

Economic Geography: Capitalism and Its Others

Economic Geography 16:450:513

Formerly titled: *Rethinking Economy*

Meeting Time: Thursday 9:00 – 12:00

Room AB-6010 in the Academic Building, College Avenue Campus

Instructor: Kevin St. Martin, kevin.st.martin@rutgers.edu

Course Introduction

This course will begin from the proposition that how we think about the economy matters. Economic theory does more than describe the economy, it constitutes and actively shapes it. Dominant economic theories represent the economy as homogenous and singularly capitalist thus precluding imagining and enacting economic difference and experimentation. The course will engage with a variety of research currents across several disciplines that are rethinking economy as a diverse and decentered field rather than a single entity or dominant force. For example, economic geographers and other scholars have recently turned their attention toward “alternative economic spaces” and practices, and have done so by drawing on feminist understandings of the economy, anthropological investigations into non-capitalist economies, sociological re-workings of “the market” as a site of contingency rather than law, and post-structural critiques of “development” which posit that “another production is possible.” These are all endeavors that are working to decenter the economy as a single form or identity, and thereby reveal economic spaces and landscapes as decidedly more diverse, differentiated, and open to intervention.

In addition to new representations of economy, the course will explore the variety of experiments and alternative economic practices in motion today. It will integrate examples from the solidarity economy, fair trade, alternative food networks, cooperative production, cooperative and co-housing, reclaiming commons, and bartering and informal markets as cases of organizations, institutions, or movements that are enacting alternatives to the current economic “system.” It will read these cases for their economic difference, relationship to place, implications for community and environmental wellbeing, and transformative potential across spatial scales.

Course Themes

- Representing and Performing Economy
- Alternative and Diverse Economies
- Poststructural Marxian and Feminist Approaches to Economy
- Subjectivity, Space, and Economy
- Economic Diversity and Intersections with Race, Ethnicity, and Indigeneity
- Economies of Community and Environmental Wellbeing
- Commons and Commoning

Learning Goals

- Explore the implications of various social theory perspectives (e.g. poststructuralism, feminism, intersectional theory, performativity, new materialisms) relative to representations and understandings of economy.
- Develop an understanding of economy that foregrounds the diversity of economic practices (past and present) that constitute livelihoods, households, and communities.
- Critically explore a range of case studies that detail instances of economic difference aligned with social and environmental justice.
- Rethink economy as site of ethical decision making, post-capitalist politics, and diverse possibility.

Course Format and Requirements

The format for the course is a seminar that meets once per week to discuss readings, make presentations, and generally learn from each other. The importance of participation cannot be stressed enough. Regular attendance is essential given the nature of the topics and the importance of discussion and the sharing of insights, opinions, references, etc.

Common Readings

There will be weekly readings that will be common to all students. These are designed to anchor classroom discussions but they will not limit possible discussion topics.

Presentation Teams

Each week two students will present their reactions to the readings and will offer points for discussion. Students are expected to produce short presentations based on the week's readings. Presentations may incorporate a variety of media and students are encouraged to experiment (e.g. try MS Powerpoint or Prezi, use maps and graphics, practice oral presentation).

Reaction/reflection papers

1-2 page reaction papers (300-450 words) will be required each week by those students who are not presenting. They must be type written, double spaced, and 12pt font. They should also include a bibliography and use a standard academic citation method.

Class Discussion

Each week students will be required to come to class with questions from the readings. These questions will be further developed collectively and listed on the board. Questions will form the basis for class discussion. Questions and discussion should touch upon and summarize the major themes from the readings.

Midterm assignment and Final assignment

There will be written (take-home) mid-term and final exams. Exams will be an essay format and will be based on the discussion questions developed in class.

Students will be assessed according to the following scheme:

Reaction papers and presentations	25%
Mid-term exam	20%
Final exam	25%
Classroom participation	30%
Total	100%

Readings

Key texts for the course will include the following manuscripts:

- Escobar, A. 2018 *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds*. Duke University Press.
- Gibson-Graham, J. K. 2006. *A Post-Capitalist Politics*. University of Minnesota Press.
- Gordon Nembhard, J. 2014. *Collective Courage: A History of African American Cooperative Economic Thought and Practice*. Pennsylvania State University Press.
- Miller, E. 2019. *Reimagining Livelihoods: Life Beyond Economy, Society, Environment*. University of Minnesota Press.
- Naylor, L. 2019. *Fair Trade Rebels: Coffee Production and Struggles for Autonomy in Chiapas*. University of Minnesota Press.
- Wright, E.O. 2010. *Envisioning Real Utopias*. Verso.



Other reading will include articles as well as selections from the following edited volumes:

- Akuno, K., A. Nangwaya and C. Jackson. Eds. 2017. *Jackson rising: The Struggle for Economic Democracy and Black Self-determination in Jackson, Mississippi*. Daraja Press.
- D'Alisa, G., F. Demaria, and G. Kallis. Eds. 2015. *Degrowth: A Vocabulary for a New Era*. Routledge.
- De Sousa Santos, B. Ed. 2006. *Another Production is Possible: Beyond the Capitalist Canon*. Verso.
- Fuller, D., A.E.G. Jonas, and R. Lee. Eds. 2010. *Interrogating Alterity: Alternative Economic and Political Spaces*. Ashgate.
- Gibson-Graham, J.K., S.A. Resnick, and R.D. Wolff. Eds. 2000. *Class and Its Others*. University of Minnesota Press.
- Kirwan, S., L. Dawney, and J. Brigstocke. Eds. 2016. *Space, Power, and the Commons: The Struggle for Alternative Futures*. Routledge.
- Klein, E. and Morreo, C.E. eds., 2019. *Postdevelopment in Practice: Alternatives, Economies, Ontologies*. Routledge.
- Kothari, A., Salleh, A., Escobar, A., Demaria, F. and Acosta, A., 2018. *Pluriverse: A Post-Development Dictionary*. Delhi: Authors Up Front.
- MacKenzie, D., F. Muniesa, and L. Siu. Eds. 2007. *Do Economists Make Markets?: On the Performativity of Economics*. Princeton University Press.
- Roelvink, G., K. St. Martin, and J. K. Gibson-Graham. Eds. 2015. *Making Other Worlds Possible: Performing Diverse Economies*. University of Minnesota Press.
- Zademach, H.M. and S. Hillebrand Eds. 2014. *Alternative Economies and Spaces: New Perspectives for a Sustainable Economy*. Verlag.

Students will be given the opportunity to choose course readings of interest that fit into course themes throughout the course.

<p>Week 3</p>	<p><i>Political Economy Approaches II</i> Wright, E.O. 2010. Envisioning Real Utopias. Verso.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 4</p>	<p><i>Post Structural Possibilities</i> Gibson-Graham, J. K. 2006. <i>A Postcapitalist Politics</i>. University of Minnesota Press.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 5</p>	<p><i>Post Structural Possibilities: Cases and Concerns</i> Gibson-Graham, J.K. and K. Dombroski. Eds. 2020. <i>The Handbook of Diverse Economies</i> (HDE). Edward Elgar. Roelvink, G., K. St. Martin, and J.K. Gibson-Graham. Eds. 2015. <i>Making Other Worlds Possible</i> (MOWP). University of Minnesota Press. <i>Households/Enterprises</i> (HDE) Framing Essay: The Diversity of Enterprise Jenny Cameron (MOWP) Performing Enterprises Differently Stephen Healy (MOWP) Neoliberal Welfare Provisioning and the Multiple Economies of Households in Post-Soviet Russia Marianna Pavlovskaya (MOWP) Performing Diverse Economies on an International Stage: The Global Household Maliha Safri and Julie Graham <i>Subjectivity/Agency/Power</i> (HDE) Framing Essay: Subjectivity in a Diverse Economy Stephen Healy, Ceren Özselçuk and Yahya M. Madra (MOWP) Reading Diverse Economies with Desire, Creating Spaces for Communism Yahya M. Madra and Ceren Özselçuk (HDE) On Power and the Uses of Genealogy for Building Community Economies Nate Gabriel and Eric Sarmiento (HDE) More-than-Human Agency: From the Human Economy to Ecological Livelihoods Ethan Miller</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 6</p>	<p><i>Other Economies: Intersections with Race, Ethnicity, and Indigeneity</i> <i>Contexts</i></p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion.

	<p>Elwood, S., Lawson, V. and Sheppard, E., 2017. Geographical Relational Poverty Studies. <i>Progress in Human Geography</i>, 41(6), pp.745-765.</p> <p>Bonds, A., 2013. Racing economic geography: The place of race in economic geography. <i>Geography Compass</i>, 7(6), pp.398-411.</p> <p style="text-align: right;"><i>Race</i></p> <p>Bledsoe, A., McCreary, T. and Wright, W., 2019. Theorizing diverse economies in the context of racial capitalism. <i>Geoforum</i>.</p> <p>Pavlovskaya, M., Borowiak, C., Safri, M., Healy, S. and Eletto, R., 2019. The Place of Common Bond: Can Credit Unions Make Place for Solidarity Economy?. <i>Annals of the American Association of Geographers</i>, pp.1-22.</p> <p>Borowiak, C., Safri, M., Healy, S. and Pavlovskaya, M., 2018. Navigating the fault lines: Race and class in Philadelphia's solidarity economy. <i>Antipode</i>, 50(3), pp.577-603.</p> <p>Rio, C., 2005. "On the Move": African American Women's Paid Domestic Labor and the Class Transition to Independent Commodity Production. <i>Rethinking Marxism</i>, 17(4), pp.489-510.</p> <p>Kayatekin, S.A., 2001. Sharecropping and feudal class processes in the postbellum Mississippi Delta. <i>Re/presenting class</i>, pp.227-246.</p> <p style="text-align: right;"><i>Gender/Sexuality</i></p> <p>Cameron, J., 2000. Domesticating Class: Femininity, Heterosexuality, and Household Politics. <i>Class and Its Others</i>, p.47-68.</p> <p>Tufuor, T., Niehof, A., Sato, C. and van der Horst, H., 2015, May. Extending the moral economy beyond households: Gendered livelihood strategies of single migrant women in Accra, Ghana. In <i>Women's studies international forum</i> (Vol. 50, pp. 20-29). Pergamon.</p> <p style="text-align: right;"><i>Indigeneity</i></p> <p style="text-align: center;">(HDE) Working with Indigenous Methodologies <i>Joanne Waitoa and Kelly Dombroski.</i></p> <p style="text-align: center;">(HDE) Indigenous Finance: Treaty Settlement Finance in Aotearoa New Zealand <i>Maria Bargh</i></p>	<ul style="list-style-type: none"> • Presentations: TBD.
<p>Week 7</p>	<p><i>African American Cooperativism</i></p> <p>Gordon Nembhard, J. 2014. <i>Collective Courage: A History of African American Cooperative Economic Thought and Practice</i>. Pennsylvania State University Press.</p> <p>McKittrick, Katherine. 2011. On Plantations, Prisons, and a Black Sense of Place. <i>Social & Cultural Geography</i> 12(8): 947-63.</p> <p>Wright, W.J., 2019. The Morphology of Marronage. <i>Annals of the American Association of Geographers</i>, pp.1-16.</p> <p>McCutcheon, P., 2019. Fannie Lou Hamer's Freedom Farms and Black Agrarian Geographies. <i>Antipode</i>, 51(1), pp.207-224.</p> <p>Reese, A.M., 2018. "We will not perish; we're going to keep flourishing": Race, Food Access, and Geographies of Self-Reliance. <i>Antipode</i>, 50(2), pp.407-424.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.

<p>Week 8</p>	<p><i>Presentations of Mid-Term Insights and Essays</i></p> <p>Take home: Mid-Term Exam, Submit to kevin.st.martin@rutgers.edu</p>	<ul style="list-style-type: none"> • Prepare to present (10 minutes) context and summary of your mid-term essay.
<p>Week 9</p>	<p><i>Performing Economy, Performing Markets</i></p> <p>Mitchell, T., 2005. The work of economics: how a discipline makes its world. <i>European Journal of sociology/Archives Européennes de sociologie</i>, 46(2), pp.297-320.</p> <p>Callon, M. 1998. Introduction: The Embeddedness of Economic Markets in Economics. In <i>The Laws of the Markets</i>. Wiley-Blackwell.</p> <p>MacKenzie, D., F. Muniesa, and L. Siu. 2007. <i>Do Economists Make Markets?: On the Performativity of Economics</i>. Princeton University Press.</p> <p>Chapter 1: Introduction.</p> <p>Chapter 8: Which Way is Up on Callon?</p> <p>Chapter 9: The Properties of Markets.</p> <p>Chapter 11: What Does it Mean to Say that Economics is Performative?</p> <p>Holm, P. and Nielsen, K.N., 2007. Framing fish, making markets: the construction of Individual Transferable Quotas (ITQs). <i>The Sociological Review</i>, 55(2_suppl), pp.173-195.</p> <p>Special issue of the Journal of Cultural Economy Volume 3, Issue 2, 2010.</p> <p>Cochoy, F. et al. Performativity, Economics, and Politics: An Overview.</p> <p>Butler, J. Performative Agency.</p> <p>Callon, M. Performativity, Misfires, and Politics.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 10</p>	<p><i>Postdevelopment: Theory and Practice</i></p> <p>Escobar, A. 2018 <i>Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds</i>. Duke University Press</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 11</p>	<p><i>Postdevelopment: Case</i></p> <p>Naylor, L. 2019. <i>Fair Trade Rebels: Coffee Production and Struggles for Autonomy in Chiapas</i>. University of Minnesota Press.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.

<p>Week 12</p>	<p><i>Community and Commons</i></p> <p>Hardin, G. 1968. The Tragedy of the Commons. <i>Science</i> 162: 1243-1248.</p> <p>Bollier, D. 2002. Commons Sense: Community Ownership and Displacement of Corporate Control. <i>Multinational Monitor</i>. July/August: 11-29.</p> <p style="text-align: right;"><i>Theories, Approaches</i></p> <p>De Angelis, M. and D. Harvie. 2014. "The Commons," In M. Parker, G. Cheney, V. Fournier and C. Land (eds) <i>The Routledge Companion to Alternative Organization</i>, London: Routledge: 280-294.</p> <p>Kirwan, S., L. Dawney, and J. Brigstocke. Eds. 2016. Introduction: The Promise of the Commons. In <i>Space, Power, and the Commons: The Struggle for Alternative Futures</i>. Routledge.</p> <p>Amin, A. and P. Howell. Eds. 2016. Thinking the Commons. In <i>Releasing the Commons: Rethinking the Futures of the Commons</i>. Routledge.</p> <p>Gibson-Graham, J.K., J. Cameron, S. Healy. 2016. Chapter 12: Commoning as a Postcapitalist Politics. In <i>Releasing the Commons</i>.</p> <p style="text-align: right;"><i>Cases</i></p> <p>Breshihan, P. 2016. The More-Than-Human Commons: From Commons to Commoning. In <i>Space, Power, and the Commons</i>.</p> <p>Ferreri, M. 2016. Where's the Trick? Practices of Commoning Across a Reclaimed Shop Front. In <i>Space, Power, and the Commons</i>.</p> <p>Bakker, K. 2007. The "Commons" versus the "Commodity": Alter-globalization, Anti-privatization and the Human Right to Water in the Global South. <i>Antipode</i> 39(3): 430-455.</p> <p>Cameron, J. 2015. Enterprise Innovation and Economic Diversity in Community Supported Agriculture: Sustain the Agricultural Commons. In Roelvink, G., K. St. Martin, and J.K. Gibson-Graham Eds. <i>Making Other Worlds Possible</i>. University of Minnesota Press.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 13</p>	<p><i>Community and Commons: Case</i></p> <p>Mackenzie, A.F.D. 2013. <i>Places of Possibility: Property, Nature and Community Land Ownership</i>. Wiley-Blackwell.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.
<p>Week 14</p>	<p><i>Beyond Rethinking Economy?</i></p> <p>Miller, E. 2019. <i>Reimagining Livelihoods: Life Beyond Economy, Society, Environment</i>. University of Minnesota Press.</p>	<ul style="list-style-type: none"> • 1-2 page reaction paper. • Read reaction papers and prepare for discussion. • Presentations: TBD.

Policies and Support

Attendance:

Students are expected to attend all classes; if you expect to miss one or two classes, please let me know.

Academic Honesty: Students are expected to understand and act in accordance with the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, having someone else complete your course work, and facilitating violations of academic integrity by others. Below are some resources to explore about academic integrity, but please also ask me if you have any doubts.

- Resources for Students: <http://academicintegrity.rutgers.edu/resources-for-students/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- The Camden Plagiarism Tutorial (Interactive): <http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Library/Learning Support: Online Learning Tools from Rutgers University Libraries include Rutgers RIOT, Searchpath and RefWorks – you can find them at <http://www.libraries.rutgers.edu/tutorials>. You may also consider visiting the Learning Centers (<https://rlc.rutgers.edu/>) or Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Student Wellness Services:

- **Bias Incident Reporting and Support (DICE):** <https://diversity.rutgers.edu>
The Division of Diversity, Inclusion, and Community Engagement works to advance, promote and advocate for inclusiveness, diversity, and equity at Rutgers University. If you believe you are the victim of or a witness to an alleged bias incident, you may report the incident, in person or by phone, to the Dean of Students Office, Residence Life staff, or another member of the Student Affairs staff <https://diversity.rutgers.edu/resources/bias-and-crisis-support>. Individuals may also report an alleged bias incident online at: <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>
- **Counseling, ADAP & Psychiatric Services (CAPS):** (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / <http://health.rutgers.edu/medical-counseling-services/counseling/>. University is stressful, particularly when you are juggling many courses, jobs, and family responsibilities – and everything has been dramatically compounded by COVID-19. CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.
- **Crisis Intervention:** <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>
- **Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>

- **Violence Prevention & Victim Assistance (VPVA):** (848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/. The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.
- **Disability Services:** (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>. Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. The documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.
- **Sexual harassment, sexual assault, dating or domestic violence, and/or stalking** may be reported using any of the following options:
 - o Report to a Title IX Coordinator directly (a list of each campus's Title IX Coordinator is provided below). Such a report may be made at any time (including during non-business hours) via telephone or email, or by mail to the address listed for the Title IX Coordinator.
 - o Report online, using the reporting form at <http://endsexualviolence.rutgers.edu/report-an-incident/>
 - o Individuals may also report crimes of sexual violence to the Rutgers University Police Department.