**FEMINIST ECONOMICS**

Economics 343, Wellesley College

Fall 2009, Tues. 2:50 – 5:20 pm

“Objectivity is male subjectivity, made unquestionable.” Adrienne Rich

Professor Julie Matthaei Office Hours:

Economics Department Tues. 5:20-6:30 pm

PNE 423, x 2181 & by appointment

**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 new, 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 economic’s 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, and enrollment is limited. A detailed outline of the class topics and readings is attached.

In accordance with feminist values of equality and mutuality, I aspire to creating as democratic and consensus-based a classroom process as possible within the constraints of a Wellesley course. I welcome your feedback about the course, throughout the course, and will seek to adjust it to fit student needs. I highly encourage you to suggest other relevant readings to me for possible inclusion in the syllabus, and to post relevant related readings on the course conference as they come to your attention.

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 current research on the solidarity economy.

**COURSE ASSIGNMENTS AND GRADING:**

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 focus of student projects this year is the joint production of a video documentary on feminist economic transformation. The goal of the documentary will be to explain and illustrate the various ways in which feminism can and does contribute both to personal and societal, especially economic, transformation. We will schedule a showing of our video on early in the spring semester, post it on the web, and link it to the Feminist Transformation pages of the Transformation Central website (www. Transformationcentral.org), which previous Feminist Economics students have constructed. Students who don’t feel comfortable with this project can complete a 15-page research paper instead.

The workload in this class is medium to heavy. Also, since it is not a primarily a lecture course, your learning is highly dependent on the effort you put into the course, particularly into the reading assignments, class discussions, and class 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. Readings for each class meeting, both required and suggested (\*\*), are detailed on the course syllabus, which I will hand out the first day of class and post on the course conference. Note that the reading load is heavy, especially for an economics course, but that students usually find them very worthwhile.

The core of the class is discussion, based on shared readings. **Readings need to be done before the class in question**, so that we all come to class with a shared foundation for discussion. Francine Blau, Marianne Ferber, and Ann Winkler’s, The Economics of Women, Men, and Work (5th edition), Nancy Folbre’s, The Invisible Heart , Julie Nelson’s Economics for Humans, bel hooks, Feminism is for Everybody, and Valentine Moghadam’s Globalizing Women are all available for purchase at the Wellesley bookstore. They are also available on reserve at Knapp, along with other books used for the course. Those who have the 4th edition of Economics of Women, Men, and Work can find the similar readings by comparing the two texts. All required readings **other than those in the required textbooks** will be available on the course conference (electronic reserve or other readings subconferences) or the web, as noted on the course outline. To locate readings in the e-reserve subconference (which sometimes have confusing names), use the edit menu and find function.

Shared Viewing of Movies: Part of your required work for class preparation is also viewing of movies, mostly documentaries, which illustrate the feminist economic processes that we are studying. Again, these videos need to be viewed **before** the relevant class meeting. We will also be watching brief clips from the videos in many of our classes. All required videos will be available on e-reserves, and we will try to arrange for group viewings.

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

Students are expected to come to class having read the required readings, and to participate actively and constructively in class discussions. This includes 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. Constructive class participation also includes striving to be honest, thoughtful, open-hearted, and respectful of others, including listening respectfully and open-mindedly to others. Class participation will represent 15% of your final grade.

**Respectful and constructive disagreements and debates are encouraged, 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. This is especially 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.**

At the same time, 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. On the other hand, you are always welcome to talk to others about what I, as your teacher, do or say.

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 on the course conference, and to email me with lurking questions.

Class participation counts for 15% of your final grade. Each student will submit a suggested grade for her class participation, accompanied by a one-page or more explanation of why she thinks she should receive this grade.

Response/Evaluations and Response Papers: Students are required to do the week’s readings and watch the video, and complete and post a response/evaluation sheet or response paper on them, BEFORE the class in question. Class discussions are meant to clarify, build on, and debate the readings and video for the day, and to discuss possible ways to present the process in question in our video both conceptually and through examples. The response/evaluations prepare students for class discussions, for they force them to do and think about the readings and the video. They also help you digest the readings and video, and begin to apply them to your life.

The response evaluation form, posted on the course conference, is a series of questions about the readings and video. Try to answer each question. These sheets are meant for you to record and think about your reactions to the readings, and I don’t expect polished writing on them. You do not have to organize and edit your answers, unless they do not express your thoughts comprehensibly. You do not have to discuss all readings in each question, but **you should mention each of the week’s required readings, as well as the required video (if any) somewhere on the sheet**. **Show clearly on your sheet which reading you are referring to with your comment, using the author’s last name, and page numbers if necessary to clarify your point.** 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.

Your other option for responding to and thinking about the readings before class is a response paper – a short, 1-2 page essay on some aspect of the readings that inspired or intrigued you, or with which you strongly disagree. Response papers provide a chance to think about some aspect of the readings in a more extended way than the response evaluations do. They are more synthetic and focused than response/evaluations. I expect them to be written in a semi-organized, essay fashion with paragraphs, good grammar, thoughtful, et cetera. Response papers do not have to mention all of the day’s reading, but they should discuss any required video, in some way.

When you have finished your response/evaluation or response paper, email it to the response/evaluation subconference, and print out a copy to bring to class with you, for you to refer to in class discussion. Students are required to post their response/evaluations or response papers on the responses subconference before the class in question. **Since these weekly papers are required and contribute importantly to the success of class discussions, points will be deducted from your final grade if they are handed in late, or not at all.**

You will select a portfolio of four of your best posted response evaluations or response papers to submit to me, unedited. You will post two of those written on classes 2-7 by class time on October 20th; and two more, written on classes 8-13, at the end of the term along with a short essay (1-2 pages) evaluating your learning in the course. I will create a special subconference for these. They will be graded, and count for 20% of your final grade. Each of the five (4 response/evaluations and 1 overall evaluation) will be weighted equally in your grade. Your final portfolios, including all four selected response/evaluations and your evaluation of your learning, are due the last day of finals, Monday, Dec. 21, at 4:30 pm. **Note**: Your portfolio can NOT include response/evaluations or papers that weren’t completed in time for the class in question.

Current Events: Each student will present a current event during one of the classes, related to the topic of the class in question. We will schedule these early in the semester; try to sign up for a class related to your process group. Some suggested sources: plastic.com; cnn.com; alternet; businessweek; Ms. Magazine, womensenews.org, Institute for Women’s Policy Research, New York Times, huffington post, common dreams, truthout, or websites related to the topic of the class in question (some are on syllabus). **An e-version of the current event (and any other related material you want to post) must be posted on the current events subconference by 9 pm the evening before class.** **Make sure to post a copy of the article, not just the link to it--as links to periodicals can be unreliable.** Present the article briefly to the class -- assuming others have NOT read it -- drawing out the ways in which it relates to the particular class topic, and prepare some questions to spark a short discussion. Expect your presentation to take 5–10 minutes, followed by 5-10 minutes for questions and discussion (for a total of not more than 15 minutes). Current events are not graded, but not completing one according to the requirements will result in points off your final grade.

In-Class Test: There will be an in-class test on the material from classes 1-5 given in the beginning of Class 6, on October 13th. This test will be on the concepts covered in these classes, requiring you to master the concepts surrounding the feminist transformative processes, as well as those of mainstream feminist economics. It will count for 35% of your grade; a test receiving below a B- can be rewritten, and the final test grade will be a weighted average of the original (60%) and rewrite (40%).

Documentary Project on Feminist Economic Transformation: The goals of this project are: to attain a deep understanding of the feminist economic processes – especially of one of them -- by trying to explain them to others; to work together as a class to produce a joint product; and for the class to share our learning with others. Explanations should be both conceptual and through examples. Photos, video footage and interviews, graphs and tables, music, graphics, movie clips, art, reports of research and data can all be used; be creative! Students will be assigned to groups according to their preferences early in the term, so that they can begin working on their part of the video. I envision that students will be divided up into groups of two or three, each of which will focus on a particular feminist economic process.

Early in the semester, we will schedule a session with Knapp staff to learn the basic video skills required for this project. Each group will take notes on the discussion during the class/es relating to their process. They will write up a rough description of their segment, and email it to me by 9 am on the Monday following the last class on their process. We will meet and have a discussion of your ideas that day. Then you will begin preparing your segment. Your group will present a preview of a “first cut” of your segment of the video during the last two classes, receive feedback from the class and from me, and hand in your final draft by the end of exam period, or in January if you choose January option. We will arrange a showing of the video early in second semester. I will hand out a more detailed description of this project, including a schedule of work for the project, early in the semester.

Blog and Blog Comments: You will write a 2 page or 500 word blog about your feminist economic process for TransformationCentral.org, as well as comments of at least 150 words each on at least two of your classmates’ blogs. This blog is a chance for you to share your thoughts about your process and its relevance to you and to others in an informal way, and to receive feedback. Your blog will be due at midnight on Tuesday, November 3; your comments will be due on Friday, Nov. 6, at midnight. Post these **both** on the feminist transformation blog on TransformationCentral.org, AND on the blog and blog comment subconferences of our course conference. This assignment is required and graded Credit/Non; if I deem that your first attempt is not acceptable, you can rewrite it until it is.

Grading: Your final grade will be a weighted average of your course assignments, as described below: class participation, 15%; in-class test, 25%; portfolio, 20%; and video documentary project, 40%. Points will be deducted from your final grade for late or missing response/evaluations or course learning evaluations; and for current events or blogs which are late or don’t fulfill the basic requirements. I do not grade on the curve for this class, as it is not required of me, and I don’t like the practice.

**OTHER INFORMATION**:

Tea and Snacks: I will bring water for tea, and we will take turns bringing healthy snacks to class, to eat during and after our break. I will arrange a schedule for this early in the semester.

FEMECON. Femecon is a feminist economics e-discussion group, which many feminist economists participate in. I highly encourage you to subscribe to it during this semester. You can subscribe to FEMECON by sending the message SUBSCRIBE FEMECON-L to LISTSERV@BUCKNELL.EDU. For more instructions on how to use FEMECON, go to <http://www.listproc.bucknell.edu/archives/femecon-l/200207/msg00012.html>

Getting To Know One Another outside of class helps us make the most of the learning experience of our class. I have regular office hours on right after class until 6:30 pm, and by appointment (talk to me before or after class or email or call me if you want to set up an appointment). Please come and see me or make an appointment if you have a question about the class and your work in it, or just to talk. I am also free to go to the dorms for dinner after class, and we may decide to organize some class lunches or dinners in the dorms so you can get to know your fellow students better.

Course Conference: I encourage you to post comments, links, articles, and other material on the Feminist Economics course conference, and to continue discussions begun in class there. The course conference is also a good place to post requests for help.

Connecting with Your Professor: If you have an administrative question about the class, you can post it on the main conference as well as cc’ing me directly (other students may have the answer as well). Feel free also to email me directly with comments or questions about feminist economics. I am teaching part-time, and am working out of my home office as well, so I may not always be in my office if you drop by. But I would be very happy to meet with you outside of my office hours – please email me or ask me during class for a time.

FEMINIST ECONOMICS

COURSE OUTLINE AND READINGS

\*\* denotes readings or activities which are recommended, not required

BFW is Blau, Ferber and Winkler text

**PART I. INTRODUCTION**

**9/8 Class 1: Introductions, Definitions, Gender, and The Hierarchical Polarization Paradigm**

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?

What is feminism? What is economics? Are there more than one answer to these questions?

LECTURE/DISCUSSION: Introduction to the concept of the hierarchical polarization paradigm, and to the concept of gender as socially constructed

**9/15 Class 2: Introduction to Feminist Economic Transformation, and to Data on Women’s Economic Status**

What are the seven processes of feminist economic transformation? How do they relate to our different definitions of feminism? What examples can you give of each, from your experience?

What trends do you see in the data presented in Blau, Ferber and Winkler? Are women becoming more economically equal to men? How significant in inequality among women based on race, as highlighted in the IWPR study?

Read over the syllabus carefully, especially the course description (email Julie with any questions, or bring to class)

Come to class with: your response/evaluation (on the readings below and video); one fact about women’s economic situation which you think is significant, and why; bring a tentative list of your top preferences for a process to work on for your video segment

Fill out the “all about me” sheet on that course subconference, and post it on the subconference

Julie Matthaei and Barbara Brandt, “Feminist Economic Transformation,” from Jenna Allard, Carl Davidson, and Julie Matthaei, eds., Solidarity Economy: Building Alternatives for People and Planet. Chicago: Changemaker Publishing, 2008. In other readings subconference.

Judith Lorber, Paradoxes of Gender, Ch. 1, “’Night to His Day’: The Social Construction of Gender.” 1994.

Dallas Denny, “Transgender Communities,” in Transgender Rights.

BFW, Ch. 5, “Differences in Occupations and Earnings: An Overview,” and pp. 258, 265-6, 379 and 393-398. Skim. You will also look at this for classes 4 & 5. For more recent data, see <http://www.bls.gov/data/>

Institute for Women’s Policy Research (IWPR), “Data Tables on the Economic Status of Women of Color in the United States,” May 2008. <http://www.iwpr.org/femstats/wocdata.htm>

MOVIE: bel hooks, “Cultural Criticism and Transformation”

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

<http://www.unifem.org/attachments/products/PoWW2005_overview_eng.pdf>

\*\* bel hooks, “Feminism: A Movement to End Sexist Oppression” in Feminist Theory: From Margin to Center

\*\* Evelyn Nakano Glenn, “The Social Construction and Institutionalization of Gender and Race: An Integrative Framework” in Revisioning Gender, ed. By Myra Marx Ferree, Judith Lorber, and Beth B. Hess (Alto Mira Press, 2000)

\*\*Teresa Amott and Julie Matthaei, “Race, Gender, and Women’s Works,” Chapter 2 of Race, Gender and Work: A Multicultural Economic History of the Women in the United States.

**9/22 Class 3. The Questioning/Envisioning and Combining Processes**

What injustices are being questioned and protested in these pioneering feminist 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)

Read Questioning/Envisioning and Combining pages, part of the Feminist Transformation webpages on TransformationCentral.org

The Seneca Falls Declaration of Sentiments and Resolutions 1848

<http://www.pinn.net/~sunshine/book-sum/seneca3.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”

<http://www.h-net.org/~hst203/documents/friedan1.html>

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.

###  “The Berkeley/Oakland Women’s Union Statement,” and the Combahee River Collective, “A Black Feminist Statement,” both 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 Anzaldua,eds., This Bridge Called My Back: Writings by Radical Women of Color 1981 (listed under Moraga, This Bridge).

### MOVIE: “Iron-Jawed Angels” (on women’s fight for the vote in the U.S.)

**\*\*** Redstockings Women's Liberation Archives for Action [www.redstockings.org](http://www.redstockings.org).

**9/29 Class 4. 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**

Francine Blau, Marianne Ferber, and Anne Winkler, the authors of BFW, are equal opportunity feminists, and mainstream economists. In their book, they try to take the “objective” or “positive” stance valued by mainstream economics, yet if you read the book carefully you can see that it has a definite equal opportunity feminist focus, both in the topics it covers and the way it analyzes them.

 In these readings, BFW present the traditional, neoclassical economic analysis for 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, as does the “Healing Ourselves…” article, which I wrote from an explicitly left feminist perspective.

 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?

Read the Equal Opportunity: Labor pages on TransformationCentral.org, under Feminist Transformation

BFW, Chs. 3 and 4. and pp. 374 and 376.

 Julie Matthaei, “Healing Ourselves, Healing Our Economy: Paid Work, Unpaid Work, and the Next Stage of Feminist Economic Transformation,” Review of Radical Political Economics, Special Issue on Women’s Political Economy, Fall 2001, pp. 461 through top of 474 only.

Review Betty Friedan, “The Problem that Has No Name,” from The Feminine Mystique, class 3.

For more recent data on labor force participation rates by gender and race, see Women’s Data Center, Institute for Women’s Policy Research, <http://www.iwpr.org/femstats/wocdata.htm>

\*\* Giles Tremlett, “Blow to machismo as Spain forces men to do housework,” in Madrid , Friday April 8, 2005 ,  The Guardian

\*\* 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.

**10/6 Class 5. 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 feminist economists used human capital theory and biology to understand the persistence of occupational segregation by sex and the gender earnings gap? How can these also be explained by gender roles in the family, and gender socialization?

BFW, Ch. 6, “The Human Capital Model,” and Ch. 7, “The Role of Labor Market Discrimination,” and review data assigned for 2, i.e. Ch. 5, etc.

Catherine Weinberger, “Race and Gender Wage Gaps in the Market for Recent College Graduates,” Ch. 14 in Ellen Mutari and Deborah Figart, eds., Women and the Economy: A Reader

Institute for Women’s Policy Research, “The Gender Wage Gap by Occupation,” <http://www.iwpr.org/pdf/C350a.pdf>. Also scan occupation

For more recent data on earnings, occupations, and education by gender and race, see Women’s Data Center, Institute for Women’s Policy Research, <http://www.iwpr.org/femstats/wocdata.htm>

Sarah Jio, “Career Couples Fight Over Who’s the Trailing Spouse,” CNN.com, 6/08, <http://www.cnn.com/2008/LIVING/worklife/06/26/lw.men.v.women.career/index.html>

Movie: “North Country,” based on a true story of women fighting sex discrimination and sexual harassment in mining

\*\* Check out the studies of unconscious gender-bias at “Project Implicit,” particularly the Gender-Science IAT and Gender-Career IAT, https://implicit.harvard.edu/implicit/research/

\*\* Rich Daly, “Health Fracas Slows Pro-Woman Changes by Obama,” Women’s e-News”

\*\* Women’s Campaign Fund, appeal for support of Sonia Sotomayor’s Supreme Court confirmation.

\*\* 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>

**10/13 Class 6. 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 does the welfare-rights struggle relate to valuing the devalued?

QUIZ ON CLASSES 1 through 5

Read Valuing the Devalued pages on TransformationCentral.org, under Feminist Transformation

Nancy Folbre, The Invisible Heart: Economics and Family Values, 2001, Introduction and Part I, “The Economics of Care.” (for more on Nancy Folbre, see <http://www-unix.oit.umass.edu/~folbre/folbre/>)

Lisa Belkin, “The Opt-Out Revolution,” New York Times Magazine, 10/26/2003

Echnid of the Snakes Blog, “The Mrs. Degree” (critique of Belkin) <http://echidneofthesnakes.blogspot.com/2005_09_01_echidneofthesnakes_archive.html#112723048696280267>

Cory Fischer-Hoffman, “Venezuela Leads the Way: Welfare Mothers and Grassroots Women Are the Workers for Social Change! MR Zine, 15/02/06

Mimi Abramovitz, Under Attack: Fighting Back: Women and Welfare in the United States, excerpts.

Diane Dujon and Ann Withorn, eds., For Crying Out Loud: Women’s Poverty in the United States, excerpts.

Allison Stevens, “Single Moms' Poverty Spikes After Welfare Overhaul,” Women’s eNews.

Movie: “Who’s Counting,” Documentary on Pioneering Feminist Economist, Marilyn Waring, of New Zealand

\*\* Barbara Brandt, Whole Life Economics: Revaluing Daily Life, Ch. 4, “Visible and Invisible Contributions: Discovering the Whole Economy.”

\*\* Marilyn Waring, If Women Counted

\*\* Check out one feminist and environmental example of a MEW: The “Genuine Progress Indicator,” <http://www.rprogress.org/projects/gpi/>

**10/20 Class 7.**  **The Integrative Process: Combining Work and Family, and Masculine and Feminine**

How have women begun to integrate and balance paid work and family life? What policies have they advocated for? Why and in what ways are people beginning to combine masculine and feminine qualities? What are some positive affects of this combining?

Read Integrative pages on TransformationCentral.org, under Feminist Transformation

Post two of your response evaluations or papers to r/e portfolio subconference

Nancy Folbre, The Invisible Heart, Chapter 4, “The Nanny State.”

Julie Matthaei, “Healing Ourselves, Healing Our Economy,” pp. 474-top of 480 only (the rest of the article focuses more on what we now distinguish as discernment, i.e. a qualitative redefining of concepts, values, and practices)

Julie Nelson, Feminism, Objectivity, and Economics, Ch. 1, “Thinking about Gender and Value”

Eyal Press, “Family Leave Values,” New York Times, 7 29 07

Sharon Johnson, “U.S. Employers Pushing Women Out of Work Force,” Women’s eNews, 2008

Rob Okun, “New Brand of Masculinity Wins the Pro-Change Vote,” Women’s E-News

Movie: The Motherhood Manifesto

\*\* Look at either the Families and Work Institute Website, <http://www.familiesandwork.org/>, the Institute for Women’s Policy Research website, “Work and Family” page, <http://www.iwpr.org/index.cfm>; or Take Care Net, http://www.takecarenet.org/ at the different policies feminists are advocating to allow better integration of paid work and work in the family/family life

\*\* Jody Heymann, Alison Earle, and Jeffrey Hayes, “The Work, Family, and Equity Index: How Does the United States Measure Up?” Institute for Health and Social Policy, 2007.

\*\* Institute for Women’s Policy Research, “Governments of 20 Countries ahead of US in Promoting Workplace Flexibility”

**10/27 Class 8. 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.

Read Discernment: Economy pages on TransformationCentral.org

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,

<http://www.communityeconomies.org/papers/rethink/rethinkp4feminizing.pdf>

Review Matthaei, “Healing Ourselves…” on downshifting.

P.A. Payutto, Buddhist Economics, Excerpts, in Other Readings subconference

MOVIE: “Girl Effect” Video, http://www.girleffect.org/video

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

\*\* Check out <http://www.timeday.org/>, website of shorter work time movement,

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

*STORY BOARDS* ON YOUR PROCESS DUE TUESDAY NOV. 3 MIDNIGHT

COMMENTS ON 2 CLASSMATES’ *STORYBOARDS*  (as assigned) DUE FRIDAY, NOV. 6 MIDNIGHT

**11/10 Class 9.** **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 traditional conceptions and practices of women’s traditional role and work: marriage relationships, parenting and caring labor, and consumerism? How are feminists redefining family life, marriage, and parenting? How is gender identity itself being questioned by the transgender movement? How are feminists challenging competitive consumerism, and why? If caring labor is monetarily valued, does the caring aspect disappear?

Read the Equal Opportunity: Family, and Discernment: Economy pages on TransformationCentral.org

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

Julie Matthaei, “Healing Ourselves, Healing Our Economy,” pp. 480-494 (note that I am not conceptually distinguishing between integrative, valuing the devalued, and discernment in this earlier article)

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.

bell hooks, Feminism is for Everyone, Ch. 17, “To Love Again: The Heart of Feminism”

*Ron Lampi / Ronna Rush, “Transgender Manifesto,” in Other Readings subconference*

Movie: *Affluenza*, on e reserve

 \*Check out <http://www.newdream.org>, website of the Center for a New American Dream, and/or <http://www.simpleliving.net/timeday/>

**11/17 Class 10. 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?

Review Combining Pages on TransformationCentral.org

Review Combahee River Collective, Berkeley/Oakland Women’s Union Statement, and selections from This Bridge Called My Back from Class 3

Incite! Women of Color Against Violence, The Color of Violence, Introduction and Ch. 5 The Color of Choice: White Supremacy and Reproductive Justice.

Bell hooks, Feminism is for Everybody, Ch. 10, “Race and Gender.”

Julie Matthaei, “Why Marxist, Feminist, and Anti-Racist Economists…” Feminist Economics 2(1) 1996

# Michael Flood, “Frequently asked questions about pro-feminist men and pro-feminist men's politics,” 2002. <http://www.xyonline.net/misc/pffaq.html>; also check out the website

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

*Karen Warren, “Nature is a Feminist Issue,” in Ecofeminist Philosophy. Lanham, 2000, pp. 1-19. In Other Readings subconference*

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

\*\* Adrienne Aasch, “Women and Disabilities”

\*\* For gender/class combining, look into the Coalition of Labor Union Women http://www.cluw.org/, 9 to 5 (office workers organization) http://www.9to5.org/

**\*\*Men in the Movement to End Violence Against Women: Organizations and Programs,** <http://www.vawnet.org/DomesticViolence/PreventionAndEducation/Approaches/MenOrgs.php>

\*\*Men Against Femicide, <http://www.peaceworkmagazine.org/node/346>

**11/24 Class 11**. **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 the emergence of international institutions and processes like the IMF, World Bank, and WTO. These feminist groups 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.

Read through the Diversifying/Unifying/Globalizing and country pages on TransformationCentral.org

Valentine Moghadam, Globalizing Women: Transnational Feminist Networks. Glossary, Chs. 1-5, and Ch. 8 (other chapters can be skimmed). Bookstore and Knapp hard-copy reserves.

World Social Forum Charter of Principles, <http://www.forumsocialmundial.org.br/main.php?id_menu=4&cd_language=2>

\*\* Chandra Mohanty, “Under Western Eyes, Revisited.”

\*\* The Bamako Appeal, 2006. Skim, and read especially section on women, pp. 10-11. http://mrzine.monthlyreview.org/BamakoAppeal.pdf (This is the statement by many of the groups and leaders of the World Social Forum and Anti-Globalization Movement).

**12/1 Class 12. Feminist Economic Transformation and the Solidarity Economy I, and Discussion of Draft Video Segments**

The various feminist economic process, and the individuals and feminist movements allied with them – in conjunction with anti-racist, environmental, worker, peasant, peace, LGBT, disability, indigenous, and other 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 Economic Man: Feminism and the Solidarity Economy, ” paper presented at the International Association for Feminist Economics meetings, June 2009. In Other Readings subconference.

Julie Matthaei and Rachel Nagin, “Solidarity Economy Forms and Sectoral Examples,” in Other Readings subconference

Ethan Miller, Emily Kawano, Jenna Allard et al, “Solidarity Economy Cards,” in Other Readings subconference.

*MOVIE: Architect of Social Responsibility: The Story of Alice Tepper Marlin and the founding of Social Accountability International. E-reserve*

THREE GROUPS POST THEIR DRAFT VIDEO SEGMENTS by Sunday midnight (and complete Response Evaluations on Readings for 12/8)

All view posted draft video segments, and write comments on feedback sheets

**12/8 Class 13. Feminist Economic Transformation and the Solidarity Economy II, and Discussion of Draft Video Segments**

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

THREE GROUPS POST THEIR DRAFT VIDEO SEGMENTS by Sunday midnight (and complete Response Evaluations on 12/1 readings for 12/1)

All view posted draft video segments, and write comments on feedback sheets

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Monday, December 21, 4:30 pm: portfolio of 4 response/evaluations and/or response papers plus 1-2 page evaluation of your learning due in response/evaluation course conference

Thursday, January 14, 2009, noon: Final version of video segments due on course conference or NTM

Early Spring Semester 2010: Showing of our video on feminist economic transformation!!!