Course Outline

Course Code	RSM 468 H1 Y
Course Name	**Managing in Diverse Economies**
Term, Year	Fall 2023 – Winter 2024
Course Meets	Tuesdays, 11:00-1:00 online synchronously
Web page URL	https://q.utoronto.ca

Instructor Details

Name	Email	Phone	Office Hours	Virtual Office Link
Ann Armstrong	ann.armstrong@utoronto.ca	TBC	By appointment	Zoom

Acknowledgement of Traditional Territory

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Course Scope, Mission, and Learning Outcomes

The capstone course is designed to synthesize the students' learning for the focus, Managing in Diverse Economies. The course provides an opportunity for students to build on, analyze, and apply what they have learned from their previous course choices. The focus is broad and, as a result, students will have taken courses in African, Caribbean and/or Indigenous studies. The capstone will enable the students to pursue in further depth still their area of interest.

Both the focus and the capstone present economic models that are in contrast to the current neo-liberal ideology long established in business schools. Students will learn about informal economies, diverse economies, and various socio-economic philosophies which underpin the various economies.

There are four principal learning objectives:

> (1) Students will synthesize and further expand their knowledge about diverse economies and will gain an appreciation of post-capitalist economic alternatives.
> (2) Students will gain knowledge and experience in conducting research.
> (3) Students will become better-informed citizens and more globally aware.
> (4) Students will gain the tools necessary to work in a culturally sensitive way.

By the end of the course, students will have a broader socio-economic and cultural understanding of the varied and imaginative ways post-capitalist economies work in many parts of the world.

The course will be run as a seminar and will be discussion-based. Much of the learning will come from your peers.

Course Prerequisites

Pre- or Co-requisites: ECO367H1/ECO403H1/POL201H1/POL223H1 and at least 0.5 FCE from the list of Electives for the Rotman Commerce focus "Managing in Diverse Economies". In addition you must have completed 9.0 credits.

Course Materials

Required Readings

The readings are noted in the weekly schedule below. There will be other materials that I will post on behalf of our guests.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course. There are four assignments.

Assignments	Percentage of grade	Due Date
1. Film or Novel Review	20%	Ongoing
2. SoW	15%	13-11-23
3. Interim Report	15%	30-10-23
4. Research/Action Project	50%	4-12-23

Course Format and Expectations

A1. Review of a Film or Novel about the Featured Diverse Economy: Students will selection a film or novel set in the featured diverse economy and will write a review that is a critical examination of the film/novel. Students will be expected to discuss how the work impacted their professional and personal growth.

A2. Project Proposal Presentation/SoW (individual or in pairs): Students create a statement of work that outlines the scope of the project, their initial list of readings, and a preliminary sketch of their video.

A3. Interim Report on Project (individual or in pairs): This report will be designed to complement the frequent check-in meetings that students will have with the instructor throughout the capstone course.

A4. Research or Action Project / Video (individual or in pairs): Students will create and present the final version of their research / field-based project.

Remarking Policy

Please remember that you do not start with 100 points and get them "taken away".
Rather, good marks are earned through clear writing, explanation, definitions, and analysis. I will not respond to any email about grades for four days after they are posted for a cooling off period. I am happy to make corrections in case of clerical errors, but I will not entertain requests for grade increases based on enjoyment or liking, effort made, or disagreement with the legitimacy of the evaluation method, relative to others' performance, or any persuasion tactics.

In addition, meetings are rarely productive, and I encourage you to instead reflect on what you can learn and grow from the marks and feedback that we can give to you to help you understand and improve, and then if needed, initiate a formal regrade request.
If you believe that your paper grade is not a reflection of its true quality, and would like me to personally regrade it, you must write a one-page memo explaining why you think you deserve a better grade being specific and submit that along with your paper via email within one week of posted grades. The memo cannot contain any pleas for humanitarian concerns or justice concerns relative to other people in the class or claims that you enjoyed the class or worked hard, and instead should focus on substantive arguments, explanation, and evidence in support of your argument. I will reevaluate the entire paper, and your grade can go up or down.

Writing Assignments or Presentations

Assignments 1 through 3 are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanour. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the Writing and Presentation Coaching academic support page.

Team Assignments

Assignments 2, 3, and 4 require students to work in teams of 5. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the Centre for Professional Skills Teamwork Resources page for tips, strategies, and best practices. You can also book an appointment with a teamwork mentor through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance on its own will not result in a high participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: https://uoft.me/RSMConsideration
2. Provide documentation to support the request, eg. Absence Declaration from ACORN, medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a Verification of Illness form or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of zero on the missed course deliverable.

Late Assignments

I may accept late assignments and will evaluate the requests on a case by case basis.

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please email Accessibility Services or visit the Accessibility Services website for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

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Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the University's Plagiarism Detection Tool FAQ page from Centre for Teaching Support & Innovation.

Generative AI / ChatGPT

Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials. Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content. Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI. Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the Information Commons Help Desk.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Health and Wellness

There are several support options available to you. These include MySSP, Good2Talkand the Health and Wellness Centre.

In addition, Rotman Commerce Student Life offers activities to support Health and Wellness. I encourage everyone to spend 20 minutes and take the online IAR training that will help you Identify someone who might need support, gently assist that person, and refer that person to qualified resources. The IAR training is not intended to make you a mental health expert.

Weekly Schedule *(as of 24-8-23)*

#	Date	Topic	Readings, Cases, Activities
1	12-9-23	Welcome and Overview	Co-creating our seminar guidelines.
2	19-9-23	Understanding Diverse Economies 1	Graham-Gibson, JK. "Diverse Economies: Performative Practices for 'Other Worlds.'" Progress in Human Geography lecture. Progress in Human Geography lecture, 2006, Chicago, Doi: 0.1177/0309132508090821. Miller, Ethan. "Community Economy: Ontology, Ethics, and Politics for Radically Democratic Economic Organizing." *Rethinking Marxism*, vol. 25, no. 4, 2013, pp. 518–533., doi:10.1080/08935696.2013.842697.
3	26-9-23	Understanding Diverse Economies 2	Fraser, Nancy and Rahel Jaeggi. *Capitalism: A Conversation in Critical Theory*, Cambridge, UK, 2018. White, Allen. "Nancy Folbre, 'The Caring Economy: Well-Being and the Invisible Heart." Great Transition Initiative, Feb. 2017, www.greattransition.org/publication/the-caring-economy.Accessed 1 Mar 2019.
4	3-10-23	Understanding Indigenous Economics	Hilton, C.A. (2021) *Indigenomics: Taking a Seat at the Table*, Gabriola Island, BC: New Society Publishers, Chapters 1, 3, 11 and 12.
5	10-10-23	Managing in Diverse Contexts – Canadian Indigenous Communities	Readings directed by guests (as noted above)
6	17-10-23	Managing in Diverse Contexts – Canadian Indigenous Communities	Readings directed by guests (as noted above)
7	24-10-23	Managing in Diverse Contexts – Africa	Readings directed by guests (as noted above)
8	31-10-23	Managing in Diverse Contexts – Africa	Readings directed by guests (as noted above)
9	14-11-23	Managing in Diverse Contexts – Caribbean	Readings directed by guests (as noted above)
10	21-11-23	Managing in Diverse Contexts – Caribbean	Readings directed by guests (as noted above)

11	28-11-23	Integration Term 1	A Call for Political Reflexivity, *Organization*, 1-24, https://doi.org/10.1177/135050842111030646.
			Born into Brothels (video)
12	9-1-24	Workshop 1 - Capturing Authentic Narratives	Fraser, Nancy and Rahel Jaeggi. *Capitalism: A Conversation in Critical A Practical Guide to Video Activism* at https://www.nonviolence.writing.org/en/resources/2018/practical-guide-video-activism
13	16-1-24	Conducting Decolonial Research	Zoogah, B.D., (2021), Historicizing Management and Organization, *Academy of Management Learning & Education*, Special Issue on New Histories of Business Schools, forthcoming.
14	23-1-24	Lab 1	Project review
15	30-1-24	Gender and Diverse Economies	Hossein, C.S. (2020): Racialized People, Women, and Social Enterprises: Politicized Economic Solidarity in Toronto, *Feminist Economics*, DOI: 10.1080/13545701.2020.1821078
			Willoughby-Herard, Tiffany. 2014. "Fighting for an Intervention in History in the Face of Dreams Deferred in the Making: Twenty years of South African Democracy", *African Identities, 12* (3-4): pp. 225-235.
16	6-2-24	Diverse Epistemologies	Hossein. C.S. (2019), A Black Epistemology for the Social and Solidarity Economy: The Black Social Economy, *The Review of Black Political Economy*, 46, 3, 209-229.
17	13-2-24	Workshop 2	Storyboarding your Video
18	27-2-24	Innovation in Diverse Economies 1	Maritz, J. (2018), *How we made it in Africa: Learn from the stories of 25 entrepreneurs who've built thriving businesses* [Kindle]. Cape Town: Maritz Africa. Retrieved July 13, 2019.
			Bhatti, Y., Basu, R.R., Barron, D. and Ventresca (2018) *Frugal Innovation – Models, Means, Methods*. Cambridge, UK. Cambridge University. PressDOI: https://doi.org/10.1017/9781316986783.009.
19	5-3-24	Innovation in Diverse Economies 2	Banks, K. (ed) Social Entrepreneurship and Innovation – International Case Studies, London, UK: Kogan Page Limited, Chapter 7.
20	12-3-24	Lab 2	Project review
21	19-3-24	Corporations in Diverse Economies 1	Honeyman, R., & Jana, T. (2014/2019). *The B Corp Handbook: How you can use business as a force for good*. Oakland: Berrett-Koehler Publishers, Inc.

22	26-3-24	Corporations in Diverse Economies 2	Armstrong, A. (2021). B Corps on the African continent: A source of socio-economic hope? In K. April & B. Zolfaghari (Eds.), *Values-driven entrepreneurship and societal impact: Setting the agenda for entrepreneuring across (Southern) Africa* (pp. 102-112). Randburg: KR Publishing.
23	2-4-24	Integration	Student Video Presentations
Notes			

Please note that the last day you can drop this course without academic penalty is **February 19th, 2024**.

Other Useful Links
- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print
- ACORN: http://www.acorn.utoronto.ca/
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: http://studentlife.utoronto.ca/as
- University's Plagiarism Detection Tool FAQ: https://uoft.me/pdt-faq
- The University of Toronto's Code of Behaviour on Academic Matters: http://www.governingcouncil.utoronto.ca/policies/behaveac.htm
- Information Commons Help Desk: http://help.ic.utoronto.ca/category/3/utmail.html
- Become a volunteer note taker: https://studentlife.utoronto.ca/program/volunteer-note-taking/
- Accessibility Services Note Taking Support: https://studentlife.utoronto.ca/service/note-taking-support/
- Credit / No-Credit in RSM courses: https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/
- Rotman Commerce Academic Support: https://rotmancommerce.utoronto.ca/current-students/academic-support/
- Book an appointment with a writing or presentation coach: http://uoft.me/writingcentres
- Writing and Presentation Coaching academic support page: https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/
- Centre for Professional Skills Teamwork Resources page: https://rotmancommerce.utoronto.ca/teamwork-resources
- Book an appointment with a Teamwork Mentor: http://uoft.me/writingcentres