

FEMINIST ECONOMICS

Economics 343, Wellesley College
Fall 2015, Mondays, 4:10-5:20 and Thursdays, 2:50-5:20 pm

Professor Julie Matthaei
Economics Department
PNE 423, x 2181
Soo Jin So, Case Fellow

Office Hours:
Mondays 5:30-6 pm
Thurs., 5:30-6:30pm
& by appointment

Objectivity is male subjectivity, made unquestionable.
--Adrienne Rich

The womanist anti-oppressionist logic is that all forms of oppression, named or unnamed, are unacceptable and derive from a common problem: the dominating impulse, which is, with effort, alchemically transmutable.
--Layli Marpayan

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.
--Paulo Freire

COURSE DESCRIPTION:

Feminist economics critically analyzes both economic theory and economic life through the lens of gender, and advocates various forms of feminist economic transformation. In this course, we will explore this exciting and self-consciously political and transformative field. After a conceptual introduction to feminist and anti-hierarchical theory, we will look in some depth at seven different types of feminist economic transformation: questioning/envisioning, equal rights and opportunity, valuing the devalued, integrative, discernment, combining, and globalizing/localizing. Our study will include feminist economic analyses of areas understudied or ignored by traditional economists -- occupational segregation by sex, the economics of the household, and caring labor -- as well as feminist economic policy prescriptions. We will also look at feminist critiques of and alternatives to mainstream economics' methodology and view of "economic man," the firm, and the economy itself. Other themes in the course will be racial-ethnic, class, and country differences among women, and the emergence of the solidarity economy.

The class is structured to be reading- and discussion-intensive. A detailed outline of the class topics and readings is attached.

I have taught Feminist Economics here at Wellesley for many years, and have taught a version of “women in the economy” here since my second year here, 1979. Teaching this topic was an extension of my thesis research, published in An Economic History of Women in America, and teaching this course has greatly contributed to my research on gender, race, class, and feminist economics since then, including my second book, Race, Gender & Work, and my book-in-progress, From Inequality to Solidarity. I look forward to teaching and learning from you this semester!

This syllabus is in three parts: “Course Format and Process,” “Course Assignments and Grading,” and “Course Outline and Readings.” The last part describes each class meeting in detail, including the required and recommended readings/videos and assignments due for that class.

COURSE FORMAT AND PROCESS:

This class is structured to create a participatory and cooperative learning community. The heart of our learning together will be discussion of common readings/videos in small and large groups, supplemented by current event and counterpoint presentations and responses by students. This year, I have added an extra class meeting on Monday afternoons to allow more extensive discussion. A detailed outline of class topics, including a list of readings and videos, is attached.

Grading, Competition, and Cooperation: In accordance with feminist values of equality, mutuality, and care, I aspire to creating a supportive and cooperative classroom. I do not grade on the curve. My goal as teacher is for all of the students in this class to excel in their coursework and receive A’s, and I will do my best to help you do so. Students must earn their grades by applying themselves, asking for help when needed (from one another and from me), and doing their best. I encourage you to get to know one another, to view the movies together, and to help one another with your coursework, including studying together. I highly encourage you to continue our in-class discussions outside of class, and to post relevant related readings, events, etc. as they come to your attention, via our google group (please tag your email’s content in the subject line). In class, I expect you to treat one another with respect, which means giving your fellow students your full attention when they speak, and participating in class discussions in a way that is sensitive to others and supportive of their learning.

Democracy and Horizontalism: While I, as the professor, have, by necessity, set up the course structure and readings without consulting you, I welcome feedback and suggestions from students as to how to improve the course and make it more your own. To facilitate this process, we will take time throughout the semester, as needed, for evaluations of the class. Also, while I cannot avoid participating in the teacher-student inequality, which is built into the definition of my job, especially the assigning of grades, I endeavor to be as transparent as possible about the course workload and assignments, as

well as the process I use to determine your grade, and am open to suggestions about that. Do not hesitate to ask me for clarification or justification of coursework, assignments, or grading.

Creating Beloved Community: Our class focuses on women's oppression by gender, race, and class inequality, and the ways people and movements are moving past these, towards solidarity. Our class is a microcosm of this transformation. While the members of our class all share the experience of being subordinated by virtue of being female, we are also divided and stratified by race-ethnicity, class, national origin, religion, sexual preference, and more. We all have a wealth of traumatized feelings associated with living in a society organized by the inequality paradigm. Feelings of hurt and anger can arise when we connect to our experiences of being oppressed, or to those of our family members or ancestors, while upset and guilt can occur when we become aware of our privilege or unintentional prejudice. While the similarity of our experiences as women can connect us, class and racial-ethnic differences and inequality can divide us and break down the trust needed for a truly cooperative and supportive learning community. My goal for our class is to create what Martin Luther King called "beloved community," where we come together across inequality in respect and mutual support. In our first class meeting, we will discuss, amend and adopt a set of proposed ground-rules which affirm our commitment to unlearning prejudice and learning solidarity, to protecting the confidentiality of our classmates, and to open-minded dialogue with those who have different views.

Critical Thinking, Pluralism, and Respectful Disagreement and Debate: Currently, the economics profession in the US suffers from a lack of pluralism and debate. Critiques from the left or from a feminist perspective are ignored or silenced, and rarely presented in mainstream courses. Thus, at a time when the failings of current economic practices and institutions are painfully evident, the profession has had difficulty transforming its understanding of economics and looking outside of the box for policy solutions. One of my main goals in this course is to teach you how to think critically about economics, from a feminist perspective. In contrast to other classes in the economics department, the readings and my mini-lectures and contributions will be from a left-feminist-anti-racist-ecological transformative perspective which is critical both of mainstream economic concepts and analysis, and of contemporary capitalist economic values, practices and institutions. Wellesley is unusual in having at least one faculty member – me -- whose research and teaching is nontraditional. However, for many of my students, this is the first time they encounter such critiques, and they appreciate the new perspective provided. As you take in these critical perspectives, I strongly encourage you to challenge them – and me -- with questions and counter-arguments. The weekly response/evaluation assignment requires you to write about some aspect of the readings which you find incorrect, unsubstantiated, or partial, and we will discuss these critiques in class. Further, for some Thursday classes, one student will make a short (5 minute) counterpoint presentation and another will respond, also in 5 minutes, followed by class discussion. I hope that this will contribute to creating an atmosphere in our class where students feel free to challenge the perspective of the teacher, the readings/videos, or one another.

Meditation: We will have a short centering exercise or meditation at the beginning of each class to center ourselves in our space and prepare for our work together. There are links to some meditation “how to’s” on the course outline, under the first class. If you feel uncomfortable participating in the day’s meditation, you can just sit or read quietly. Let me know if you have ideas for other forms of meditation or consciousness-centering for our class, and/or if you would like to lead the class in one of these.

Laptops: You are NOT permitted to use your laptop during class; students will sign up for a turn taking notes, and post them in our google folder.

Healthy Snacks: During our long class meetings, on Thursdays, we will have a break for snack around 4 pm. Students will take turns bringing healthy snacks to share. Healthy means foods without processed sugar, or empty (nutrition-less, often highly fatty) calories. Common choices are crackers or chips with cheese or salsa or humus, veggies like carrot sticks or celery, and fresh fruit (bananas and apples are easy). Organic is preferred (better for ourselves, for farm workers, and for earth), but not required. Each student will bring snack for one class meeting, along with one or two other students. Students should bring their own drinks. You will sign up for a date early in the semester. If your budget makes it difficult for you to bring the snack, let me know.

Meet with Me! One of the great advantages of a college like Wellesley is small classes which allow professors to get to know and respond to their student’s particular interests and needs. **Students are required to meet with me at least once during the semester.** I have formal office hours on Mondays after class (5:20-6), and Thursdays after class (5:20-6:30 pm). If these hours don’t work for you, I am very happy to make an appointment to see you at a time that is more convenient for you. You can come in with a question, or just to talk. My office is on the 4th floor of Pendleton East (PNE423). I also invite you to email me with questions and comments (email the Econ343-01-F15 Google group -- with “343 QUESTION FOR THE PROF” in the subject line – so others can learn from your question, or email me directly if you want your question to be confidential.

Getting To Know Your Fellow Students outside of class helps create a strong learning community for our class. I encourage you to try to get to know your classmates (you can start with the ABOUT ME google doc), and to study and view videos together. If you have an administrative question about the class, or something you would like to post or discuss, email our google group.

Class Get-Togethers: I invite our class to organize some informal lunches and/or dinners with students during the term, in Lulu or the dorms. At the end of the term, my husband Germai and I will host a class dinner party at my home at Cornerstone Cohousing in Cambridge.

Email and Me: I am often flooded with email and may miss one of yours, in spite of my best efforts. If you don’t hear back from me in a timely manner, resend your email, and

note “2nd try” or “Resending” in the subject line; use “urgent” in the subject line if your email is time-sensitive.

Excused Absences or Late Work: Grades will be docked for work submitted after the due date. However, we are all human, not robots. Students who have a valid reason for not completing a course requirement on time -- such as physical or mental illness, or a family or friend emergency -- will not be penalized. **However, to avoid losing credit for a late assignment, you must contact me by email *before* the due date in question and request special consideration and an extension**, which may or may not be granted.

Teaching Technology: I will be using Sakai, our google doc folder, and our google group to assist me in teaching you this semester. The syllabus, readings, response/evaluations and response papers, and assignments will all be done through Sakai. *If you have difficulty submitting your completed work to Sakai by the due date, email it to me and to Soo Jin So, our Case Fellow, immediately, before the due date, with a clear subject heading, and then figure out how to submit it to Sakai. All coursework must be submitted to Sakai to receive credit.* Documents we will be creating together, including sign-up sheets and postings from class (discussion questions and evaluations), will be in Google Folder, Feminist Economics - Fall 2015. Our google email group will be used for emails from me to the class, or from students to the class, including notices, questions, current events, and discussions of issues.

IAFFE-L. IAFFE-L is a feminist economics e-discussion group, which many feminist economists participate in. I highly encourage you to subscribe to it during this semester. To subscribe, send the message “subscribe Iaffe-l” to listmanager@lists.carleton.ca. If you would like to receive a daily digest, send “set iaffe-l digest” to the same address.

COURSE ASSIGNMENTS AND GRADING:

This section provides you with a complete description of the required work for Feminist Economics. I will supplement it with hand-outs posted on Sakai and in our Google Folder. If anything is unclear, or you would like more of a “prompt” for an assignment, let me know.

Overview of Coursework: Student assignments in this class are designed with a three-fold purpose: 1) to develop and stretch your capacities and learning of the topic of feminist economics; 2) to give me way to grade you, as I am required to do; and 3) to give you the experience of contributing to the learning of others, both in the classroom, and in the larger community.

The workload in this class is heavy, because of the extensive reading required and required weekly response/evaluations or response papers. Since this is not primarily a lecture course, your learning will be highly dependent on the effort you put into the course, particularly into the reading assignments, class discussions, and group paper or project. As students in former classes have noted, the assignments are very useful for students’ learning, and are manageable if you keep up with them. *However, this is*

definitely not the type of course where you can postpone your work until the end of the semester and have a productive learning experience.

Shared Readings: The readings on this syllabus represent a major part of your education in feminist economics, and of your work for this class. Readings for each class meeting, both required and suggested (suggested readings have **), are detailed below. Note that the reading load is heavy, especially for an economics course, but that students usually find the readings to be worthwhile.

The core of the class is discussion, based on shared readings and viewing of videos. *Required readings and viewings need to be done before the class in question*, so that we all come to class with a shared foundation for discussion. Make sure to budget enough time to do the week's reading and viewing before class. In past classes, students have sometimes arranged to watch videos together, and/or with other friends. I encourage this as a way to get to know one another, and to share and discuss your responses.

Three books which are required reading for the course are available for purchase at the bookstore: Francine Blau, Marianne Ferber, and Anne Winkler's, The Economics of Women, Men, and Work (7th edition; the 6th edition is acceptable, but data will not be as current); Nancy Folbre's The Invisible Heart, and Julie Nelson's Economics for Humans. The first two will also be available in Knapp Reserves, and Nelson is available in e-form. All required readings other than those in the required textbooks will be available on Sakai, or on the internet. Readings in Sakai will be posted by class, in a folder; videos and movies, if not on the internet directly, can be accessed via Sakai, Media Gallery, Site Library tab. Please email the class google group for help if you can't locate a reading or video.

This course shares a common theoretical framework as Econ 243, The Political Economy of Gender, Race, and Class, and there are a few common readings and videos. *For each common reading or video which is marked with a "+," students who have taken Econ 243 are required to read/view and comment on one of the suggested readings or videos.*

Class Attendance and Participation: This seminar requires the active and informed participation of all of the students. *Class attendance is required. If you miss more than two classes, you may not receive credit for the class, depending on your excuse and your ability to make up missed work.* While we will not have enough time in class to discuss all aspects of the assigned readings and movies, class discussions play a key role in helping you transform your reading and viewing into learning that is meaningful for you and others.

Students are expected to come to class having read the required readings and completed response/evaluation sheets or response papers, and to participate actively and constructively in class discussions, using their response/evaluations or response papers as a springboard. **PRINT OUT YOUR RESPONSE/EVALUATION OR RESPONSE PAPER FOR THE WEEK AND BRING IT TO CLASS** to refer to during discussion. While I will take responsibility for keeping the day's discussion "on track," each student

is responsible for helping shape the direction of the class discussion, both by building on what others have said, and by bringing up topics they think merit attention.

Constructive class participation means keeping an eye on the direction the discussion is taking, and helping the class bring ourselves back to the topic at hand. It also means pushing yourself to participate if you tend to be shy and withdrawn, and holding yourself back so as to give everyone a chance to talk if you are talkative. It means striving to be honest, thoughtful, open-hearted, and respectful of others, including listening respectfully and open-mindedly to others as we discuss these challenging topics that are dear to our hearts.

I encourage respectful and constructive disagreements and debates, and *I particularly urge you to speak up when you disagree with me, or with an apparent consensus in the class, on a particular issue.* I also encourage you all to play “devil’s advocate,” and to raise contrasting perspectives on issues from other classes, including but not limited to economics and women’s studies, and some students will be assigned to play this role formally in one class. This will help you integrate your learning in this class with your economics majors. Respect for diversity of opinion is also important because we are looking at women’s/feminist issues, yet women (including the women in our class) all have very different experiences of womanhood, particularly due to racial-ethnic, religious, class, sexual preference, and nationality differences. This diversity of experience is a wonderful resource for our class, if we cultivate an atmosphere of mutual respect and trust. To create a safe classroom environment where students are able to share their personal experiences as well as their thoughts, *all are required to practice confidentiality when they talk to others about our class.* This means not conveying information about the class in such a way as to connect particular students with particular comments, unless it is obvious that there is no need to withhold their identity.

Clarifying questions are always welcome. We all come to the class with different backgrounds and abilities, and will have to work, especially at the beginning, on developing a shared vocabulary and conceptual framework. Also, your requests for clarification will probably be helpful to others who share the confusion, as well as often to me or to the speaker in question, who may not have thought out her statement completely. If we don’t have time to fully clarify the point at that moment, I will try to find a way to clarify it after class or in the next class meeting. I invite you to continue class discussions through the google group, and to talk to or email me with questions as well (you may get a quicker response from your classmates to technical questions such as where is the exam posted, so I advise you to email our google group first with such questions).

Class participation also includes posting related material or links, posting comments or engaging in e-discussions, and responding to your classmates’ questions and requests for help. However, the latter does not substitute for speaking up in class. If you would like help with the latter, let me know so we can find a solution.

Class participation counts for 15% of your final grade. By Dec. 18, the last day of class, each student will submit a suggested grade for her class participation, accompanied by a

250-500 word explanation of why she thinks she should receive this grade, referring to the criteria discussed above. I will take self-grades into consideration when I assign participation grades.

Response/Evaluations and Response Papers: Response/evaluations or response papers on the week's reading assignments are due on Thursdays, before class. Students are required to do the week's readings and viewings, and complete and post the week's response/evaluation sheet or response paper before the class in question. Class discussions are meant to clarify, build on, and debate the readings for the day. The response/evaluations and response papers prepare students for class discussions, for they force students to read, think about, and digest the readings, and begin to apply them to their lives. **REMEMBER TO PRINT OUT THE DAY'S RESPONSE/EVALUATION OR RESPONSE PAPER, AND BRING IT TO CLASS THAT THURSDAY AND, IF RELEVANT, THE FOLLOWING MONDAY** as an aid for your participation in discussion, since laptops aren't permitted in class.

I will prepare a folder in Sakai under the Resource tab for each class that has readings. In it, I will put a copy of the week's readings and assignments, as specified in the syllabus. I will also put a copy of the week's response/evaluation sheet. These sheets are meant for you to record and think about your reactions to the readings. I don't expect polished writing on them. For full credit, you are required to answer all questions, discuss all required readings in some substantial way, write at least 750 words, and post your response/evaluation to Sakai before class begins. ***Indicate clearly on your sheet in bolded text which reading you are referring to in your comment, using the author's last name, and title and/or page numbers if needed.*** Many students write much more than 750 words, using the exercise as a way to engage with the readings and integrate them into their lives. You do not have to organize and edit your answers, unless they do not express your thoughts comprehensibly. You can make brief comments for some, and extensive ones for others, but be sure to mention each one in some, significant way. For classes where there are numerous short readings, I will indicate on the response/evaluation sheet which readings we will focus on in class discussion, to guide you in your preparation for class. If you want more guidance in writing your response/evaluation, try answering some of the questions for that class which are listed on the syllabus.

Most students choose to complete response/evaluations, but some like the option of writing a response paper instead. This is a coherent essay, of at least 750 words, responding to at least 3 of the readings. Submit it to the day's response/evaluation assignment on Sakai, as you would a response/evaluation.

When you have finished your response/evaluation or response paper, upload it to Sakai, and print out a copy to bring to class with you, for you to refer to in class discussion. *Since these weekly papers are required and contribute importantly to the success of class discussions, up to 0.1 points will be deducted from your final grade if you have not answered all of the required questions or commented on all of the readings. 0.1 points will be deducted for an incomplete or late response/evaluation or response paper, and*

0.2 points for one that is not handed in, out of a 4 point scale. My Case Fellow, Soo Jin So (sso@wellesley.edu), will be checking over your response/evaluations and response papers for timeliness, length, and completeness.

Portfolios: You will choose four of your best response evaluations or response papers to submit, unedited, in your two portfolios. For your Portfolio I assignment, you will post the class numbers and titles for two among the first seven written (i.e. for classes 2-11), along with a short essay (250-500 words) evaluating your learning in the course thus far, by midnight on Monday, Oct. 19th. Then, for Portfolio II, you will choose two more, written for classes 12-19, and submit them by midnight on Tuesday, Dec. 8, the last day of classes, along with 500-750 word essay evaluating your learning in the course. Your portfolios will be graded, and each will count for 15% of your final grade. When grading your response/evaluations and response papers, beyond the basic requirements, I will be looking for some extraordinary answers or content, in terms of application of concepts to your experience; making connections with other courses/disciplines; making connections made among the readings; creativity/originality; critical thinking; depth of engagement with material; emotional intelligence; or asking great questions. I will post a description of the requirements for your evaluations of learning a week before they are due.

Student Presentations: Each student will make a 5 minute presentation in class, either a Current Event, a Counterpoint presentation, or a Respondent presentation (to another students' Counterpoint presentation). In order to use their time well, many students read a prepared statement, but this is not required. Early in the semester, students will sign up for these via a google doc in our google folder. These presentations are required, and ungraded. I describe each type below.

COUNTERPOINT AND RESPONDENT PRESENTATIONS: Counterpoint and Response presentations give students a chance to develop, listen to, and respond to critiques of feminist economics. Counterpoint presentations can take a number of forms: presenting an article on the topic of that particular class meeting from a conservative perspective; presenting your own critique of one or more of the readings; presenting a mainstream economic view of the topic or a mainstream economic critique of the analysis in the readings; or presenting a critique of the reading from a feminist point of view. You do not have to reveal whether or not you agree with the content of your presentation, but you may.

In preparing their presentations, students should download the appropriate assignment (counterpoint or response) from Sakai, fill it out, and resubmit to Sakai and to our google folder, along with a link to any article they use or refer to in their presentation. Counterpoint assignments are due on Mondays by midnight, so that the Responder has time to prepare her response and post a summary of it before class (see assignments on Sakai). Some places to look are for counterpoints are the Heritage Foundation and National Review websites; also, see <http://www.rightwingnews.com/uncategorized/the-50-most-popular-conservative-websites/> for a list of the top 50 most popular conservative websites.

CURRENT EVENT PRESENTATIONS: For her current event, a student presents a newspaper, website article, blog, or video of her choice which is related to the topic of a particular class. Current events can pertain to the U.S. or to other countries; I encourage the latter, so as to counterbalance the US focus of the class. Some suggested sources for current events are plastic.com, cnn.com, altnet.net, [Businessweek](http://Businessweek.com), [The Economist](http://TheEconomist.com), [The Wall Street Journal](http://TheWallStreetJournal.com), [Ms. Magazine](http://MsMagazine.com), womensenews.org, Institute for Women's Policy Research, [New York Times](http://NewYorkTimes.com), [Huffington Post](http://HuffingtonPost.com), feministing.com, [common dreams](http://commondreams.org), [truthout](http://truthout.com), or websites related to the topic of the class in question (some are on syllabus).

In preparation for your current event, you must email an e-version of it (and any other related material you want to post) to our google group by 9 pm on the evening before the class in which you will present it. If you upload the link and not the article, make sure that the link works. Then download and complete the presentation assignment from Sakai and submit it back to Sakai before the start of the class. It will ask you to 1) give the author, title, place published, and date of your piece; 2) briefly summarize the article; 3) explain how it relates to the topic of the day's class; and 4) suggest at least two questions for discussion. Follow the same structure for your presentation itself, and assume that your classmates will **not** have read the article. Expect your presentation to take 10 minutes total (I will cut you off at that time), including questions from your classmates and discussion, so aim at about 5 minutes for your formal presentation.

Current Event, Counterpoint, and Respondent presentations are required, but not graded, and not completing one according to the requirements will result in points off your final grade.

Data On Gender Hierarchical Polarization: For the second class, Sept. 3, each student will find and post one chart, statistic, or regression result that expresses, for the US, or globally/across countries, 1) an example of current hierarchical polarization by gender (i.e. hierarchy, polarization, or hierarchical polarization), or 2) the breakdown or accentuating of hierarchical polarization by gender in past decades. Data should not be about women alone, but should compare women's and men's economic situations; data further broken down by race-ethnicity or country would be great. Students will sign up for focus areas (country and topic; current or historical) by the end of the first class meeting. Then, by midnight on Tuesday, Sept. 1st, they will post their data in the appropriate subfolder of our google folder. Some possible sources of data: for the U.S., The US Department of Labor, [Women's Bureau](http://Women'sBureau.gov); The Bureau of Labor Statistics, [Women in the Labor Force: A Data Book](http://WomenintheLaborForce.gov); for international data: The United Nations, "[Statistics and indicators on women and men](http://StatisticsandIndicators.org)," and "[The World's Women 2010](http://TheWorld'sWomen2010.org)"; The World Bank, [World Development Indicators](http://WorldDevelopmentIndicators.org) and "[Gender Equality and Development Report](http://GenderEqualityandDevelopmentReport.org)," You can also try the [Econ 343 Research guide](http://Econ343ResearchGuide.org), and the Google public data explorer. If possible, copy the data or chart into the google doc; if not, put a link. **Make sure to clearly label your chart or data, and note the source in words, and include a link to it. Under your chart, table, or statistic, post a short interpretation/commentary.**

Data must be posted by midnight on Tuesday, Sept. 1, so that everyone has a chance to look it over and comment on it on their response/evaluations or response papers, before

our class. We will discuss this data at the end of our Sept. 3rd class. This assignment will not be graded, but not completing it according to the requirements will result in points off your final grade.

Test: There will be a closed book/closed notes test on the material from classes 1-9, administered via Sakai. This test will be on the material covered in these classes, requiring you to master the concepts surrounding gender hierarchical polarization and the feminist solidarity processes, as well as those of mainstream feminist economics, which are the foundation for the rest of the class. I will hand out a review concepts sheet before the test, and have optional review sessions on Monday, Oct. 5th after class, and on Thursday, Oct. 8th during lunch. If you want help reviewing and cannot make these sessions, I will be available, as always, by appointment. The test will be available for you to take on Sakai from 5:30 pm on Oct. 8th to midnight on Monday, Oct. 12th. You will be allowed 120 minutes to download the test, take it, and then upload it to Sakai, although it will be designed to take no more than 1 hour. The test will count for 25% of your grade. *If you wish, you may work on the test with one other student, provided you work together in the same location on all answers, and email me your names before you take the test.* It is a violation of the Honor Code to share the contents of the test with any other students before the due date.

Final Group Project on Feminist Economic Transformation: Your final assignment, due at midnight on Dec. 18th, the last day of exams, is project of feminist economic transformation, done with at least one other student. This is a major part of your coursework, and counts for 30% of your grade. The goal for this project is dual: both to enhance your learning of feminist economics, and to share your learning with others in a way that furthers feminist economic transformation. The focus of your group's work can be on Wellesley, the greater Boston area, the US, another country, or global. Your project can be a research paper or an activist project. Projects that are research papers can be conceptual, empirical, or both. Research projects include an activism component in that your group must share your findings beyond our classroom in a way that furthers feminist economic transformation. Two or three students can work in a research project; papers should be a minimum of 20 pages for 2 students, and 25 pages for 3 students, and must include a description of how the research was put to use for feminist transformation. Activist projects must include a report to me, summarizing what your group did and why, and what you learned. From 2 to 5 students can work together on an activist project. My expectations for a particular group's activism project will be tailored to their project. We will discuss these in our meeting together, but make sure to consult with me before the end of classes as to my expectations, to make certain that they are clear. If our class so decides, we can do one research or activism project together, with subgroups working on different aspects. I will post on Sakai some student project reports done by past Feminist Economics students.

We will get started on our projects early in the semester to give groups ample time to form, and develop their shared projects to completion by the end of exam period. We will have a brief brainstorm about projects during our Oct. 8th class. Then, students or groups of students will post project ideas in our google folder by class on Oct. 15th, and we will

discuss them on that day. Project descriptions will be revised during the following week and reposted. Final project topics and groups will be finalized in class on Oct. 22nd.

Once we've decided upon the group projects, the next stage of project development is project proposals. Groups will submit 2-page draft project proposals to Sakai by midnight on Tuesday, Oct. 27, and also email them to their student reviewers. Then each student will download the review assignment from Sakai, use it to review their assigned proposal, and email their feedback to the members of the groups being reviewed, AND submit it to the review assignment in Sakai, by midnight on Thursday, October 29th. Groups will revise their proposals in response to the student feedback provided, and submit their final proposals to Sakai by Sunday, Nov. 1, at midnight. Groups will meet with the prof to discuss their proposals on Monday, Nov. 2nd or Thursday, Nov. 5th. *All group members are required to attend these meetings*; sign up for a 30-min slot in our google folder. Proposals which are not approved by the prof must be rewritten and resubmitted within a week of the meeting.

Groups will present their projects during the last 3 classes. If they like, they can distribute drafts or assigned readings for their classmates to read in preparation. Projects do not have to be completed by this time, and these presentations are a good opportunity to get constructive feedback from the class. *If you would like me to give you feedback on a draft of your paper or project write-up, hand it in to me by midnight on Tuesday, Dec. 8. I am also free to meet with groups that week, and will be available via email, as always.* Your project write-ups – either research papers or activist project write-ups, as agreed on with the prof -- are due the last day of finals, Dec. 19th.

Students are encouraged to divide the labor of their final project among group members. However, all students should help conceptualize and design the project, provide feedback to the other members of their group on their work for the project, and contribute to the final write-up. *All write-ups must include a short description of the division of labor within the group.*

Here is a list of key dates for your final project:

Oct. 8: In-Class Brainstorm on Final Project Ideas

Oct. 15: Post Ideas & Sign-ups for Final Projects on Google Doc before Class

Oct. 15-22: Revise Project Plans/Groups Online

Oct. 22: Final Project Topics Finalized in Class

Oct. 27, midnight: Draft Proposal Due to Reviewers and Sakai

Oct. 29, midnight: Reviews Due to Student Groups and Sakai

Nov. 1, midnight: 2 page Final Project Proposal Due to Sakai

Nov. 2 & 5: Group Meetings with Prof re Final Project (sign up in google folder)

Nov. 30, Dec. 3, and Dec. 7: Final Project Presentations, In Class

Dec. 8: Due date for optional submitting paper drafts or project descriptions for feedback from Prof

Dec. 18 (last day of Finals), midnight: Project Due

Snack-Bringing and Note-Taking: Other required work for our class includes bringing a healthy snack (see above), and taking notes during one class period. Notes should be posted within 1 week in the google folder. Sign up for both snack and notes in our google folder.

Work Flow and Grading: Below is a list of your main assignments with their due dates. Your final grade will be a weighted average of the grades for your test, portfolios, and final project, as per the table below. *I do not grade on the curve for this class, and encourage you to help your classmates do their best.* As noted above, points will be deducted from your final grade for data postings, current events, or counterpoint/response presentations which do not fulfill the requirements spelled out on the syllabus, including the due date and time; for incomplete, late or missing response/evaluations or response papers; or if you have more than two unexcused absences.

<i>ASSIGNMENT</i>	<i>DUE DATE</i>	<i>SHARE OF GRADE</i>
Data on Gender H.P.	Sept. 1, 11:59 pm	Ungraded
Current Event/ Counterpoint/Respondent	As assigned	Ungraded
Test	Oct. 12, 11:59 pm	25%
Portfolio I	Oct. 19, 11:59 pm	15%
Final Project Proposal	Nov. 1, 11:59 pm	Ungraded
Portfolio II	Dec. 8, 11:59 pm	15%
Class Participation Self-Grade*	Dec. 8, 11:59 pm	15%
Final Project	Dec. 18, 11:59 pm	30%

*participation grade will be assigned by professor, based on her own assessment and student's self-grade

COURSE OUTLINE AND READINGS

** Readings are not required

All readings are on Sakai unless from a textbook, linked, or otherwise noted

PART I. INTRODUCTION

8/31 Class 1: Introductions to the Course, and to Each Other

What is this course about? How is it structured? Who are we? What is our background in economics? In women's studies/feminist studies/activism? What are our passions?

** Pema Chodron, "Meditation," and Sakyong Mipham Rinpoche, "How to Meditate,"
<http://www.shambhala.org/teachers/pema/meditation1.php>
<http://www.shambhala.org/teachers/pema/meditation3.php>
 (Some background for our in-class meditations)

9/1 Post your country data on gender hierarchical polarization, and its intersections with race, to the class google folder by midnight on Tuesday, Sept. 1 so your classmates can review it.

9/3 Class 2: Definitions of Feminism, Economics, and Feminist Economics and Examination of Our Data on Gender Inequality in the US and Internationally

What is feminism? Are all women activists feminists?

What is economics? How does radical economics differ from the mainstream, neoclassical economics in your textbooks?

What is feminist economics? How does it relate to neoclassical and radical economics?

What is the state of gender inequality in the US and the world? Has it been decreasing as a result of feminist movement? What about inequality among women?

Diana Strassman, "Feminist Economics," *The Elgar Companion to Feminist Economics*, pp. 363-373, Sakai and online via library catalogue.

"[International Student Call for Pluralism in Economics.](#)" 2013.

Julie Matthaei, "[The Time for a New Economics is at Hand](#)," *Al Jazeera*, 3/8/15

Julie Matthaei, "[Confessions of a Radical Economics Prof](#)," *Adbusters*.

** Julie Nelson, "Feminist Economics," *New Palgrave Dictionary of Economics*. 2008. Available via Wellesley library catalogue.

** Megan Woolhouse, "[Ad attacks 'radical' backers of minimum-pay hike](#)," *Business Section*, 3/11/14.

Read the data collected by your classmates.

Read over the syllabus carefully, especially the course description (email Julie with any questions; bring any issues you want to flag to class)

Fill out a line about yourself in the “Feminist Economics Fall 2015 “About Me” google doc, and check out the information of your classmates

Sign up for a current event, counterpoint, or respondent presentation, and for bringing snack in google folder.

Complete the response/evaluation sheet or response paper for the Class 2, post on Sakai, and print out and bring to class (and do this for all subsequent THURSDAY classes).

9/7 LABOR DAY: NO CLASS

9/10 Class 3: Introduction to the Inequality Paradigm and the Social Construction of Gender, Race and Class

How is gender different from sex? How are gender, race, and class inequality constructed? How are they interconnected? Do women share a common oppression?

Julie Matthaei, “The Inequality Paradigm” and “Transforming Gender Inequality” (pp. 1-10 only), in *From Inequality to Solidarity* (book in process).+

Judith Lorber, “The Social Construction of Gender,” from Trace Ore, Ed., *The Social Construction of Gender Difference and Inequality*.

Teresa Amott and Julie Matthaei, *Race, Gender and Work*, Chapter 2.+

Debra Chasnov ‘78, “Straightlaced: How Gender’s Got Us All Tied Up,” Watch at least 15 minutes, I recommend Chapters 1, 2, 4, 5, and/or 7.+

Blau, Ferber, and Winkler, Part V, “The Economic Status of the World’s Women.”

Go to the Project Implicit website, <https://implicit.harvard.edu/implicit/>; in the Social Attitudes box on the left, then click the GO! Box in the bottom row. Take the Gender-Career and Gender-Science IAT’s, and another one of your choice, and print out or otherwise make a note of your results. +

Julia Sonenshein, “[Why White Feminists Are Mad At Beyonce](#),” *The Gloss*, 12/13/14 (on intersectionality).

** Eliana Docterman, “[Watch Sarah Silverman’s Risque Equal-Pay Ad](#),” *Time*, 10/8/14.
Which gender inequality process is she challenging?

** bell hooks, “Cultural Criticism and Transformation,” video. Part I, 26 minutes.

** Read and/or contribute to the Everyday Sexism Project,
<http://www.everydaysexism.com/>, which has over 30,000 examples

** “Afghan Boys are Prized, So Girls Live the Part,” *New York Times*, 9/20/10, in Other Readings

** United Nations Development Fund for Women (UNIFEM), “[Progress of the World’s Women 2005](#),” Summary.

9/14 NO CLASS

9/17 Class 4. Introduction to the Seven Feminist Solidarity Processes, with a Focus on Questioning/Envisioning and Combining

During the first half of this class, we will discuss the seven feminist solidarity processes which are deconstructing gender inequality. Then in the second half of the class, we will begin our discussion of questioning/envisioning and combining with a visiting speaker, Kate Rushin, author of the “Bridge Poem,” required reading and title essay from *This Bridge Called My Back: Writings by Radical Women of Color*. We will continue our discussion of this feminist process on Monday. Some questions for thought: Which feminist solidarity process do you most identify with, or see as most progressive or important? What injustices are being questioned and protested in these documents? What visions of a better world are present? What strategies, if any, are suggested to achieve these visions? In what ways was combining present – or absent -- within these examples of the feminist questioning/envisioning process? (don’t panic: there are many readings, but most are quite short).

Julie Matthaei, “Fueling the Paradigm Shift: The Seven Solidarity Processes” and “Transforming Gender Inequality” (pp. 10-end), from *From Inequality to Solidarity* (book in process). +

Kerilynn Engel, “[What are the Three Waves of Feminism?](#)” Answers.com, Women’s History.

[Rap by student in Econ 243](#), Spring 2010, on Inequality and Solidarity processes.

TransformationCentral.org, Transformative Processes page.

The Seneca Falls Declaration of Sentiments and Resolutions 1848

<http://ecssba.rutgers.edu/docs/seneca.html>

Sojourner Truth, “Ain’t I A Woman?” 1851

<http://feminism.eserver.org/history/docs/aint-i-a-woman.txt>

Betty Friedan, *The Feminine Mystique* (1963), Ch. 1, “The Problem that has No Name.” The Redstockings Manifesto. 1969.

Radicalesbians. “The Woman-Identified Woman.” 1970.

<http://scriptorium.lib.duke.edu/wlm/womid/>

Jo Freeman, “The 51 Percent Minority Group: A Statistical Essay,” in Robin Morgan, ed., *Sisterhood is Powerful*. 1970 (note date).

“The Berkeley/Oakland Women’s Union Statement,” in Zillah Eisenstein, ed., *Capitalist Patriarchy and the Case for Socialist Feminism*, 1979.

Combahee River Collective, “A Black Feminist Statement,” in Zillah Eisenstein, ed., *Capitalist Patriarchy and the Case for Socialist Feminism*, 1979

Donna Kate Rushin, “Bridge Poem;” Chrystos, “I Walk in the History of My People;” Rosario Morales, “We’re All in the Same Boat;” Audre Lorde, “An Open Letter to Mary Daly;” and “The Master’s Tools Will Never Dismantle the Master’s House;” and Merle Woo, “Letter to Ma;” all in Cherrie Moraga and Gloria Anzaldúa, eds., *This Bridge Called My Back: Writings by Radical Women of Color* 1981 (listed under Moraga, *This Bridge*).+

Julie Matthaei and Irene Mata, “[Wellesley’s Ever-Expanding Womanhood](#).” Al Jazeera. 5/5/15

** “The International Bill of Gender Rights,” 1996. in Paisley Currah; Richard M. Juang; Shanna Price Minter, eds., *Transgender Rights* 2006.

** Bell hooks, “[Black Women: Shaping Feminist Theory](#),” excerpt from her *Feminist Theory: From Margin to Center* 1984, pp. 1-15.

** Redstockings Women's Liberation Archives for Action www.redstockings.org.
VISITING SPEAKER, KATE RUSHIN

9/21 Class 5. Continued Discussion of Class 4 Topics and Readings, especially Questioning/Envisioning and Combining

9/24 Class 6. Equal Opportunity in the Labor Force 1: Escaping the Traditional Sexual Division of Labor in Marriage: Married Women's Entry into the Paid Labor Force

A key aspect of the feminist equal opportunity process is women's striving to participate in the paid labor force, an arena previously monopolized by men. Friedan's Feminine Mystique represented a clarion call for this.

Our main reading for this section is Part II of The Economics of Women, Men, and Work. Its authors are equal opportunity feminists, and mainstream economists. They try to take the "objective" or "positive" stance valued by mainstream economics, yet if you read carefully you can see a definite equal opportunity feminist focus, both in the topics covered and the way they are analyzed. The authors present the traditional, neoclassical economic analysis of the traditional sexual division of labor in the household, as originally developed by Gary Becker, as well as some feminist critiques of it, and an alternative, bargaining model. They also analyze women's increasing participation in the paid labor force, based on this model. *This is a dense reading, so be sure to allocate adequate time to it.* The Race, Gender, and Work excerpt is written from a left feminist perspective, and you will note that the focus is much more on social construction of difference and inequality than on free choice.

What reasons do these readings give for the large increase in women's labor force participation in the twentieth century? How is the latter an example of the equal rights and opportunity process?

Review Betty Friedan, "The Problem that Has No Name," from The Feminine Mystique. Francine Blau, Marianne Ferber, and Ann Winkler, The Economics of Women, Men, and Work, Part II, "The Allocation of Time between the Household and the Market."

Teresa Amott and Julie Matthaei, Race, Gender and Work, pp. 291-307.

** Katrin Elborgh-Woytek et al, "Women, Work and the Economy: Macroeconomic Gains from Gender Equity," IMF Staff Discussion Note, September 2013.
<http://www.imf.org/external/pubs/ft/sdn/2013/sdn1310.pdf>

** Bureau of Labor Statistics, Women in the Labor Force: A Databook (2011),
<http://www.bls.gov/cps/wlf-databook2011.htm>, esp. Tables 1-9.

** Francis Wooley, "Getting the Better of Becker," Feminist Economics 2:1 (available in Feminist Economics online via the library catalogue)

** Gary Becker, The Economics of the Family, Chs. 1 and 2.

9/28 Class 7. Continued Discussion of Class 6 Topics and Readings

10/1 Class 8. Equal Opportunity in the Labor Force II: Escaping the Traditional Sexual Division of Labor in the Labor Market: Human Capital, Discrimination, and Women's Entrance into Traditionally Masculine Jobs

How have feminists fought their way into traditionally masculine jobs? How is the concept of "sex discrimination" feminist? How have anti-feminist economists used human capital theory and biology to explain – and justify -- the existence and persistence of occupational segregation by sex and the gender earnings gap? How can these latter also be explained by gender roles in the family, and gender socialization? What different forms does sex discrimination take in the labor market, and what are some of the ways feminists are successfully fighting against it?

Our main reading for this class is the Blau, Ferber, and Winkler text; again, this is a dense, time-demanding reading, which reflects an equal opportunity feminist lens.

Blau et al, *The Economics of Women, Men and Work*, Part III, "Labor Market Outcomes: Theory, Evidence, and Policy."

The Institute for Women's Policy Research (IWPR), "The Gender Wage Gap by Occupation," Sakai and <http://www.iwpr.org/publications/pubs/the-gender-wage-gap-by-occupation-updated-april-2011>

Ann Richards, former governor of Texas, interview, on *DemocracyNow.org*, http://www.democracynow.org/2013/6/27/the_peoples_filibuster_texas_governor_revives, minutes 54 ½ to 58 only.

Bryce Covert, "Five Signs of Stalled Progress On the Gender Wage Gap 50 Years After The Equal Pay Act (June 10, 2013)," *ThinkProgress*, 6/10/13. <http://thinkprogress.org/economy/2013/06/10/2128041/equal-pay-act-anniversary/?mobile=nc>

Ariel Barkhurst, "Walmart worker, one of 11 in Florida lawsuit, tells about discrimination she felt," *McClatchy-Tribune Business News*, 10 10 12.

Frances McMorris, "Wall Street Women Gain Ceiling-Cracking Settlement," *Womens E News*, 7/15/04, <http://www.womensenews.org/article.cfm/dyn/aid/1911/context/archive>

IWPR, "Ending Sex and Race Discrimination in the Workplace: Legal Interventions that Push the Envelope," Chapter 4. "Sexual harassment against Women Immigrant Workers and EEOC v. DeCoster.

Amy Goodman and Denis Moynihan, "Addressing the Epidemic of Military Sexual Assault," *DemocracyNow*, 5/9/13, http://www.democracynow.org/blog/2013/5/9/addressing_the_epidemic_of_military_sexual_assault

Interview with Lynn Povich about firing of first female editor at the *New York Times*, *Democracy Now*, 5/16/14, http://www.democracynow.org/2014/5/16/pushy_as_ny_times_fires_1st (see interview or read transcript).

Read one of these student papers from spring 2013: Tiffany Quan and Connie Shen, "Kitchen Dynamics: Gender (In)Equality and the Culinary World," or Dana Lee, Tess Ruderman, and Katrina Tarmidi, "Funny Women: A Feminist Economic Analysis of Women in Comedy."

- ** IWPR, “Women Underrepresented Among High Earners in Banking and Finance,” Sakai and <http://www.iwpr.org/publications/pubs/women-underrepresented-among-high-earners-in-banking-and-finance>
- ** EEOC.gov, “Carrols Corp. to Pay \$2.5 Million to Settle EEOC Sexual Harrassment and Retaliation Lawsuit,” in Sakai, and browse website.
- ** Mary J. Lopez, “Skilled Immigrant Women in the US and the Double Earnings Penalty,” *Feminist Economics*, 18:1, 2012 (online)
- ** “Made in Dagenham” and “North Country,” films depicting actual feminist equal opportunity struggles

10/5 Class 9. Continued Discussion of Class 8 Topics and Readings, and Review for Test (optional REVIEW SESSION from 5:20-6 pm)

10/8 OPTIONAL REVIEW SESSION, 12:30-1:20

10/8 Class 10. Valuing the Devalued: Valuing Women’s Caring Labor, Welfare Rights, and the Choice to “Opt Out”

How is women’s caring labor devalued by current economic institutions? How is it devalued by current economic theories and accounting processes? What remedies have been suggested? Are women choosing to leave careers because they value full-time mothering, or because their careers are so family-unfriendly? How do low-income women struggle to value the devalued?

- Nancy Folbre, *The Invisible Heart: Economics and Family Values*, 2001, Introduction; Part I, “The Economics of Care;” and Part II, Ch. 4, “The Nanny State” (for more on Nancy Folbre, see <http://www-unix.oit.umass.edu/~folbre/folbre/>)
- Blau, Ferber, and Winkler, Ch. 14, “The Changing American Family and Implications for Family Well-Being,” and Ch. 15, “Government Policies Affecting Family Well-Being.”
- Pamela Stone and Lisa Ackerly Hernancez, “The Rhetoric and Reality of Opting Out,” in Bernie Jones, ed., *Women Who Opt Out*. (Book available on-line through Wellesley Super Search).
- Lisa Dodson, “Wage-Poor Mothers and Moral Economy,” *Social Politics: International Studies in Gender, State and Society*, 14:2, Summer 2007.
- Marilyn Waring, “Who’s Counting” (Film), first 30 minutes.+
- Carey Gillam, “[U.S. parents find kid care more exhausting than paid jobs](#),” Reuters, 10/8/13.
- Time Nudd, “[24 People Who Applied for the World’s Toughest Job Were In for Quite a Surprise](#),” *Adfreak*. April 14, 2014 (watch the video).
- ** Lisa Belkin, “The Opt-Out Revolution,” *New York Times Magazine*, 10/26/2003
 - ** Erwin de Leon and Elizabeth Boris, “The State of Society: Measuring Economic Success and Human Well-Being,” Urban Institute, 2010. And “State of Society,” coalition behind commissioning report. SKIM.
 - ** Randy Albelda, “Time Binds: US Antipoverty Policies, Poverty, and the Well-Being of Single Mothers,” *Feminist Economics*, 17:4, 2011.

** Randy Albelda, Mignon Duffy, Nancy Folbre, Clare Hammonds, and Jooyeoun Suh, "[Placing a Value on Care Work](#)," Federal Reserve Bank of Boston, *Community Development*, Winter 2010.

** Rebecca Solnit, "[Listen up, Women Are Telling Their Story Now](#)," about women standing up to violence vs. women in 2014.

FIRST BRAINSTORM ABOUT GROUP PROJECTS AT END OF CLASS

TEST, self-scheduled, from 5:30 pm 10/8 through midnight 10/12

10/12 NO CLASS (FALL BREAK)

10/15 Class 11. The Integrative Process: Combining Work and Family, and Masculine and Feminine

How have women begun to integrate and balance paid work and family life? How do their options and strategies vary, according to their class? What policies have feminists advocated for? Are both Slaughter and Sanberg integrative feminists?

According to Vandana Shiva, Gandhi used to say a prayer each day, "Make me more womanly." Why and in what ways are people beginning to combine masculine and feminine qualities? How are marriages becoming more symmetrical and equal? What do you think of this aspect of the integrative process?

Blau, Ferber, and Winkler, Ch. 16, "Balancing the Competing Demands of Work and Family."

Ann-Marie Slaughter, "[Why women still can't have it all](#)." *The Atlantic*, July/August 2012.+

Sheryl Sanberg, "[Why we have too few women leaders](#)," TED talk, Dec. 2010.+

Jody Heymann, "[Can Working Families Ever Win?](#)" *Boston Review*,

IWPR Work-Family Poll, Institute for Women's Policy Research, 10/29/10.

Julie Nelson, *Feminism, Objectivity, and Economics*, Ch. 1, "Thinking about Gender and Value"

Christiana Graves and Clara Kahng, *Feminist Economics*, Spring 2013, [The Hunt for a Feminist Husband](#) (short video)

[The Motherhood Manifesto](#) (short movie)

Working Mother Magazine, "[2013 Working Mother 100 Best Companies](#)."

Jessica Grose, "[Cleaning: The Final Feminist Frontier: Why men still don't do their share of the dirty work](#)." *New Republic*, March 19, 2013.

Larry Alton, "[To Better Balance the Work-Life Scales, More Men Should Lean Out](#)," *Entrepreneur*. August 19, 2014.

Senator Kirsten Gillibrand, "[The American Opportunity Agenda: Expand Paid family and Medical Leave](#)," Bill proposed in the U.S. Senate.

** Ann Friedman, "[We're All Bystanders to the Sandberg-Mayer Mommy Wars](#)," *New York Magazine*, 3/7/13.

** Steven March, "[Home Economics: The Link Between Work-Life Balance and Income Equality](#)." *The Atlantic*. 7/13.

** Lotte Bailyn, Joyce Fletcher, "Work Redesign: Theory, Practice and Possibility," Diversity Factor, 11.1 (Winter 2003) via Wellesley super search, ProQuest.

** Eyal Press, "Family Leave Values," New York Times, 7/29/07

** Look at the [Families and Work Institute Website](#)

**POST IDEAS FOR FINAL PROJECTS IN GOOGLE FOLDER BEFORE CLASS;
SECOND DISCUSSION OF FINAL PROJECTS IN CLASS**

10/19 NO CLASS; PORTFOLIO 1 DUE to SAKAI by MIDNIGHT

10/22 Class 12. Discernment I: Rethinking and Restructuring Masculinity and the Traditionally Masculine Sphere: Labor Force Participation, the Firm, the Economy, and Economics from a Feminist Perspective

Building on the previous processes, feminists are beginning to rethink the basic ways in which the paid economy is structured, including the "negative masculine" values that underlie it, such as profit-maximization and competitive careerism. They are also critiquing core concepts of mainstream, neoclassical economics.

Julie Nelson, Economics for Humans, Introduction, and Chs. 1-3, and Chs. 5 and 6.

Nancy Folbre, The Invisible Heart, Part III, "Between the Devil and the Deep Blue Sea," Ch. 8, "CorporNation." and Ch. 9, "Dancing in the Dark."

Jenny Cameron and J.K. Gibson-Graham, "[Feminizing the economy: metaphors, strategies, politics](#)," Gender, Place and Culture, Figures 1 and 2 only.

Halla Tomasdottir, "A Feminine Response to Iceland's Financial Crash," TED Talk, http://www.ted.com/talks/halla_tomasdottir.html (9 minutes)

Gudrun Schyman, Co-Founder of Sweden's Feminist Initiative Party, [Interview](#) on DemocracyNow.org, 7/3/14.

[Interview](#) with Richmond, California Mayor Gayle McLaughlin, DemocracyNow, 8/6/13.

Julie Nelson, "Poisoning the Well, or How Economic Theory Damages Moral Imagination," Oxford Handbook of Professional Economic Ethics. Read first page and a half and skim the rest.

** Margot Maruch, "[Towards the Realization of Women's Rights and Gender Equality: Post 2015 Sustainable Development](#)," 2013.

** Nancy Fraser, "Feminism, Capitalism, and the Cunning of History," New Left Review, 56 (2009).

** Center for Women's Global Leadership. et al, Letter Regarding Economic Human Rights, 12/22/10.

** Barbara Brandt, "Less is more: A call for shorter work hours," Utne Reader July/August 1991.

** Drue Barker and Edith Kuiper, eds. Towards a Feminist Philosophy of Economics. Skim.

BEFORE CLASS: POST FINAL PROJECT IDEAS AND GROUP MEMBERS ON DOC IN GOOGLE FOLDER

DURING CLASS: DISCUSSION & FINALIZATION OF PROJECT TOPICS AND GROUPS

10/26 Class 13. Continued Discussion of Class 12 Topics and Readings

10/27 DRAFT PROPOSALS DUE TO SAKAI AND REVIEWERS

10/29 Class 14. Discernment II: Rethinking and Restructuring Femininity and the Traditionally Feminine Sphere: Marriage Relationships, Parenting, Consumption, and Caring Labor

How have feminists begun to rethink and transform love, family life, marriage, parenting, and consumption? If caring labor is monetarily valued, does the caring aspect disappear? How have women expanded mothering to include economic transformation?

Julie Nelson, Economics for Humans, Chapter 4 and pp. 116-119, and review Nelson, Feminism, Objectivity, and Economics, Ch. 1, "Thinking about Gender and Value."

Nancy Folbre, The Invisible Heart, Chapters 5 and 6; Ch. 7 recommended.

Katja Bego, Julie Johnston, & Christine Prevel (Econ 343 Fall 2013), "Downshifting," <http://transformationforprogress.wordpress.com/> +

bell hooks, Feminism is for Everyone, Ch. 17, "To Love Again: The Heart of Feminism" P.A. Payutto, Buddhist Economics, Excerpts.+

"New American Dream Poll 2014," Center for a New American Dream

Sylvia Ann Hewlett and Cornell West, "A parenting movement," Tikkun, May/June 1998.

Alice Walker, reading excerpt from her poem, "Democratic Womanism," on Democracy Now,

Video: "The Story of Stuff," <http://www.storyofstuff.com/> (20 mins)+

Shannon Hayes, "Learning From Debt: How It Strengthened My Dreams and Brought My Family Closer," Yes! Magazine, Op-Ed. 7/5/14.

Kathy Jetnil-Kijiner, Poem for Climate Justice. Read at UN Climate Summit, October 2014.

** Layli Maparyan, The Womanist Idea, "Womanist Methodology," pp. 51-67.

** George Carlin, "On Patriarchy," <http://www.youtube.com/watch?v=5i1W0z2Zdqg>, start at minute 13 to end (humor)

** Julie Matthaei, "Political Economy and Family Policy," in Robert Cherry, ed., The Imperiled Economy, Book 2.

** Terry Boggis, "Queer Family Liberation, What's Next?" Huffpost Gay Voices, 6/10/13.

10/29 MIDNIGHT: FINAL PROJECT PROPOSAL REVIEWS DUE TO GROUPS AND SAKAI

11/1 MIDNIGHT: TWO PAGE FINAL PROJECT PROPOSAL DUE TO SAKAI; SIGN UP IN GOOGLE FOLDER FOR MEETING WITH PROF ON 11/2 OR 11/5

11/2 Final Project Group Meetings with Prof

11/2 Class 15. Continued Discussion of Class 14 Topics and Readings

11/5 Final Project Group Meetings with Prof

11/5 Class 16. (Differentiating and) Combining

How are women's experiences of gender oppression differentiated by race and class? How has "the women's movement" dealt with these differences? To what extent does feminism imply a commitment to transform all types of oppression? What factors have brought men into feminism? What is womanism? How is it different from feminism?

bell hooks, Feminism is for Everybody, Ch. 10, "Race and Gender."

Layli Maparyan, The Womanist Reader (2006), Introduction, and Alice Walker, "Womanist" (1983)

Layli Maparyan, The Womanist Idea (2012), "Preface," "Standing In," and "Epilogue."

Jarsha Walia, "Indigenous Women: Never Idle," the feminist wire, 6/28/13

Laila Alawa, "I Am Not Oppressed," Huffington Post, 4/10/13

bell hooks, "Dig Deep: Beyond Lean In," the feminist wire, 10/28/13.

Sarah Jaffe, "Trickle-Down Feminism," Dissent, Winter 2013.

National Organization for Men Against Sexism (NOMAS), "Principles, Tenets, and History." <http://www.nomas.org/>

Ozy Frantz, "11 Ways Men Can Be Better Feminist Allies," 7/14/12

National Organization for Women, "Who We Are," <http://www.now.org/history/history.html>

Skim the websites for Unite Here (www.unitehere.org), the Coalition of Labor Union Women (www.cluw.org), and the Service Employees International Union (SEIU.org)

** Laurie Penny, "Don't worry about the glass ceiling – the basement is flooding." New Statesman, 7 27/11.

** Susan Faludi, "Facebook Feminism, Like It or Not," The Baffler.

** Karen Warren, "Nature is a Feminist Issue," in Ecofeminist Philosophy. Lanham, 2000.

** Chandra Mohanty, "Under Western Eyes," in Third World Women and the Politics of Feminism, ed. by Chandra Mohanty, Ann Russo, and Lourdes Toress.

** Movie: A Litany for Survival: The Life and Work of Audre Lorde.

** Adrienne Aasch, "Women and Disabilities."

11/9 Class 17. Continued Discussion of Class 16 Topics and Readings

11/12 Class 18. The Globalizing/Localizing or Glocalizing Process

Women have been coming together across the world in transnational feminist groups to struggle together for equal rights and against fundamentalism; against the political and

economic practices of “neoliberalism” which have been increasing the impoverishment of women and children, and destroying the earth; for reproductive rights; and against male violence, and war. They are practicing the combining process, and indeed all of the other processes, on a global scale, in response to neo-liberal globalization and to the actions of international institutions like the IMF, World Bank, and WTO. Many of these feminist groups, including feminist economists involved in AWID (Association for Women’s Rights in Development), are interconnected with the global justice movement and the World Social Forum process, which, under the motto “Another World is Possible,” strives for a diverse world based on relations of mutual respect, solidarity, equality, democracy, and economic, social and political justice for all. The UN, through CEDAW and UN Women, is also playing an important role.

Valentine Moghadam, Globalizing Women: Transnational Feminist Networks. Excerpt. Cindy Clark and Lydia Alpizar Duran, “Introduction: Transforming Economic Power to Advance Women’s Rights and Justice;” Gita Sen, “Surviving the Fierce New World;” Natalie Raaber and Alejandra Scampini, “Diverse Development Models and Strategies Revisited;” and Lisa Veneklasen and Alia Khan, “Women’s Movements and Economic Power: Connecting the local and the global;” Development (2012) 55 (3), Special Issue on Gender and Economic Justice. Elizabeth Martinez and Arnolando Garcia, “[What is neoliberalism?](#)” from the website of Global Exchange. 2000.

Statement in Support of The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Also read [the Convention](#) itself, Check out U. N. Women, <http://www.unwomen.org/>, especially “About Us.” Read about the [World Social Forum in Wikipedia](#) (first paragraph and skim the rest); read the [World Social Forum Charter of Principles](#).

- ** The Bamako Appeal, 2006. Skim, and read especially section on women, pp. 10-11. (This is the statement by many of the groups and leaders of the World Social Forum and Anti-Globalization Movement).
- ** Domínguez, Edmé. 2007. “Transnational Class/Gender Networking between the North and the South: Overcoming Diversity or Reproducing Dependencies?” In Remapping Gender in the New Global Order, Edited by: Cohen, Marjorie Griffin and Brodie, M. Janine. 223–243. London: Routledge.
- ** Ana Revenga ’85, Senior Director, Poverty Global Practice at the World Bank Group, “[Gender Equality and Development](#)” (video of talk at Wellesley, 2012)

11/16 NO CLASS

11/19 Class 19. Feminist Economic Transformation and the Solidarity Economy

The various feminist economic processes, and the individuals and feminist movements allied with them – in conjunction with anti-racist, environmental, worker, peasant, peace, LGBT, disability, indigenous, and other anti-oppression movements – are beginning to create a new kind of “economic person” and new kinds of economic values, practices and institutions which move beyond the hierarchical polarization paradigm. These diverse practices and institutions, and the social movements and networks that

advocate for them, are beginning to be called “the solidarity economy,” a feminist economy that is growing up in the midst of more traditional, capitalist institutions.

Julie Matthaei, “Beyond Hegemonic Economic man: Economic Crisis, Feminist Economics, and the Solidarity Economy.” Unpublished paper, 2014.

Julie Matthaei and Rachel Nagin, “Solidarity Economy Forms and Sectoral Examples.” “Architect of Social Responsibility: The Story of Alice Tepper Marlin (’66) and the founding of Social Accountability International,” YouTube [excerpt](#), 4 mins. +

Ray Anderson, CEO, Interface carpet company, YouTube [excerpt](#) from interview in “The Corporation.” +

IDeA, “Alternatives under Construction in Latin America,” *Development* 2012, 55(3)

Cat Johnson, “[Seoul: The Next Great Sharing City?](#)” 7/16/13

See [short video](#) on the Self-Employed Women’s Association, SEWA

Weiye Kou, “Chinese Communes as a Path to Development,” Econ 350, Wellesley 2011

On the RIPESS (Intercontinental Network for the Promotion of the Social Solidarity Economy) website, read “[About Us](#)” and the [RIPESS Charter](#).

** Emily Kawano, “Crisis and Opportunity: The Emerging Solidarity Economy Movement,” in Kawano, Masterson, and Teller-Elsberg, eds., *Solidarity Economy I: Building Alternatives for People and Planet*. Center for Popular Economics, Amherst, MA, 2010.

** Ethan Miller, Emily Kawano, Jenna Allard et al, “Solidarity Economy Cards.”

** Marcos Arruda, [Exchanging Visions of a Responsible, Plural, Solidarity Economy](#) (on hard-copy reserve in Knapp)

11/23 Class 20. Continued Discussion of Class 19 Topics and Readings

11/30 Class 21. Final Papers and Project Presentations

12/3 Class 22. Final Paper and Project Presentations

12/7 Class 23. Final Paper and Project Presentations

12/8 midnight:

+ **Portfolio II due (2 response/evaluations or response papers from classes 7-13, plus a 500-750 word evaluation of your learning), to Sakai**

+ **Due date for optional submitting paper drafts or project descriptions for feedback from Prof**

12/18 midnight: End of Exam Period; Group Projects due to Sakai