

Econ 243: The Political Economy of Gender, Race, and Class

Julie Matthaei, Wellesley College, Fall 2010

“No problem can be solved by the level of consciousness that created it.”

Einstein

“If you want to go quickly, go alone. If you want to go far, go together”

-- African Proverb

“Be the change you want to see in the world.

-- Gandhi

“Youth should be **radical**. Youth should demand change in the world. Youth should not accept the old order if the world is to move on. But the old orders should not be moved easily — certainly not at the mere whim or behest of youth. There must be clash and if youth hasn’t enough force or fervor to produce the clash the world grows stale and stagnant and sour in decay.”

— William Allen White

“If to change ourselves is to change our worlds, and the relation is reciprocal, then the project of history making is never a distant one but always right here, on the borders of our sensing, thinking, feeling, moving bodies.”

--J.K. Gibson-Graham

COURSE OVERVIEW AND GOALS:

This course is built on the premise that the current economy is in a transformative moment of crisis, with the potential for deep-seated, positive transformation. In the first, introductory part of the course, we will examine the rooting of our current economy in a hierarchical polarization paradigm characterized by class, gender, racial-ethnic, and other forms of socioeconomic divisions and inequalities. In Part II, we will study the transformative processes at work in the anti-class, feminist, anti-racist, and ecology movements in the past two and a half centuries. In the last part of the course, we will examine the proliferation of new economic forms, based on values of equality, cooperation, and sustainability, which are beginning to coalesce through a solidarity economy movement. The focus of the course is on the U.S., but it will touch on the development of the solidarity economy globally.

The goals I have for this course are 1) to educate you about the economy, the social movements which have been transforming it, and the solidarity economy values, practices and institutions which are emerging around the world, 2) to help you develop your capacities to read, write, research, think critically and creatively, and participate constructively in group discussions, 3) to help you situate your own economic life and life choices so as to make healthy, self-affirming, and socially constructive contributions during this time of crisis and opportunity, 4) to construct a cooperative learning environment that models the solidarity economy, and contributes to its evolution.

COURSE FORMAT AND PROCESS:

This is a time-intensive class, and students are expected to attend class regularly and do readings throughout the semester (see below). Students will receive credit for attending class, and for participation, as well as for their performance on the exams and group project.

My goal is to create a cooperative learning environment. In accordance with the courses' anti-competitive values, students will not be graded on the curve. My goal as the teacher is for all of the students in this class to receive A's, but you must earn them. You will teach and learn from one another through blogging, class discussions, google document exercises, and group projects. Also, I encourage you to participate in cooperative learning by posting and answering questions, and by sharing relevant articles, information, and events with each other, on the main course conference.

The course is reading – and film-intensive. Our only required book is Alternatives to Globalization (2nd edition), which is available in the bookstore or online, and be on Knapp paper reserve. All other readings and videos will be available in the e-reserves, in the additional readings subconference, or on paper reserve in Knapp, as noted on the syllabus. Since there are many readings on the e-reserve conference, readings are best located by going to the edit menu; clicking find; entering a keyword from reading – and making the date “--.”

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 may talk to others about what I, as your teacher, do or say, unless I tell you otherwise.

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. If you feel uncomfortable participating in this, you can just sit or read quietly.

One of the great advantages of a small college like Wellesley is small classes which allow professors to get to know and respond to their student's particular interests and needs. Please drop by my office during my office hours (Mondays and Thursdays after

class, 2:40-4 pm) or make an appointment to come see me so I can get to know you better. My office is in PNE423. I also invite you to email me with questions and comments (email BOTH my individual email AND the Econ243-01-F10 Questions, Etc. for the Prof subconference – to be sure I don't miss it). These emails are confidential.

REQUIREMENTS, ASSIGNMENTS, AND GRADING

Attendance: This is a discussion-intensive class, and your attendance is important. Therefore, students will receive credit for attending class. We will meet 32 times, including all of the Alt-1 Wednesdays. Students will receive credit for attending class. Attending all classes earns an A grade; no one can miss more than 2 weeks (5 classes) and get credit for the class (10% of final grade)

Participation: Class participation and 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.

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. Disagreements with various aspects of the radical perspective that we are studying can be very helpful to all our learning. Also, it is important that we don't fall into the trap of essentialism, assuming that there is one common experience of womanhood, of-colored-ness, or of being a worker. For example, we are all women, 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.

Being present in class and not participating is distracting and disrespectful to others, and detracts from all of our learning. Students may bring laptops to class, but are expected to use them to enhance their class participation. This means no IM'ing, Facebook, email, etc.

Students will submit a participation self-grade at the end of the semester. I will read and consider these as I assign you a grade for participation. (10% of final grade)

Blogs and Blog Comments: Students will blog on Transformation Central (<http://transformationblog.wordpress.com> or www.transformationcentral.org), and comment on other students' blogs, as assigned on the syllabus (and more, if you want!). I would like your blogs to reflect your learning in the course – but they can focus on one aspect of that learning, an aspect which you find most engaging and/or relevant to your current understanding of the economy and of yourself in the economy. Your blogs can

have a personal/memoir aspect, that is, you can discuss your relationship to the material and topics studied, and how the concepts have been helpful to you. You can discuss your feelings as well as your thoughts about these important topics, and are encouraged to relate them to your life. Blogs should be at least 150 words, and comments, at least 75 words. Blogs and comments are required, but ungraded. If you post them all on time you will receive an A; I will deduct points from your final grade for lateness or missing blogs or comments. (10% of grade)

Google Doc Contributions, and Other Short Assignments: I assign google doc exercises and other short assignments on the course syllabus, which will be required, and graded credit/non. I will contact you if you need to redo your assignment to get credit. Missing assignments can be posted late, but points will be deducted from your final grade for late or missing work.

Mid-Term Test There will be a test on parts I and II of the course. The short-answer part will be done in class towards the end of Part II, and there will be a take-home part of the test, which can be an essay or a group project, such as a website, rap, or video. The take-home part of the test can be rewritten or redone; if so, the grade for it will be an average of the original and rewrite grade (20% of final grade)

Final Group Project: Students will work in groups on research projects on the solidarity economy. Each group will investigate one person, practice, business, or nonprofit that is part of the solidarity economy somewhere in the world. They will make a short presentation on it in class, as assigned (powerpoints are fine, but not required), and create a web page on it, using the template I provide. Group projects will be assigned early in the third part of the course. If you hand in drafts to me by the end of reading period, Dec. 13th, I will give you feedback. Webpages will be due on the last day of exam period, Dec. 20. (25% of final grade)

Final Examination: There will be a final examination covering the entire course, with emphasis on the third part. There will be some short-answer questions, and essay/s. (25% of final grade)

Excused Absences or Late Work: 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. You must contact me by email before the date in question (missed class or assignment due date), and request special consideration, which may or may not be granted. Additional work may be assigned to compensate for missing a class.

Final Grade: Your final grade will be comprised of the following parts: attendance, participation, and blogs/comments, 10% each; test, 20%; group project and final exam, 25% each.

ECON 243, POLITICAL ECONOMY OF GENDER, RACE & CLASS

Detailed Course Outline and Assignments

Note: Readings with * are additional recommended readings, and are not required

PART I: INTRODUCTION

Class 1. (9/8) Introduction to the Class, and to One Another

Class 2. (9/9) The Hierarchical Polarization Paradigm (HPP)

Julie Matthaei and Barbara Brandt, “The Transformative Moment,” in Richard Westra, ed. The Political Economy of the Present and Possible Global Future(s). New York: Anthem Press, 2007. PART I ONLY. Other reading subconference
Frances Moore Lappe, Liberation Ecology, “Disempowering Idea 3: We Must Overcome Human Nature to Save the Planet.” Additional Reading Subconference.
Rap by student in Econ 243, Spring 2010, on HPP, on TransformationCentral.org, Transformative Processes page,
http://www.transformationcentral.org/transformative_%20processes/index.html

* John Hodge, ed., Cultural Basis of Racism and Group Oppression

* Allan Johnson, Privilege, Power and Difference

READ COURSE DESCRIPTION CAREFULLY and email me with any questions

GOOGLE DOC “ABOUT US”: Fill in your row of the ABOUT US google doc,
<https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdGtIeFF3TU9EX2lyY0tQTVFnVGNqWFE&hl=en&authkey=CMqWpcYO>

GOOGLE DOC “Differences from Mainstream Economics”: fill in one difference between the assigned readings and the mainstream economics classes that you have taken (like 101, 102, etc.; if you haven’t taken any mainstream economics, write a difference from the dominant view of the economy in the US – try to write one not already listed— put your first name in parenthesis after your entry
https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdF9BTTfxTHN2S1Z2T0R6YzFfS29ybXc&hl=en&authkey=CK_P95YD

Class 3. (9/13) Forms of Hierarchical Polarization: Gender, Class, Racial-Ethnic, and Man-Nature Domination

What are the historical origins of these forms of hierarchical polarization? How are they interconnected?

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

Carol Merchant, The Death of Nature, excerpt

<http://nature.berkeley.edu/departments/espm/env-hist/articles/41.pdf>

Oliver Cox, Class, Caste and Race, excerpt -- e-reserve

Karl Marx, "The Communist Manifesto," e-reserve

Debra Chasnoff '78, "Straightlaced: How Gender's Got Us All Tied Up," Chapters 1, 2, 4, and 7

* Randy Albelda, Robert Drago, and Steven Shulman, Unlevel Playing Fields: Understanding Wage Inequality and Discrimination, Ch. 6, "The Basics of Political Economy." Additional Readings subconference

GOOGLE DOC "HPP Processes": Fill in 4 cells of HPP processes google doc with examples of these processes not already listed in the doc; put your first name in parenthesis after each of your entries

<https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdHdfZ0h5akpiNlo5R2o4UFhrX2xFMXc&authkey=COKF9qMD&hl=en#gid=0>

Class 4. (9/16) The Transformative Processes and the Solidarity Economy

Julie Matthaei and Barbara Brandt, "The Transformative Moment," in Richard Westra, ed. The Political Economy of the Present and Possible Global Future(s). New York: Anthem Press, 2007. PART II ONLY. Other reading subconference

GOOGLE DOC "Transformative Processes": fill in 3 cells with examples of the transformative processes not already listed, and your first name in parenthesis after

<https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdG03d1Nzb0VMTktZZlc4QnFqVGRqWEE&hl=en&authkey=CICd-68K>

Class 5 (9/20) Questioning/Envisioning

Declaration of Independence, 1776

<http://www.ushistory.org/declaration/document/index.htm>

The Seneca Falls Declaration of Sentiments and Resolutions, 1848

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

Karl Marx, "The Community Manifesto," 1848, e-reserves

Martin Luther King, "I Have a Dream" Speech, 1963, watch on you tube

http://www.youtube.com/watch?v=PbUtl_0vAJk

Rachel Carson, 1963, "Speech to Garden Club of America," and Introduction, in Alon Tal, Speaking Earth: Environmental Speeches that Moved the World, pp. 1-13, Other Readings subconference

Debra Chasnoff '78, "Straight-Laced: How Gender's Got Us All Tied Up," Chapter 5

BLOG 1 DUE, on classes 1-5

IIA. CLASS AND ANTI-CLASSIST TRANSFORMATION

Class 6. (9/22) Equal Opportunity and Self Made Man

Julie Matthaei, An Economic History of Women in America, Ch. 1, “The Family Economy,” Ch. 4, (Slavery) pp. 74-79 only, and Ch. 5, “The Development of Separate Sexual Spheres of Activity.” E-reserves.

** Michael Kimmel, Manhood in America, Ch. 1, “The Birth of the Self-Made Man.” E-reserves

COMMENTS ON BLOG 1 DUE by 1:30 pm

Class 7. (9/23) Anti-Class Valuing the Devalued: Exploitation, Alienation, and Worker Movements

Karl Marx, Capital, Vol. 1, Excerpts. In E-Reserve. (“Commodities” and “The Transformation of Money into Capital” are recommended but not required)

Karl Marx, “Alienation,” from Eric Fromm, Marx’s Concept of Man, on E-Reserve

Karl Marx, “The Communist Manifesto,” E-Reserve, review

“Don’t get caught in a bad hotel,” flashmob at St. Francis Hotel, San Francisco

<http://www.youtube.com/watch?v=-79pXIIQpU&feature=search>

** Video: Union Maids

Class 8. (9/27) The Anti-Class Integrative Process: Worker Cooperatives

U.S. Federation of Worker Cooperatives, “About Worker Cooperatives,” □

HYPERLINK "http://usworker.coop/aboutworkercoops"

<http://usworker.coop/aboutworkercoops>

Jessica Gordon Nembhard, “Community-Based Economic Development,” in Jenna Allard, Carl Davidson, and Julie Matthaei, eds., Solidarity Economy: Building Alternatives for People and Planet. Other readings subconference

MOVIE: The Mondragon Experiment, Parts I and II (54 minutes)

http://video.google.com/videoplay?docid=7565584850785786404&ei=-nmES_uGIoSHlgfCpPT_Aw&q=%22the+mondragon+experiment%22#

MOVIE: The Evergreen Cooperatives, <http://blip.tv/file/2749165> (6 minutes)

PART IIB. RACE AND ANTI-RACIST TRANSFORMATION

Class 10. (10/4) Anti-Racist Equal Opportunity: How did the anti-slavery and Civil Rights movement strive to establish equal opportunity in terms of race? What limits to equal opportunity by race still exist in the US?

Eyes on the Prize video series: “Ain’t Scared of Your Jails”, e-reserves (about Civil Rights movement anti-racist equal opportunity organizing)

Applied Research Center, “Race and Recession: How Inequity Rigged the Economy and How to Change the Rules,”

http://arc.org/downloads/2009_race_recession_0909.pdf

- * Read about “The Modern Day Slavery Museum,” organized by the Coalition of Immokalee Workers. at http://www.ciw-online.org/museum_news_page.html
- * David Zirin, “Caged Tiger,” The Nation, Dec. 16, 2009.
<http://www.thenation.com/doc/20100104/zirin>

Class 11. (10/6) Anti-Racist Valuing the Devalued

- Malcolm X, “Message to the Grass Roots,” pp. 248-257, Stokely Carmichael, “What We Want,” pp. 282 -286, and Ruth Turner Perot, “Black Power: A Voice Within,” pp. 286-7, all from Clayborne Carson et al. eds. The Eyes on the Prize Civil Rights Reader. (Other Readings subconference)
- Chuck Stone, “The National Conference on Black Power (7/20/1967)”, pp. 195-197, in Floyd Barbour, ed., The Black Power Revolt. (Other Readings subconf)
- Poka Laenui, “Letter to Ray on DIE and OLA,” and “Sovereignty and the Hawaiian Economy” (in Other Readings subconference)
- “Declaration of Indigenous Peoples at the World Social Forum,” Belem, Amazon, Brazil, 17 March 2009. <http://www.indigenousportal.com/News/Declaration-of-Indigenous-Peoples-at-the-World-Social-Forum-Bel%C3%A9m-Amazon-Brazil.html>
- * Cornel West’s “Note to Obama,” <http://www.youtube.com/watch?v=oLAMxvtUBtY>

Class 12 (10/7). Anti-Racist Integrative Process

- John Cavanagh et al, Alternatives to Globalization, “Ten Principles for Sustainable Societies,” #5, Diversity (also on Other Readings subconference).
- Multiculturalism Quotes, first 6 quotes (through Malcolm X)
<http://www.quotecosmos.com/subjects/792/Multiculturalism>

PART IIC. GENDER AND FEMINIST ECONOMIC TRANSFORMATION

Class 13. (10/12) Feminist Equal Opportunity

- Betty Friedan, The Feminine Mystique (1963), Ch. 1, “The Problem that has No Name”
<http://www.h-net.org/~hst203/documents/friedan1.html>
- Julie Matthaei, “Healing Ourselves, Healing Our Economy,” *Review of Radical Political Economics* 33 (2001), pages 469-475 only (Other Readings Subconference)
- Videos Excerpts of Iron-Jawed Angels, e-reserves, about Alice Paul and women’s suffrage movement in US, selected times only are required: 1:04-09; 1:12-1:24; and 1:29-2:01; (first read background in wikipedia,
http://en.wikipedia.org/wiki/Alice_Paul)
- Video Excerpts of North Country, e-reserves, about sexual harassment in mines, true story, 23-25 and 41-45 (first read background in wikipedia,
http://en.wikipedia.org/wiki/Jenson_v._Eveleth_Taconite_Co.
- BLOG 2 DUE, on classes 6-13

Class 14. (10/14) Feminist Valuing the Devalued

“Who’s Counting” – video on Marilyn Waring (access via e-reserves, 52 minutes)

“Separatist feminism,” Wikipedia, Sections 1-4 only,

http://en.wikipedia.org/wiki/Separatist_feminism

* Nancy Folbre, Invisible Heart, excerpts. Other readings subconference.

COMMENTS ON BLOG 2 (3 comments per student) DUE

Class 15. (10/18) Feminist Integrative Process

Sue-Ann Chen, Nanki Marwah, and Rebecca Nounou, Feminist Economics, Wellesley College, “The Feminist Integrative Process: Combining Work and Family,” Transformation Central,

<http://www.transformationcentral.org/integrative/integrativemain.html>

(testimonials not required)

MOVIE: The Motherhood Manifesto (e-reserves)

* Julie Nelson, Feminism, Objectivity, and Economics, Ch. 1, “Thinking about Gender and Value” (other readings subconference)

MIDTERM IN CLASS

IID. ECOLOGY AND ECONOMIC TRANSFORMATION

16. (10/20) Ecological Questioning/Envisioning and Value the Devalued: Challenging the Growth-Oriented Paradigm and Mainstream Economics

Review your 101 textbook on externalities, or read Karl Case and Ray Rair, Principles of Economics, 8th edition, pp. 328-338 (Other Readings subconference)

Herman Daly, “Introduction to the Steady State Economy,” in Daly, ed., Economics, Ecology and Ethics (1973) (Other readings)

Julio Godoy, “G20: Stiglitz and Sen Come in Too Late,” Institute for Policy Studies, 10/23/09, <http://ipsnews.net/news.asp?idnews=48559> (value the devalued)

* Carolyn Merchant, “The BP Oil Spill: Economy versus Ecology,” 2010, <http://nature.berkeley.edu/departments/espm/env-hist/articles/95.pdf>

17. (10/21) Ecological Transformation: Ecology Movements and Combining

Read about Ecology Movement, Sierra Club, Earth First, Ecofeminism, and Deep Ecology in Wikipedia

Van Jones, “Working Together for a Green New Deal,” The Nation, Oct. 29, 2008, <http://www.thenation.com/doc/20081117/jones>

“Meet Robert Bullard, Father of the Environmental Justice Movement,” GRIST, <http://www.grist.org/article/dicum/>

MoFilms, “Justice Now!” (31 mins)

http://www.mofilms.org/justicianow/download_mofilms.html

III. COMBINING, DISCERNMENT & GLOBALIZATION/LOCALIZATION

18. (Oct. 25) Combining Anti-Class, Anti-Racist, Feminist and LGBT Transformation

Selections from Cherrie Moraga and Gloria Anzaldua, eds., This Bridge Called My Back: Writings by Radical Women of Color 1981: Donna Kate Rushin, "Bridge Poem;" Rosario Morales, "We're All in the Same Boat;" Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House;" and Merle Woo, "Letter to Ma;" ONLY; rest recommended (listed under Moraga, This Bridge).

Study the diversity webpage of the AFL-CIO,

<http://www.aflcio.org/issues/civilrights/diversitydialogues.cfm>, especially "Report of the Special Committee on Diversity to the AFL-CIO Executive Council" and the "Power in Diversity," 5 min. video
<http://www.aflcio.org/issues/civilrights/upload/ECdiversityreport.pdf>

National Organization for Women, "Who We Are,"

"<http://www.now.org/history/history.html>"

Dominique Hazzard (243, S10), "Combo,"

http://transformationcentral.org/transformational_processes/combining/Student%20Work/anti_racism.html

* bell hooks, Feminism is for Everybody, Ch. 10, "Race and Gender." (e-reserves)

MIDTERM TAKE-HOME PROJECT OR PAPER DUE

19. (10/28) Anti-Class, Ecological, and Feminist Discernment regarding Consumerism/Consumption

"The Story of Stuff" (video, 20 mins.), www.storyofstuff.org.

P.A. Payutto, "Buddhist Economics" (Other Readings)

Rachael Blanchard & Cymyrrah Mohammad (Econ 343, Feminist Economics, '07), "Feminist Discernment in the Economy: Downshifting as a Solution to the Work/Family Crisis,"

<http://www.transformationcentral.org/discernmentecon/discernmascds.html>

* Logorama. Oscar-winning short video, 16 minutes

<http://www.logodesignlove.com/logorama-the-movie>

* "Affluenza," (e-reserve video, 56 minutes)

20. (11/1) Anti-Class, Ecological, Feminist and Anti-Racist Discernment regarding the Corporate System I: Corporate Structure and Motivation, Political Corruption, and Stakeholder Theory

"The Corporation." e-reserve video, first 30 minutes (the rest is recommended but not required)

Alternatives to Globalization, Ch. 9, "Corporate Structure and Power," pp. 271-280 and 290-294.

R. Edward Freeman, "A Stakeholder Theory of the Modern Corporation," from Max Clarkson, ed., The Corporation and its Stakeholders: Classic and Contemporary Readings, pp. 125-133 only (Other Readings subconference)

Pearl Korn, "Citizens United, an Assault on Our Democracy, Needs a Constitutional Amendment," Huffington Post, http://www.huffingtonpost.com/pearl-korn/citizens-united-an-assault-b_772482.html

Flashmob vs. Citizens United and Target (4 minutes video)

<http://www.youtube.com/watch?v=9FhMMmqzbD8>

* Stephen Colbert on Citizen's United Supreme Court Decision

<http://www.colbertnation.com/the-colbert-report-videos/249055/september-15-2009/the-word---let-freedom-ka-ching> (very funny and clear explication of Citizens United)

* President Eisenhower Farewell Speech, January 1961, Warns about the Military-Industrial Complex, <http://www.youtube.com/watch?v=8y06NSBBRtY>

21. (11/4) Anti-Class, Feminist, Anti-Racist and Ecological Discernment regarding the Corporate System II: Critique of Globalization, and the Globalization/Localization Process

Alternatives to Globalization, Introduction, Ch. 2, "Design for Corporate Rule."

Amy Goodman Interview with John Perkins, author of Confessions of an Economic Hit Man: How the U.S. Uses Globalization to Cheat Poor Countries Out of Trillions, on Democracy Now! (1 hour; whistle-blower speaks on corporate corruption of "development" agenda)

http://www.democracynow.org/2004/12/31/confessions_of_an_economic_hit_man

World Social Forum Charter of Principles, <http://www.wsfindia.org/?q=node/3>

Review "The Globalizing/Localizing or "Glocalizing" Process," in Matthaei and Brandt, "The Transformative Moment II"

* Movie: This is What Democracy Looks Like (about Seattle anti-WTO demonstration in 1999)

PART III. SOLIDARITY ECONOMY

22. (11/8) Overview of the Solidarity Economy

Ethan Miller, "Other Economies are Possible! Organizing toward an economy of cooperation and solidarity," Dollars & Sense

<http://www.dollarsandsense.org/archives/2006/0706emiller.html>

Jenna Allard and Julie Matthaei, "Introduction," Solidarity Economy: Building Alternatives for People and Planet, 2008.

Julie Matthaei, "Forms of Solidarity Economy"

Julie Matthaei, "Sectors of the Solidarity Economy, with Boston examples"

* Alternatives to Globalization, "Ten Principles for Sustainable Societies,"

* Solclopedia, http://en.solclopedia.org/index.php?title=Solidarity_Economy.

COMMENTS ON BLOG 3 DUE (3)

23. (11/10) Solidarity Consumption I: Fair Trade and Socially Responsible Consumption

MOVIE: Buyer Be Fair (e-reserves; see before class)

Green America, “Responsible Shopper,”

<http://www.greenamerica.org/programs/responsibleshopper/>, browse

* The World Fair Trade Organization, <http://www.wfto.com/>, browse

24. (11/11) Solidarity Consumption II: Simple Living and Freeganism

Wikipedia, “Simple Living,” http://en.wikipedia.org/wiki/Simple_living

Freegan.Info: Strategies for Sustainable Living Beyond Capitalism. <http://freegan.info>.

Read main pages, especially practices.

* Take the “Ecological Footprint Quiz,” <http://myfootprint.org/>

* “The No Money Man” (8 minute video):

<http://www.guardian.co.uk/environment/video/2010/jan/25/mark-boyle-no-money-man>

* “Life After Growth,” about the degrowth movement, <http://www.vimeo.com/10871269>

**FILL IN GOOGLE DOC WITH YOUR IDEAS FOR A FINAL GROUP PROJECT
BEFORE CLASS; GROUPS WILL BE FORMED IN CLASS**

25. (11/15) Growing Transformative Businesses I: Cooperatives, Social Entrepreneurship and Social Enterprises, and High Road/Socially Responsible Businesses

Judy Wicks (founder of White Dog Café), “Beautiful Business” (Other Readings Subconference)

David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Ch. 1. (E-reserves)

Sean Christian, “The Growth of Citizen Co-Ops is a Positive Development as Corporations Fail Us in Every Way,” *Alternet*, Jan. 5, 2010, <http://www.alternet.org/story/144969/?page=entire> and Other Readings Subconference

* Dan Swinney, “The High Road and the Low Road,” <http://swinney.blogspot.com/>, Oct. 6, 2007, and in Other Readings conference

26. (11/18) Growing Transformative Businesses II: Taming the Large Corporation and Democratizing the State

Review Alternatives to Globalization, Ch. 9.

Ray Anderson, author of Mid-Course Correction. See short video and read description at http://www.lohas.com/forum/speakers/09_anderson.html

“Alice Tepper Marlin (’66) Architect of Social Responsibility,” short video <http://video.google.com/videoplay?docid=-6919480390722796166#>

The Network of Spiritual Progressives, “The Environmental and Social Responsibility Amendment to the U.S. Constitution” (Version two) (Other readings subconference and

<http://www.spiritualprogressives.org/article.php/20100216121716334>)

* Look at [Corpwatch.org](http://www.corpwatch.org) or Corporate Accountability International (www.stopcorporateabuse.org)

- * Julie Nelson, Economics for Humans, Ch. 5, “Business and Ethics: The Question of Organizational Behavior.” (Other readings subconference)

27. (11/22) Transforming Paid and Unpaid Work

Melissa Everett, Making a Living While Making a Difference, pp. 1-22 (E-reserves)

Visit the Graduation Pledge website, <http://www.graduationpledge.org/>, and click on and read “Pledge Signers” section

“Cohousing,” The Co-Housing Association of the U.S.

<http://www.cohousing.org/overview.aspx>

- * Cory Fischer-Hoffman, “Venezuela Leads the Way: Welfare Mothers and Grassroots Women Are the Workers for Social Change!” MR Zine 2/15/06 (Other readings)

- * “Extreme Jobs, Extreme Hours,” ABC News with Sylvia Ann Hewlett, <http://abcnews.go.com/Video/playerIndex?id=2710989>, 7:48 minutes

WED., NOV. 24, NO CLASS (AFTERNOON BEFORE THANKSGIVING)

BLOG 4 DUE BY 1:30 PM on 11/24

28. (11/29) Transforming/Reforming Property and Rights: Recuperated Factories, Fighting Foreclosures, Squatting

MST (Landless Workers Movement) Website, “About Brazil’s Landless Workers Movement,” <http://www.mstbrazil.org/?q=about>; read About, and History of the MST

Marie Trigona, “Recuperated Enterprises in Argentina: Reversing the Logic of Capitalism,” Znet, 3/27/2006,

<http://www.zmag.org/content/showarticle.cfm?ItemID=9995>

John Leland, “With Advocates’ Help, Squatters Call Foreclosures Home,” New York Times April 9, 2009.

Bill Moyers, short video on “City Life/Vida Urbana” anti-eviction organizing

<http://www.pbs.org/moyers/journal/05012009/profile2.html>

- * The Take (e-reserves, on recuperated factory movement in Argentina)

- * “A Bid for Fairness that Inspired the World: The Story of UE Members at Republic Windows,” see video and read description at

http://www.ueunion.org/ue_republic.html

- * Check out one of these websites of groups working against class inequality: ACORN’s Living Wage website, <http://www.livingwagecampaign.org/>; United Students Against Sweatshops, <http://www.studentsagainstsweatshops.org/>; United for a Fair Economy (UFE), <http://www.faireconomy.org>

29. (12/2) Job Creation, Economic Human Rights and Transformative Public Policy

Nancy Neamtam, “Chantier de l’Economie Sociale: Building the Solidarity Economy in Quebec,” in Solidarity Economy: Building Alternatives for People and Planet (Other Readings Subconference)

Economic Policy Institute, “American Jobs Plan” (Other Readings Subconference)

- * Universal Declaration of Human Rights, 1948,
<http://www.unhchr.ch/udhr/lang/eng.htm> or
<http://www.un.org/Overview/rights.html>; look at articles 22-26
- * Radhika Balakrishnan and James Heintz, , “Why Human Rights are Indispensable to Financial Regulation,” Huffington Post, March 29, 2010.
http://www.huffingtonpost.com/radhika-balakrishnan/why-human-rights-are-indi_b_517128.html

3 COMMENTS ON BLOG 4 DUE

30. (12/6) Group Presentations

31. (12/9) Group Presentations

REVIEW SHEET HANDED OUT; REVIEW SESSION

FINAL EXAMINATION on the entire course, with emphasis on Classes 15-29.

FINAL GROUP PROJECT: Students will work in groups on research projects on the solidarity economy (or, with permission, extend their projects for the first part of the course). Each group will investigate one person, practice, business, or nonprofit that is part of the solidarity economy somewhere in the world. They will make a short presentation on it in class, as assigned (about 5 minutes per student; powerpoints are fine, but not required), and create a web page on it, using the template I provide. We will discuss group projects in class on Nov. 11. If you hand in drafts to me by the end of reading period, Dec. 13th, I will give you feedback by Dec. 15. Webpages will be due in the course conference on the last day of exam period, Dec. 20.

PARTICIPATION SELF-GRADE due by last day of finals, Dec. 20, in course conference