

## Lecture 5

This week was “content-heavy” as I wanted to cover the key points in Chapter 3 (Take Back Business: Distributing Surplus) so we had enough time in Week 6 to watch *The Take* and discuss their case studies.

1. Why “take back business”? We started by thinking about what business is for and why we might need to take it back. ([Slides 1 to 5](#) – note that this shows the final version, initially slides 2 and 3 simply had the questions and I got the students to brainstorm possible answers before showing them my answers. When brainstorming the question on slide 3, I got the students to think back to Lecture 1 and our discussion then of why we need to take back the economy).
2. What is surplus? Based on how we discuss surplus in TBTE (pages 53 to 65), we started with the general concept of surplus and then moved on to the more specific Marxian-based understanding of surplus labour, using examples of capitalist enterprises straight out of TBTE. ([Slides 6 to 15](#))
3. Who “owns” surplus and how is it distributed ([Slides 16 to 25](#))? We then moved on to talk about community economy concerns about the conditions under which surplus is produced, who owns the surplus and what it is used for. We did this by looking at the example of a cooperative (FaSinPat) and a social enterprise (Homeboy Industries). Both of these examples are discussed in TBTE, and there are also good online materials about each, including YouTube clips. For example, when we discussed FaSinPat we read the material about FaSinPat from TBTE (pages 51 to 53, and 60 to 63) and watch the short trailer to a film of FaSinPat, see <https://www.youtube.com/watch?v=6-f4qeOyJUo>). When we discussed Homeboy Industries we read the material in TBTE (pages 70 to 72) and we watched a brief documentary about the enterprise, see <https://www.youtube.com/watch?v=lwkj1dgToYw>). In retrospect it would have been important to say more about capitalist enterprises such as Interface Carpets Inc. to show how capitalist enterprises can also distribute surplus in ways that will benefit people and the planet (see TBTE pages 68 to 69).
4. Exercise. For the exercise this week ([Slides 26 and 27](#)), we worked through the [tool for Taking Back Business](#), with students paired up to look at different enterprises that they identified. This exercise was difficult for the students to do as they did not know enough about the enterprises they selected. Doing this exercise with students probably means having to come up with a set of materials for them to use. However, it did get students interested in how enterprises operate. Two of the students did their case study on the Women Workers’ Cooperative at the Chinese University of Hong Kong, and you can access [Hope and Victor’s case study powerpoint presentation](#). Another student did his case study on the Tung Wah Group of Hospitals and Homeboy Industries (see above). Both run a series of social enterprises for marginalised groups. For information on the social enterprises run by Tung Wah Group of Hospitals see, <http://www.tungwahcsd.org/en/our-services/social-enterprises;category/13>.