you will be prepping your final project outlines, doing your video pitches, and working on your final projects (but Module 12 will have you also comment on at least two other video pitches, as well).
4. Brief closing instructor video/comment to each group posted on the weekend at the end of each Week, where the instructor will comment on key themes emerging from the discussion groups in relation to readings and other materials.

Organization of each Week and Module: Your group will have from Monday to Friday of each week to coordinate and complete your discussions, after which the instructor will close the discussions. However, *it is strongly recommended that you consider each Module as a self-contained unit of time and organize the work you do for each Module as follows:*

- The **first Module of each Week** begins on Monday morning 00:00 (that is, at the stroke of midnight after Sunday night) and runs to Wednesday 11:59 am. Discussion leader completes readings and posts questions on Monday at some point (the earlier the better). Group completes all Module readings by Tuesday morning/afternoon. Group completes discussions by 11:59 am on Wednesday morning.
- The **second Module of each Week** begins at noon (12:00 pm) on Wednesday afternoon. Discussion leader completes readings and posts questions by Wednesday night. Group completes all Module readings by Thursday afternoon/night. Group completes discussions by Friday afternoon.
- *NOTE: All of the Week's discussions must be completed by 11:59 pm on Friday night, after which the instructor will close off the discussions.*

Week 1 (Modules 1 and 2) will in part be spent with orientation/background readings, getting you organized into your groups, introducing yourselves to each other via a brief bio and video you will upload, and organizing each of you into the Module where you will be leading your group's discussion. *There will be no group discussions in Week 1.*

Each Monday, 6:00-7:30 pm EST (Toronto time) you will attend a synchronous lecture and Q&A session via Zoom. (*Note:* On one occasion, Week 3, the lecture will instead be on Wednesday, 6:00-7:30 pm due to Victoria Day falling on the Monday, and on another occasion, Week 5, there will be two lectures due to guest-lecturer visits.) The instructor will lecture for some of this time, reviewing key points for the Week's readings and materials. We will then have synchronous Q&A time for the remainder of these Monday night sessions and will review assignments and final project requirements. The instructor's lecture and PPT notes will guide your readings and discussions for the Week. You will then spend the rest of the Week for **Weeks 2-5** either leading the discussion on the readings or participating in the discussions.

Week 6 will be different from the previous ones. In Module 11 of Week 6 you will complete and hand in your final project outline. In Module 12 of Week 6 we will hold a course-concluding virtual World Café where you will make a 3-minute video pitch of your final project, and each of you will comment on at least two other pitches. *There will be no group discussions in Week 12.*

Group discussions: Given its relevance to our current moment, the LHAE department and the course instructor agreed to take on double the usual students for an OISE seminar. The class will have between 40-50 students. However, to retain the seminar structure, each one of you will be organized into pre-selected groups of around seven students. The course instructor will pre-organize groups to guarantee a diverse composition. While there are no required group projects, all online discussions of the readings will take place within your groups. Group discussions will begin during Module 3 in Week 2 (no discussion Module 4) and will run to Module 10 in Week 5. Each one of you will **take turns leading one Module discussion for your group**. To do so, you will pose a critical commentary and discussion question to your group based on one or more of the readings (with its relevance to the current COVID-19 crisis) and begin the discussion thread by making the first post to your group discussion space by the end of the first day of the Module (11:59 pm).

Details of discussion expectations, facilitation, and participation, and how to write your commentary, pose questions, and post answers, will follow on Quercus. For more information, also see Appendix 1.

Final project: The final project will be a collective class endeavour. You will contribute a scholarly but relatively brief research-based blog post to our collective class blog. See below for a bit more detail. Other delivery modes are welcomed but must be discussed with the instructor. *More details also to follow on Quercus. For more information, also see Appendix 1.*

How to Successfully Complete the Course: Time Management

This compressed, 6-week course is intensive and will fly by. Thus, successfully completing the course requires you to **take particular care in planning your schedule**, given that the course is delivered online; includes one regular 1.5-hour synchronous session each Week; requires you to read, listen to, or watch materials; and has you participating in online group discussions or leadership. Moreover, you will be preparing three brief (but rigorously written) assignments throughout the course.

Therefore, I strongly suggest you *start this time-management planning as soon as you can before the start of the course, especially since our regular lives have now been upended by the physical distancing requirements of COVID-19 and since many of us are also juggling jobs and family commitments in confined settings.* I would suggest you develop and keep a weekly schedule, insert key course dates and times into your calendars (starting with the Zoom meetings in Appendix 1), and block off regular reading, online discussion, and assignment-prepping times right in your calendars. Also, let your family or distancing partners know your schedule and discuss it with them. We will discuss time management strategies in the introductory lecture on May 4.

Quercus

Quercus will be the hub of our course. All week-by-week and module-by-module instructions, as well as assignment instructions, discussion spaces, and hand-in tools will be accessible via Quercus.

Quercus will also be used for delivering and accessing all required and supplemental readings (in PDF form), for posting PowerPoint lectures and lecture recordings, for accessing all course how-to and supplemental information, for handing in and returning course assignments, and for additional course activities, student participation, and other information.

At the beginning of each Week, please review the Week's Module-by-Module materials carefully on Quercus.

Final Course Blog

Your **final assignment** will contribute to producing a **public-service, social intervention course blog**. You will all work towards producing a research-based blog post on the theme of “*Workplace, organizational and economic democracy: Responding to the COVID-19 crisis, changing our world.*” You will choose a key socio-economic theme, concept, or case related to our course

readings on workplace, organizational, and economic democracy, and suggest how it is being deployed during the crisis, or how or what we can learn from or take up your theme, concept, or case in order to address the socio-economic ills posed by the COVID-19 crisis. You can either produce a 1,500-2,000-word textual blog post following the approach of [The Conversation](#) (with in-text links and a scholarly bibliography) or another form of multimedia presentation with a brief textual write-up (and also including a supporting bibliography) (for the latter, please consult first with the course instructor). This final product will be linked to your Week 6 outline and video pitch. **By the end of the course, we will have produced a collective online resource / blog / archive which we will make public.** This will serve as a public service to help Canadians and others around the world think through how to combat the socio-economic crisis spawned by the COVID-19 pandemic, or in seeking to rebuild and rethink socio-economic life afterwards.

Assignments, Expectations, Evaluation, Due Dates, Course Policy

See **Appendix 1** for more information on assignments, expectations, and due dates. See **Appendix 2** for course administrative and policy information. **Detailed specifics for each assignment, expectations for group discussions, and marking criteria** will be available on Quercus.

Course Schedule

Week 1 – Setting the Stage and Key Concepts (Modules 1-2)

Module 1 of Week 1 introduces the course and casts advanced neoliberal capitalism against the varieties of alternatives, settling on “economic democracy” as the alternative we will be delving into in the rest of the course. sets up our conceptual stage by defining our key terms: Module 2 of Week 1 concretizes the need for economic democracy today and defines our key terms and concepts for the course: *work, organization, economy, and participation and democracy*. The rest of the course filters the notion of economic democracy through these terms.

Throughout Week 1, we consider some of the reasons why we need “economic democracy” today, given the crises of work, inequality, and the environment due to the “neoliberal impasse,” and now in light of our current COVID-19 moment. We also explore what we have assumed to be the “normal” economy up to the first weeks of 2020, whether we should go back to that normal post-pandemic, and why we should think of new ways of doing and articulating economic life today.

Throughout Week 1 and resonating throughout the course, we contemplate how *crises* are always two-fold: moments of dramatic rupture *and* openings for new possibilities for living. Our struggles against any crises is equally two-fold: to ease the pain of the status-quo or of change *and* to think of new ways of living so we minimize or don’t return to the pain – so we reduce “toil, aggressiveness, misery, and injustice,” as critical philosopher Herbert Marcuse wrote his opus *One-Dimensional Man*.

We have needed economic democracy for some time now, many progressive and critical thinkers that we will be reading agree, because our current neoliberal capitalist economic system is wrought with inequities and injustices of all kinds. These include discriminations based on

differences related to gender, race, class, and other diversities; environmental degradation; and jobs devoid of meaning. Moreover, capitalist ways of organizing *work* (the foundation of all economic activity) are heightening these crises and inequities. Our contemporary condition of crisis is linked to several factors, including: the long-held common-sense idea that “progress” means economic “growth;” the autocratic rule and hierarchical structures of most workplaces; the continued marginalization of domestic and “unwaged” work; the rise of precarious jobs and the marginalization of “service” and “care work” (now deemed “essential” to keep the privileged quarantined and the economy running during COVID-19); the challenges of flexible forms of work in the so called “information” and “gig economy;” and the “global division of labour,” at the heart of just-in-time production and globalization. In sum, the complex realities of contemporary work and economic activity and their negative effects on everyday life and the environment—now compounded exponentially by COVID-19—force us to question our neoliberal economic system and call for urgent re-thinking on the possibilities for economic democracy today.

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“Strikes across the frontier and strikes for higher wage
 Planet lurches to the right as ideologies engage
 Suddenly it’s repression, moratorium on rights
 What did they think the politics of panic would invite?
 Person in the street shrugs “Security comes first”
 But the trouble with normal is it always gets worse”

~ Bruce Cockburn, “The Trouble with Normal” (cited by Max Haiven in his essay “[No Return to Normal](#),” 2020)

Module 1 (May 4-6)

Course Introduction: Another Economy, Crises as Closures and Openings

During synchronous lecture:

- Introduce the course
- Go over syllabus and readings
- Map the class, assignments and discussions
- On posting your 100-word bio and video intro
- Class norms

Activity: Establish class “learning agreement” (class-written Google Doc)

Activity: Watch “[Movement Building in the Time of the Coronavirus: A Rising Majority Teach-In](#),” with Naomi Klein

Required Reading

Parker, Martin, George Cheney, Valerie Fournier, & Chris Land. (2014). Ch. 1, Advanced Capitalism: Its Promises and Failings; Ch. 2, Alternatives: Past, Present, and Prospective. In M. Parker et al. (Eds.), *The Routledge Companion to Alternative Organization*. London: Routledge (pp. 3-30).

Required COVID-19 Reading

Giroux, Henry. (2020). The COVID-19 Pandemic is Exposing the Plague of Neoliberalism. *The Bullet*. (Apr. 18). <https://socialistproject.ca/2020/04/covid19-pandemic-exposing-plague-of-neoliberalism/#more>

Inman, Phillip. (2020). Half of the World’s Workers “At Immediate Risk of Losing Livelihood Due to Coronavirus.” *The Guardian*. (Apr. 29). https://www.theguardian.com/world/2020/apr/29/half-of-worlds-workers-at-immediate-risk-of-losing-livelihood-due-to-coronavirus?CMP=Share_iOSApp_Other

Moody, Kim. (2020). How “Just-In-Time” Capitalism

<p>and Prof. Angela Davis (Apr. 6, 2020). https://www.youtube.com/watch?v=xUP0swVDmtg&feature=youtu.be</p>	<p>Spread COVID-19. <i>Spectre</i>. (Apr. 8). https://spectrejournal.com/how-just-in-time-capitalism-spread-covid-19/</p> <p>Monbiot, George. (2020). The Horror Films Got It Wrong. This Virus Turned Us into Caring Neighbours. <i>The Guardian</i>. (Mar. 31). https://www.theguardian.com/commentisfree/2020/mar/31/virus-neighbours-covid-19</p> <p>Themes Covered in the Stanford Text</p> <p>Stanford, Jim. (2008/2015). Introduction, Why Study Economics?; Part 1, Preliminaries. In <i>Economics for Everyone: A Short Guide to the Economics of Capitalism</i>. Halifax & Winnipeg: Fernwood.</p>
<p>Module 2 (May 6-8)</p> <p>The Need for Economic Democracy (in “Normal” pre-COVID, COVID, and post-COVID times) and Defining Our Terms</p> <p><i>Activity:</i> Upload your brief 100-word bio with a short video introduction (1 minute) (in class Discussion space) by the end of this Module</p> <p><i>Participation:</i> Get into groups; introduce each other in your groups and decide who will be leading each Module discussion (in your group discussion space or via Zoom); let instructor know schedule of group discussion leaders for forthcoming Modules; complete posting your bios and video introductions (in class Discussion section)</p> <p><i>Optional activities:</i> On how the old “normal” was never “normal.”</p> <ul style="list-style-type: none"> • Listen to Noam Chomsky 	<p>Required Reading</p> <p><i>Review:</i> Schweickart, David. (2016). Economic Democracy. <i>The Next System Project</i>. https://thenextsystem.org/economic-democracy</p> <p>Cumbers, Andrew. (2019). Economic Democracy: Why Handing Power Back to the People Will Fix Our Broken System. <i>The Conversation UK</i>. (Dec. 5). https://theconversation.com/economic-democracy-why-handing-power-back-to-the-people-will-fix-our-broken-system-126122</p> <p>Required COVID-19 Reading</p> <p>Prashad, Vijay. (2020). We Won’t Go Back to Normal, Because Normal Was the Problem. <i>Tricontinental</i>. (Mar. 26). https://www.thetricontinental.org/newsletterissue/newsletter-13-2020-new-world-order/</p> <p>Walcott, Rinaldo, Beverley Bain, & OmiSoore Dryden. (2020). Coronavirus Discriminates Against Black Lives through Surveillance, Policing and the Absence of Health Data. <i>OISE News</i>. (Apr. 20). https://www.oise.utoronto.ca/oise/News/2020/Coronavirus_discriminates_against_Black_lives_through_surveillance_policing_and_the_absence_of_health_data.html</p> <p>Onyenacho, Tracey. (2020). Power to the People: 40+ Grassroots Activists Step Up During the COVID-19 Crisis</p>

<p>being interviewed by Amy Goodman on <i>Democracy Now!</i> (Apr. 10, 2020). https://www.democracynow.org/2020/4/10/noam_chomsky_trump_us_coronavirus_response</p> <ul style="list-style-type: none"> • Watch <i>The Corporation</i> (by Joel Bakan, 2003) https://www.youtube.com/watch?v=zpQYsk-8dWg • Watch <i>Capitalism: A Love Story</i> (by Michael Moore, 2009) https://www.filmsforaction.org/watch/capitalism-a-love-story-(trailer)/ 	<p>(Updated). <i>Colorlines</i>. (Mar. 30). https://www.colorlines.com/articles/power-people-40-grassroots-activists-step-during-covid-19-crisis-updated</p> <p>Marks, Raissa. (2020). COVID-19—This Is a Test. <i>The Canadian CED Network</i>. (Apr. 2). https://ccednet-rcdec.ca/en/blog/2020/04/02/covid-19-test</p> <p>Themes Covered in the Stanford Text</p> <p>Stanford, Jim. (2008/2015). Part 2, The Basics of Capitalism: Work, Tools, and Profit. In <i>Economics for Everyone: A Short Guide to the Economics of Capitalism</i>. Halifax & Winnipeg: Fernwood (pp. 65-128).</p>
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Week 2 – Theorizing Economic Democracy (Modules 3-4)

Module 3 of Week 2 unpacks the key theories and (much debated) contemporary proposals for economic democracy today. Module 4 then moves on to explore the structural, socio-cultural, and socio-political prerequisites to workplace, organizational, and economic democracy, with an urgent reconsideration of these prerequisites for our current COVID-19-crisis moment.

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“It is time to change the conversation. The past had better be large and demand little. The future had better come closer. Let’s enlarge the present and the space of the world. Let’s move on. Let’s travel with crude maps. ... We will not necessarily reach the same place, and many of us will not necessarily reach any recognizable place, but we share the same starting point, and that’s enough.”

~Boaventura de Sousa Santos, *Epistemologies of the South: Justice Against Epistemicide* (2014, p. viii)

<p>Module 3 (May 11-13)</p> <p>Economic Democracy: Perspectives and Foundations</p> <p><i>During synchronous lecture:</i> Review final class blog project, begin inventory of class skills, brainstorm ideas, start class skills and resources Google Doc. Discuss requirements for final</p>	<p>Required Reading</p> <p>Malleson, Tom. (2014). Economic Democracy in the 21st Century. <i>openDemocracy</i> (Aug. 15) https://www.opendemocracy.net/en/opendemocracyuk/economic-democracy-in-21st-century/</p> <p>Gibson-Graham, J.K. and the Community Economies Collective. (2016). Cultivating Community Economies: Tools for Building a Livable World. <i>The Next System Project</i>. (Feb. 2017). https://thenextsystem.org/cultivating-</p>
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<p>project blog post, possible themes, and approaches.</p> <p><i>During synchronous lecture:</i> Review <i>Reflective exercise: Core concepts commentary</i>, due at the end of this Week.</p> <p><i>Activity:</i> Listen to Bernie Sanders talking to Michael Moore on the podcast <i>Rumble</i> (April 23, 2020) https://www.stitcher.com/podcasts/michael-moore-4/rumble-with-michael-moore/e/69079174</p> <p><i>Optional activity:</i> Listen to the Munk Debates on the Sharing Economy, Parts 1 and 2 (<i>Ideas</i>, CBC Radio 1, Dec. 2014) https://www.cbc.ca/radio/ideas/the-sharing-economy-and-the-public-good-part-1-1.2914217</p>	<p>community-economies</p> <p>Required COVID-19 Reading</p> <p>Packer, George. (2020). We Are Living in a Failed State. <i>The Atlantic</i>. (Apr. 20). https://www.msn.com/en-us/news/opinion/we-are-living-in-a-failed-state/ar-BB12UOH0</p> <p>Saad-Filho, Alfredo. (2020). Coronavirus, Crisis, and the End of Neoliberalism. <i>The Bullet</i>. (Apr. 17). https://socialistproject.ca/2020/04/coronavirus-crisis-and-the-end-of-neoliberalism/</p> <p>Themes covered in Stanford</p> <p>Stanford, Jim. (2015). Part 3, Capitalism as a System. In <i>Economics for Everyone: A Short Guide to the Economics of Capitalism</i>. London: Pluto.</p>
<p>Module 4 (May 13-15)</p> <p>The Prerequisites of Workplace, Organizational, and Economic Democracy (and Considerations for our COVID-19 Times)</p> <p><i>NOTE:</i> No regular group discussions for this Module. Instead, complete <i>Reflective exercise: Core concepts commentary</i>, due at the end of this Module.</p> <p><i>Assignment: Reflective exercise: Core concepts commentary</i>, due at the end of this Module. Post to your group discussion area and in the Assignments section a 500-1,000-word opening commentary on your intellectual interests and perspectives on the key core</p>	<p>Required Reading</p> <p>Macpherson, C.B. (1985). Ch. 3, Prospects of Economic and Industrial Democracy. In <i>The Rise and Fall of Economic Justice and Other Essays</i>. Oxford: Oxford University Press (pp. 35-43).</p> <p>Bernstein, Paul. (1982). Ch. 2, Necessary Elements for Effective Worker Participation in Decision-Making. In F. Lindenfeld & J. Rothschild-Whitt (Eds.), <i>Workplace Democracy and Social Change</i>. Boston: Porter Sargent Publishers (pp. 51-81).</p> <p>Required COVID-19 Reading</p> <p>Shuman, Michael. (2020). Comparative Resilience: 8 Principles for Post-COVID Reconstruction. <i>Resilience</i>. (Apr. 7). https://www.resilience.org/stories/2020-04-07/comparative-resilience-8-principles-for-post-covid-reconstruction/</p> <p>Boffey, Daniel. (2020). Amsterdam to Embrace “Doughnut” [Economic] Model to Mend Post-Coronavirus</p>

<p>concepts or the main course themes so far, namely: “workplace, organizational, and economic democracy.” Conclude with your preliminary thoughts on how these concepts can help us make sense of or respond to the COVID-19 crisis or the rebuilding post-COVID. Read the other comments in your group, comment on them if you’d like.</p> <p><i>Optional activity:</i> Attend the virtual book launch <i>Ending Despotism at Work After the Coronavirus</i> (with author Alex J. Wood) (Fri., May 15, 5:30 pm British time/12: 30 pm Toronto/Eastern time). https://www.eventbrite.co.uk/e/ending-despotism-at-work-after-the-coronavirus-join-alex-j-wood-for-a-virtual-book-launch-and-qa-tickets-102553129170</p>	<p>Economy. <i>The Guardian</i>. (Apr. 8). https://www.theguardian.com/world/2020/apr/08/amsterdam-doughnut-model-mend-post-coronavirus-economy</p>
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<p>Week 3 – Socializing the Economy (Modules 5-6)</p> <p>Week 3 unravels some of the main struggles, tensions, requirements, and potential of <i>socializing</i> the economy broadly, with both a global perspective and a Canadian focus in mind.</p> <p>Module 5 explores already-existing spheres of economic democracy – <i>the social and solidarity economy</i> (SSE) – the socio-economic spheres straddling the public and private sectors, and the spaces of life where solidarity, “informal” work and exchange, and mutual aid prevail. While introducing and focusing primarily on cooperatives, we will also keep sight of how economic democracy and participative work practices already unfold within most of the SSE’s many organizational forms, which also include: volunteer, not-for-profit, and charity organizations; social enterprises; and community collectives of all kinds. We also briefly touch on proposals that localize capital and economic life, such as community wealth and credit unions, and consider briefly broadening social safety nets via the idea of universal/guaranteed basic income (which we will discuss more in Module 11), all vital in responding to and rebuilding our economies during and after COVID-19.</p> <p>Module 6 then homes in on already-existing and long-historical spaces of economic democracy, now considered parts of the SSE, that often remain invisible to mainstream society: the Black social economy and Indigenous ways of organizing and thinking about economic life, embracing practices of gifting, sharing, and non-linear ways of knowing and organizing. (Supplemental</p>

readings here also delve into other already-existing spaces of economic activity, such as domestic/gendered economies, and other marginalized or criminalized spaces and practices such as reappropriation/theft, dumpster diving, DIY practices, fix-it-yourself groups, hacking, and so on). All should be seriously reconsidered and spaces of inspiration for the rebuilding to come post-COVID-19.

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“We’re all in this together, but we are not in this together equally.”

~Jesse Wentz, *Metro Morning*, CBC Radio 1 (April 13, 2020)

Module 5 (May 18-20)

Already Existing Economic Democracy, Part 1: The Social and Solidarity Economy

*NOTE: The synchronous lecture for this week will be on Wednesday, May 20, 6:00-7:30 due to Victoria Day on May 18. Virtual office hours will follow for 1 hour after lecture. Amendment to week TBD.

Activity: Listen to Emily Kwano’s “Resist & Build”: Discussing the Solidarity Economy (*The Next System Podcast*, Feb. 12, 2018). <https://thenextsystem.org/learn/stories/episode-16-resist-build-discussing-solidarity-economy-w-emily-kawano>

Resources:

- Ontario Non-Profit Network. (2020). *Ontario Nonprofits and the Impact of COVID-19: A flash survey report*. (Apr. 6). https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/onns-covid-19-flash-survey-report-april-6-2020-1_compressed.pdf
- ILO. (2020). Cooperatives and Wider SSE Enterprises Respond to COVID-19 Disruptions, and Government Measures are

Required Reading

Quarter, Jack, Laurie Mook, & Ann Armstrong. (2018). Ch. 1, An Introduction to Canada’s Social Economy. In *Understanding the Social Economy: A Canadian Perspective*. Toronto: University of Toronto Press (pp. 3-32).

Vieta, Marcelo. (2020). The Emergence of the Social and Solidarity Economy. In *Workers’ Self-Management in Argentina: Contesting Neo-liberalism by Occupying Companies, Creating Cooperatives, and Recuperating Autogestión*. Leiden: Brill (pp. 339-347).

Required COVID-19 Reading

Dardot, Pierre & Laval, Christian. (2020). The Pandemic as Political Trial: The Case for a Global Commons. *Roar*. (Mar. 28). <https://roarmag.org/essays/dardot-laval-corona-pandemic/>

Vieta, Marcelo & Fiona Duguid. (2020). Canada’s Co-operatives: Helping Communities During and After the Coronavirus. *The Conversation Canada*. (Apr. 19). <https://theconversation.com/canadas-co-operatives-helping-communities-during-and-after-the-coronavirus-135477>

Benner, Chris & Manuel Pastor. (2020). Solidarity Economics—For the Coronavirus and Beyond. *The American Prospect*. (Mar. 23). <https://prospect.org/economy/solidarity-economics-for-the-coronavirus-crisis-and-beyond/>

<p>Being put in Place (rolling coverage). <i>International Labour Organization News</i>. https://ilo.org/global/topics/cooperatives/news/WCMS_740254/lang--en/index.htm</p>	
<p>Module 6 (May 20-22)</p> <p>Already Existing Economic Democracy, Part 2: The Black Social Economy and Indigenous Ways of Knowing and Organizing</p> <p><i>During synchronous lecture:</i> Review final class blog project. Review inventory of class skills on Google Doc. Discuss final project outline and video pitch. Discuss division-of-labour for final class blog.</p>	<p>Required Reading</p> <p>Hossein, Caroline. (2019). A Black Epistemology for the Social and Solidarity Economy: The Black Social Economy. <i>The Review of Black Political Economy</i>, 46(3), 209-229.</p> <p>Koukkanen, Rauna. (2011) Indigenous Economies, Theories of Subsistence, and Women: Exploring the Social Economy Model for Indigenous Governance. <i>American Indian Quarterly</i>, 35(2), 215-240.</p> <p>Required COVID-19 Reading</p> <p>Timothy, Roberta. (2020). Coronavirus is not the great equalizer—Race Matters. <i>The Conversation Canada</i>. (Apr. 6). https://theconversation.com/coronavirus-is-not-the-great-equalizer-race-matters-133867</p> <p>Hossein, Caroline. (2020). Mutual Aid and Physical Distancing Are Not New for Marginalized and Black Communities in the Americas. <i>HistPhil</i>. (Mar. 24). https://histphil.org/2020/03/24/mutual-aid-and-physical-distancing-are-not-new-for-black-and-racialized-minorities-in-the-americas/</p> <p>Coletta, Amanda & Heloísa Traiano. (2020). The world’s indigenous peoples, with tragic history of disease, implore outsiders to keep coronavirus away. <i>The Washington Post</i>. (Mar. 31). https://www.washingtonpost.com/world/the_americas/the-worlds-indigenous-peoples-with-tragic-history-of-disease-implore-outside-to-keep-coronavirus-away/2020/03/31/98597e3c-6f7f-11ea-a156-0048b62cdb51_story.html</p> <p>Mendelson, Rachel. (2020). Has Canada’s Urban Indigenous Population Been Forgotten Amidst the Coronavirus Pandemic? <i>The Toronto Star</i>. (Apr. 16). https://www.thestar.com/news/canada/2020/04/16/has-</p>

[canadas-urban-indigenous-population-been-forgotten-amidst-the-coronavirus-pandemic.html](https://www.canada.ca/en/indigenousaffairs/news/2020/04/canadas-urban-indigenous-population-been-forgotten-amidst-the-coronavirus-pandemic.html)

Week 4 – Democratizing Work (Modules 7-8)

Work, as Jim Stanford reminds us, is the cornerstone of all economic activity. This is now clearly plain to all of us in our COVID-19 times (crises always make visible things once hidden). Two work-related realities are in plain view right now: (1) Those that are continuing to work outside of their homes (and risking their lives) in what we are now calling “essential services” (as if they were not always essential!) so that the rest of us can stay healthy and self-isolate, are keeping the system on life-support (pun intended). *Surprise:* service and care work has always been essential. (2) If you force employer businesses to close and essentially unemploy between 20-30% of Canada’s workforce (almost 85% of Canadian jobs are in small and medium firms of less than 500 employees, most work in firms with under 10 workers), and if workers get sick and die (as is happening every day right now), the capitalist economy enters crisis because it cannot create goods and capital to accumulate. *Surprise:* Workers have always been the key creative and productive component of the capitalist system, not “risk taking” entrepreneurs or savvy billionaire capitalists (sorry Mark and Elon!)

So, Week 4 puts economic democracy “to work” by exploring ways of democratizing work itself, a crucial consideration for any model of economic democracy worth its salt. In the process, we will look at workplace participation/democracy along a spectrum that runs from nominal worker participation schemes on one end to full workers’ ownership and control of productive firms on the other. Throughout, we consider both the point-of-view *management* and *workers*, but focus primarily on the side of working people.

Module 7 starts with employee participation schemes that begin to *reform* how work is done and managed within contemporary capitalist organizations. Here, in our Monday lecture, we will look at human resource management’s strategies of worker empowerment, work teams, and participation. We especially take up workplace participation within capitalism from the point-of-view of workers, grounding our analysis in the notions of the “dignity of work,” “autonomy,” and “cooperation.” We primarily will consider how a new labour movement and worker-managed organizations such as worker cooperatives could facilitate ways to reorganize our economic life now and post-COVID.

Module 8 then explores forms of comprehensive workplace democracy and workers’ participation in decision-making highlighted by worker-owned and -controlled firms such as worker cooperatives. It does so by looking at formerly private/capitalist firms that were occupied and converted to worker cooperatives by employees through the research of Prof. Marcelo Vieta in Argentina, Italy and now Canada. Via the case of Argentina that we will read about via excerpts from Prof. Vieta’s new book, we will learn about openings for new forms of cooperative and self-managed work during a previous crisis, and how work and workplaces are for us workers to take back. After all, the creativity of our work is ours in the first place, not our bosses’. Here we also look at ways that worker coops are being promoted and supported around the world today and how they respond to the COVID-19 crisis as organizational sites for the

coming economic rebuilding.

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“But there was in store a still greater victory of the political economy of labour over the political economy of property. We speak of the co-operative movement, especially the co-operative factories raised by the unassisted efforts of a few bold ‘hands’. The value of these great social experiments cannot be over-rated. By deed, instead of by argument, they have shown that production on a large scale, and in accord with the behests of modern science, may be carried on without the existence of a class of masters employing a class of hands...”

~Karl Marx, “Inaugural Address of the Working Men’s International Association” (1864)

Module 7 (May 25-27)

Democratizing Work, Act I: Employee Participation and Working with Dignity: Democracy at Work via Worker Cooperatives, Unions, and Beyond

During synchronous lecture:
Review final class blog project, skills inventory, final project outline and video pitch.

Activity: Watch the documentary *Together: How cooperatives show resilience to the crisis* (CECOP-CICIPA Europe, 2012)

Activity: Listen to Deena Ladd, ED of the Worker’s Action Centre, on *The Sunday Edition* (CBC Radio 1, Apr. 3, 2020) <https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-april-5-2020-1.5518735/why-the-invisible-workers-cleaning-up-covid-19-need-better-labour-protection-1.5518747>

Optional activity: Watch *Shift Change: Putting Democracy to Work* (2014) or *The Silent Transformation* (2018)

Required Reading

Webb, Tom & George Cheney. (2014). Ch. 5, Worker-Owned-and-Governed Co-operatives and the Wider Co-operative Movement: Challenges and Opportunities Within and Beyond the Global Economic Crisis. In M. Parker, G. Cheney, V. Fournier, & C. Land (Eds.), *The Routledge Companion to Alternative Organization*. London: Routledge (pp. 64-88).

Required COVID-19 Reading

Cohen, Josh. (2020). Coronavirus has exposed the reality of a world without work. *The Guardian*. (Mar. 29).

<https://www.theguardian.com/commentisfree/2020/mar/29/coronavirus-reality-work-unemployment>

Glasbeek, Harry. (2020). The Anti-Union Virus Inside the Emergency Powers: Lessons for Workers. *The Bullet*. (Apr. 26). <https://socialistproject.ca/2020/04/antiunion-virus-emergency-powers/>

Levine, Steve. (2020). America Is About to Witness the Biggest Labor Movement It’s Seen in Decades.

Marker. (Apr. 15). <https://marker.medium.com/amp/p/3aa47f0edf52>

<p><i>Optional activity:</i> Listen to Co-ops in the time of COVID – Check-ins with John Kay, Thom Armstrong & Ross Gentleman (“Each for All,” Vancouver Co-op Radio, FM 100.1 https://eachforall.coop/co-ops-in-the-time-of-covid-check-ins-with-john-kay-thom-armstrong-ross-gentleman/)</p>	
<p>Module 8 (May 27-29)</p> <p>Democratizing Work, Act II: Taking Control: Workers Taking Over Workplaces and Converting them to Co-operatives</p> <p><i>Activity:</i> Attend Prof. Vieta’s webinar, <i>Lessons from Argentina’s Worker-Recuperated Enterprises: Co-operatives in Times of Crisis</i>. Wednesday, May 27, 12:00-1:00 pm Eastern (Toronto) time. Sponsored by the International Centre for Co-operative Management at the Sobey School of Business, Saint Mary’s University</p> <p><i>Activity:</i> Watch documentary <i>The Take: Occupy, Resist, Produce</i> (Avi Lewis & Naomi Klein, 2003). On the crisis of 2001 in Argentina and its worker-recuperated firms. https://www.filmsforaction.org/watch/the-take-occupy-resist-produce/</p> <p><i>Resources:</i></p> <ul style="list-style-type: none"> • Canada’s COVID-19 response efforts to the economic crisis (comprehensive and updated 	<p>Required Reading</p> <p>Vieta, Marcelo. (2020). Introduction (pp. 1-7); The Recuperation of the Medical Clinic “Cooperativa de Trabajo de la Salud Junín” (pp. 77-98); Why in Argentina? (pp. 99-108); ERT Types and Experiences of Workplace Conversions Around the World (pp. 132-165). In <i>Workers’ Self-Management in Argentina: Contesting Neo-liberalism by Occupying Companies, Creating Cooperatives, and Recuperating Autogestión</i>. Leiden: Brill.</p> <p>Required COVID-19 Reading</p> <p>Vieta, Marcelo, Fiona Duguid, Ontario Co-operative Association. (2020). <i>Rescuing Main Street: Action Research Supporting Ontario’s Small and Medium Enterprises through Conversion to Co-operatives</i>. Ontario Together “Ideas” proposal.</p> <p>Olive, David. (2020). Canada’s COVID-19 economic rescue model puts workers first, and by doing so, rescues their employers. <i>The Toronto Star</i>. (Apr. 4). https://www.thestar.com/business/opinion/2020/04/04/canadas-covid-19-economic-rescue-model-puts-workers-first-and-by-doing-so-rescues-their-employers.html</p> <p>Horowitz, Jason. (2020). In Italy, Going Back to Work May Depend on Having the Right Antibodies. <i>The New York Times</i>. (Apr. 4). https://www.nytimes.com/2020/04/04/world/europe/italy-coronavirus-antibodies.html</p>

<p>list). https://www.mccarthy.ca/en/insights/articles/covid-19-economic-relief-measures-announced-date</p> <ul style="list-style-type: none"> • Government of Canada’s COVID-19 response efforts to the economic crisis. https://www.canada.ca/en/departement-finance/economic-response-plan.html • Government of Ontario’s COVID-19 response efforts to the economic crisis. https://budget.ontario.ca/2020/marchupdate/index.html 	
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Week 5 – Caring for the Environment, Living Better (Modules 9-10)

Week 5 reviews how economic democracy begins to address the environmental crisis, perhaps the most critical issue of our times. Indeed, as humans encroach ever more on the natural world, pandemics like COVID-19 must also be considered outcomes of this environmental crisis. How can we live better with the environment and also strive for self-actualized and fulfilling lives, while doing so sustainably, with dignity, and in community? Throughout, Week 5, our backdrop is how our dire situation with the environment is intimately connected to the uncritical adherence to capitalocentric economic discourses and its ideology and practices of “growth at all costs.” But we also consider actually-existing movements contesting these capitalocentric tendencies, including the turn to democratic designs and applications of technology promoting sustainability, living with a smaller ecological footprint, and, ultimately, healing the damage that has been done to the earth.

In Module 9, we consider community ownership of social and public goods grounded in notions of “the commons,” and ways of “powering economic democracy” via renewable energy cooperatives (RE Coops). In Module 10, we search for democratic solutions to the environmental crisis by taking a close look at innovative ways of “living economic democracy” via alternative and cooperatively based communal housing proposals such as eco-villages and intentional communities.

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“We know that if we continue on our current path..., climate change will change everything about our world... There are ways of preventing this grim future, or at least making it a lot less dire. But the catch is that these also involve changing everything.”

~Naomi Klein, *This Changes Everything: Capitalism vs. the Climate* (2014, p.

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<p>Module 9 (June 1-3)</p> <p>The Commons and Community-Owned Resources: Powering Economic Democracy</p> <p><i>Guest lecturer and facilitator:</i> M. Derya Tarhan, PhD Candidate (AECD, OISE/UofT) and founder and director of The Community Power Report. On renewable energy co-ops and the transition to a sustainable economy.</p> <p><i>Activity:</i> Watch documentary <i>The Economics of Happiness</i> https://www.filmsforaction.org/watch/the-economics-of-happiness/</p>	<p>Required Reading</p> <p>DeAngelis, Massimo & David Harvie. (2014). The Commons. In M. Parker, G. Cheney, V. Fournier, & C. Land (Eds.), <i>The Routledge Companion to Alternative Organization</i>. London: Routledge (pp. 280-294).</p> <p>Tarhan, Derya. (2015). Renewable Energy Co-operatives: A Review of Demonstrated Impacts and Limitations. <i>Journal of Entrepreneurial and Organizational Diversity</i>, 4(1) (pp. 104-120).</p> <p>The Leap Manifesto. (2015). https://leapmanifesto.org/wp-content/uploads/2015/10/leaplet_reading.pdf</p> <p>Required COVID-19 Reading</p> <p><i>The Guardian</i>. (2020). Coronavirus Pandemic Leading to Huge Drop in Air Pollution. (Mar. 23). https://www.theguardian.com/environment/2020/mar/23/coronavirus-pandemic-leading-to-huge-drop-in-air-pollution</p> <ul style="list-style-type: none"> • More video graphics of emissions pollution reduction during COVID-19 pandemic (many other graphics exist). https://www.forbes.com/sites/jeffmcmahon/2020/03/22/video-watch-from-space-as-air-pollution-vanishes-over-china-during-coronavirus-lockdown-then-returns/#11bc7b7035f0 <p>Modola, Siegried. (2020). In Pictures: Coronavirus Exposes the Impact of Air Pollution. <i>Al Jazeera</i>. (Apr. 22). https://www.aljazeera.com/indepth/inpictures/pictures-coronavirus-exposes-impact-air-pollution-200422132607593.html</p>
<p>Module 10 (June 3-5)</p> <p>Sustainable Living and Intentional Communities: Living Economic Democracy</p> <p><i>Guest lecturer and facilitator:</i> Lisa Mychajluk, PhD Candidate (AECD, OISE/UofT), eco-village practitioner, and former Senior Policy Analyst, Ministry of the Environment of the Government of Ontario. On</p>	<p>Required Reading</p> <p>Mychajluk, Lisa. (2017). Learning to Live and Work Together in an Ecovillage Community of Practice. <i>European Journal for Research on the Education and Learning of Adults</i>, 8(2) (pp. 181-196).</p> <p>Required COVID-19 Reading</p> <p>Weston, Phoebe. (2020). “We Did It to Ourselves”: Scientist Says Intrusion into Nature Led to Pandemic. <i>The Guardian</i>. (Apr. 25). https://www.theguardian.com/world/2020/apr/25/ourselves</p>

<p>living and learning in community and the eco-village movement.</p> <p><i>Activity:</i> Listen to Todd Dufresne on his book <i>The Democracy of Suffering</i>, “From climate change to pandemics: we can fix this mess together, argues philosopher” (<i>Ideas</i>, CBC Radio 1, Apr. 8, 2020) https://www.cbc.ca/radio/ideas/from-climate-change-to-pandemics-we-can-fix-this-mess-together-argues-philosopher-1.5526117</p> <p><i>Optional activity:</i> Listen to “The Degrowth Paradigm” (<i>Ideas</i>, CBC Radio 1, Dec. 13, 2013). https://www.cbc.ca/radio/ideas/the-degrowth-paradigm-1.2914099</p>	<p>-scientist-says-human-intrusion-nature-pandemic-aoe?CMP=Share_iOSApp_Other</p> <p>Ted from Dancing Rabbit Ecovillage. (2020). Sweeter Milk Equals Better Cheddar: A Dancing Rabbit Update. (Apr. 14). https://www.dancingrabbit.org/sweeter-milk-equals-better-cheddar-a-dancing-rabbit-update/</p> <p>Degrowth Editorial Team. (2020). A Degrowth Perspective on the Coronavirus Crisis. <i>Local Futures: Economics of Happiness</i>. (Apr. 21). https://www.localfutures.org/a-degrowth-perspective-on-the-coronavirus-crisis/</p>
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Week 6 – Expanding Workplace, Organizational, and Economic Democracy: Contesting COVID, Envisioning the Future (Modules 11-12)

Module 11 of Week 6 begins by reconsidering our current economy of crisis, the plight of the most at-risk workers today, two clear proposals for an accessible and near-future project of economic democracy, and the possibilities to transition to an “economy of care.”

Module 12 finally ends our journey together by turning to your ideas for addressing the previously existing crisis, heightened now by the socio-economic ills wrought by COVID-19. To do so, we will conduct a virtual World Café *collective visioning exercise* where we imagine together and debate the potential for the proliferation of workplace, organizational, and economic democracy today: Is economic democracy a real possibility or an imaginary utopia? And how can what we have learned in these past 6 weeks address the current COVID-19-induced crisis and provide roadmaps towards rebuilding and rethinking in the aftermath of the pandemic? Here, our course readings, your virtual World Café video pitch, and your final project contributions to the class blog will guide our closing discussions.

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“From each according to their abilities, to each according to their needs.”
~Traditional socialist and anarchist maxim.

Module 11 (June 8-10)

Pathways of Hope: From a Crisis Economy to an Economy of Care

Assignment: Final project outline. Preparation and submission of a 2-3-page paper (double-spaced) outlining and summarizing what you plan to produce for your final project blog post.

Activity: Listen to Pat Armstrong on CBC Radio 1's *The Sunday Edition* (April 26, 2020)

<https://www.cbc.ca/radio/thesundayedition/the-sunday-edition-for-april-26-2020-1.5536429/canada-s-for-profit-model-of-long-term-care-has-failed-the-elderly-says-leading-expert-1.5540891>

Required Reading

Mason, Paul. (2015). Ch. 10, Project Zero. In *Postcapitalism: A Guide to our Future*. New York: Farrar, Straus & Girroux (pp. 263-292)

Malleson, Tom. (2014). Conclusion, Toward a Feasible Socialism for the 21st Century. In *After Occupy: Economic Democracy for the 21st Century*. Oxford: Oxford University Press (pp. 198-217).

Letters & Handshakes. (2017). *Take Care* [introductory comments to a year-long critical art exhibit on “care work”]. Blackwood Gallery, University of Toronto at Mississauga (pp. 4-5).

Required COVID-19 Reading

Gaztambide-Fernández, Rubén. (2020). What Is Solidarity? During Coronavirus and Always, It's More Than “We're All in this Together.” *The Conversation Canada*. (Apr. 13). <https://theconversation.com/what-is-solidarity-during-coronavirus-and-always-its-more-than-were-all-in-this-together-135002>

Star Editorial Board. (2020). Caremongering: A Movement that Amplifies the Best of Us. *The Toronto Star*. (Mar. 22). <https://www.thestar.com/opinion/editorials/2020/03/22/caremongering-a-movement-that-amplifies-the-best-of-us.html>

Pohler, Dionne, Kourtney Koebel, Rafael Gomez, Marc-Andre Pigeon, & Murray Fulton. (2020). *Targeted Basic Income: An Equitable Policy Response to COVID-19*. Johnson Shoyama Graduate School of Public Policy. <https://www.schoolofpublicpolicy.sk.ca/research/publications/policy-brief/targeted-basic-income-an-equitable-policy-response-to-covid-19.php>

Dennis, Subin. (2020). Coronavirus Pandemic Brings to Light the Need for a Stronger Public Sector. *The Bulletin* (Apr. 25). <https://socialistproject.ca/2020/04/coronavirus-pandemic-need-for-stronger-public-sector/>

	<p><i>Themes Covered in Stanford Text (for Modules 11-12)</i></p> <p>Stanford, Jim. (2008/2015). Part 5, Challenging Capitalism; Conclusion, A Baker’s Dozen: Key Things to Remember. In <i>Economics for Everyone: A Short Guide to the Economics of Capitalism</i>. London: Pluto (pp. 361-402).</p>
<p>Module 12 (June 10-12)</p> <p>Economic Democracy Now and After Corona: Prefiguring a New Workplace, Organizational, and Economic Democracy</p> <p><i>Assignment: Virtual World-Café video pitch of your final project.</i> Post a 3-minute video pitch to the Quercus discussion board class space, then comment on two other pitches.</p>	<p><i>Required Reading</i></p> <p>Vieta, Marcelo (2020). Ch. 9, Recuperating <i>Autogestión</i>, Prefiguring Alternatives: Some Possible Conclusions [on crisis as openings]). In <i>Workers’ Self-Management in Argentina: Contesting Neo-liberalism by Occupying Companies, Creating Cooperatives, and Recuperating Autogestión</i>. Leiden: Brill (pp. 517-520; 529-539).</p> <p>De Sousa Santos, Boaventura. (2014). Manifesto for Good Living/Buen Vivir Minifesto for Intellectual Activists. In <i>Epistemologies of the South: Justice Against Epistemicide</i>. London: Routledge (pp. 2-17).</p> <p><i>Suggested Reading</i></p> <p>Vieta, Marcelo. (2016). <i>Autogestión</i>: Prefiguring the “New Cooperativism” and “the Labour Commons.” In C. DuRand (Ed.), <i>Moving Beyond Capitalism</i>. London: Routledge (pp. 55-63).</p>