

FEMINIST ECONOMICS

Economics 343, Wellesley College

Spring 2011, Thursday 2:50 – 5:20 pm, and Alt-1 Weds. 2:15-4:45 pm, PNE251

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

Professor Julie Matthaei
Economics Department
PNE 423, x 2181

Office Hours:
Thursday 5:20-6:30 pm
& 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. A detailed outline of the class topics and readings is attached.

In accordance with feminist values of equality, mutuality, and care, I aspire to creating a supportive and cooperative classroom. I encourage you to get to know one another, and to help one another with your coursework. I welcome your feedback about the course, throughout the course, and will seek to adjust it to fit your needs. I highly encourage you to use the course conference to continue the day’s discussion, and to post relevant related readings 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 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 group 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. Make sure to budget enough time to do the week's reading before class. The required books for the course -- 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 5th 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. Please post on the course conference and email me if you can't find a reading; usually your classmates can find it, but occasionally glitches occur, so let me know ASAP if you have any problems.

Shared Viewing of Movies: Part of your required work is also viewing of movies, mostly documentaries, which illustrate the feminist economic processes that we are studying. We have meetings on alt-1 Wednesdays to allow us time to watch the movies together, and discuss them.

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, including movie classes. 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 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.

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. 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 also includes posting related material or links on the main conference of our course conference, posting comments or engaging in discussions, and responding to your classmates' questions and requests for help.

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 complete and post a response/evaluation sheet or response paper on them, BEFORE the class in question (note: response/evaluations are not required for movies). Readings without an asterisk are required; the others are recommended if you want to explore the topic further. Class discussions are meant to clarify, build on, and debate the readings for the day. The response/evaluations 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.

The response evaluation form, posted on the course conference, is a series of questions about the readings. 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 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 you are still required to do all of the readings for the class.

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 3-9 in the portfolio subconference by class time on March 10; and two more, written on classes 10-18, 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 30% 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, May 16, 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 or Country Report: Each student will present either a current event or a country report during one of the classes, related to the topic of the class in question. We will schedule these early in the semester.

- Country reports are intended to flesh out the course internationally, since the main focus of the readings is on the U.S. A country report is a report on a topic related to the topic of the class, for a country other than the U.S. It can be in the form of a news article, or a story or short report. Post something related to your country report on the current events subconference by 9 pm the evening before class.
- A current event related to the topic of the day's class. Some suggested sources are plastic.com; cnn.com; alternet; businessweek; Ms. Magazine, womensenews.org, Institute for Women's Policy Research, New York Times, huffington post, feministing.com, 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). Country reports and 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 1-8 given in the beginning of Class 10, on March 9th. This test will be on the material covered in these classes, requiring you to master the concepts surrounding the feminist transformative 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 it, and hold a review session. The test will count for 25% of your grade. A test receiving below a B-/80 can be rewritten, and the final test grade will be a weighted average of the original (60%) and rewrite (40%).

Final Group Project on Feminist Economic Transformation: For your final project, you will work in a group on a project that will, in some way, further feminist economic transformation. You can do something within Wellesley, in the greater Boston area, on TransformationCentral.org, on youtube, or whatever. If we want, we could do one project together, with subgroups working on different aspects. We will have a brief brainstorm about group projects on March 10, before vacation. Students or groups of students will post ideas for a group project on a google doc at

<https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdHNkMkZmRUd1UE1PSFVYQ09ZY0VCZ2c&hl=en&authkey=CI3AovoO> by class on March 31, and we will discuss them and assign projects after the movie on that day. Each group is required to submit a 1-page write-up for their project to me by April 7, and to meet with me by April 14th.

Grading: Your final grade will be a weighted average of your course assignments, as described below: class participation, 15%; in-class test, 25%; portfolio, 30%; and final group project, 30%. Points will be deducted from your final grade for late or missing response/evaluations or course learning evaluations; and for current events which didn't fulfill the basic requirements. I do not grade on the curve for this class, and encourage you to help one another do your best.

OTHER INFORMATION:

Snacks: 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-1/200207/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. I will have our class for dinner at my home towards the end of the semester.

Connecting with Your Professor: If you have an administrative question about the class, 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

1/26 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? Are all women activists feminists? 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

** Tanya Melich, "Next Chapter in the Republican War Against Women," On the Issues, Winter 2011,
http://www.ontheissuesmagazine.com/2011winter/2011_winter_Melich.php

1/27 Class 2: MOVIES: "Cultural Criticism and Transformation," and "Straight-Laced"

Do the "implicit association test" on gender at
<http://www.understandingprejudice.org/iat/>

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

bel hooks, "Cultural Criticism and Transformation," Part I (26 minutes)

Debra Chasnoff '78, "Straight-Laced" (67 minutes)

* Read about Debra Chasnoff at <http://www.wellesley.edu/Anniversary/chasnoff.html>

2/3 Class 3: Introduction to Gender, Feminist Economic Transformation, and Data on Women's Economic Status

How is gender different from sex? How are gender, race, and class polarization and hierarchy constructed? 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 is inequality among women based on race, as highlighted in the IWPR study?

Post on the course conference, and come to class with your response/evaluation (on the readings below and movies); also bring one fact about women's economic situation which you think is significant, and why

Fill out the "Introduction" sheet on that course subconference, and post it on that 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.

BFW, Ch. 5, "Differences in Occupations and Earnings: An Overview," and pp. 350-3 and 355. **Skim**. You will also look at this for classes 6 and 8. 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>

** "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.

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

2/9 Class 4. Questioning/Envisioning and Combining Process I

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; you can do one response evaluation for 2/9 that includes Wed. and Thurs. readings, or one each for Classes 4 and 5)

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://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"

<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," in Zillah Eisenstein, ed., Capitalist Patriarchy and the Case for Socialist Feminism, 1979.
- "The International Bill of Gender Rights," 1996. in Paisley Currah; Richard M. Juang; Shanna Price Minter, eds., Transgender Rights 2006.
- ** Redstockings Women's Liberation Archives for Action www.redstockings.org.

2/10 Class 5. Questioning/Envisioning and Combining II

Visiting Speaker: Kate Rushin. Poet

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).

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

Donna Kate Rushin, "The Black Goddess" and "The Tired Poem" in Home Girls: A Black Feminist Anthology, ed. by Barbara Smith (1983).

2/17 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

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?

BFW, Chs. 3 and 4. and pp. 350-353 and 355.

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. 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.

2/23 Class 7. MOVIES ON WOMEN'S EQUAL RIGHTS & EQUAL OPPORTUNITY FEMINIST TRANSFORMATION

Search for a short video on women's equal rights and equal opportunity organizing in a country of your choice, and post name and link and length on video google doc;
<https://spreadsheets.google.com/cc?key=0AqA-R-DFjAYgdGpMSDR1Znd5dDF4TFJUR11QclZfVKE&hl=en&authkey=CPH9xKgG>. We will decide which to watch at the beginning of class.

Backup videos:

- North Country 126 minutes, Movie: based on a true story of women fighting sex discrimination and sexual harassment in mining in the U.S. (on E-reserve)
- Women's Rights in Africa (conference presentations),
<http://www.youtube.com/watch?v=4oq39VtCkCQ>
- Women and Rape in Pakistan, <http://www.youtube.com/watch?v=tLN11ym5uXE>

2/24 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 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 Ch. 5
- Lisa Belkin, "The New Gender Gap," New York Times, 10/4/09, Other Readings
- 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>

- ** Institute for Women's Policy Research, "The Gender Wage Gap," 9/10, Other readings, and "The Gender Wage Gap by Occupation," <http://www.iwpr.org/pdf/C350a.pdf>.
- ** Nicola Clark, "Women Still Lag in Pay," *New York Times*, 3/8/10
- ** 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>
- ** 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*

3/3 Class 9. 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?

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

Echid of the Snakes Blog, "The Mrs. Degree" (critique of Belkin)

http://echidneofthesnakes.blogspot.com/2005_09_01_echidneofthesnakes_archive.html#112723048696280267

Erwin de Leon and Elizabeth Boris, "The State of Society: Measuring Economic Success and Human Well-Being," Urban Institute, 2010. Other Readings. And "State of Society," coalition behind commissioning report. SKIM

BFW, Ch. 11, pp. 309-320.

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

Anna Limontas-Salisbury, "Welfare Recipients Enjoy Bright Spots of Support," *Women's E-News*, 9/13/10. Other Readings

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

** Marilyn Waring, *If Women Counted*

REVIEW SESSION TO BE SCHEDULED

3/9 Class 10. Test on Classes 1-8 and Movie: "Who's Counting," Documentary on Pioneering Feminist Economist, Marilyn Waring, of New Zealand

3/10 Post two of your response evaluations or papers to portfolio subconference

3/10 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? What difficulties has this caused? What policies feminists they advocated for?

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 exhibit both masculine and feminine qualities? What are some positive affects of this integration? What do you think of this aspect of the integrative process?

BRAINSTORM ABOUT GROUP PROJECTS AT END OF CLASS

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

BFW, ‘Competing Demands of Work and Family,’ pp. 327-44.

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”

Caryl Rivers, “Marry Him? More Bad Advice for the Lovelorn,” in Women’s E-News, 2/26/10, Other Readings

Caryl Rivers, “Guys in Snuglis Do the Real Manning Up,” in Women’s E-News, 12/17/10, Other Readings

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

Lisa Belkin, “Flexible Work in a Recession,” New York Times, 10/2/09

** IBM Takes Special Place on Working Mothers’ List”, Women’s E-News, 9/14/10 (re list of best employers for working moms)

** “Women in the Workforce: Female Power,” The Economist, 12/30/09, http://www.economist.com/node/15174418?story_id=15174418

** 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

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

SPRING BREAK

3/30 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.

POST IDEAS ABOUT POSSIBLE GROUP PROJECTS ON GOOGLE DOC BEFORE CLASS <https://spreadsheets.google.com/ccc?key=0AqA-R-DFjAYgdHNkMkZmRUd1UE1PSFVYQ09ZY0VCZ2c&hl=en&authkey=CI3AovoO>

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. Posted on Other Readings. Full article is at:
<http://www.communityeconomies.org/site/assets/media/old%20website%20pdfs/Papers/on%20rethinking%20the%20economy/Feminising%20the%20economy.pdf>

“Letter regarding Economic Human Rights,” 12/22/10, Other Readings

** 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

3/31 Class 13. Movie: Affluenza (70 mins), and Discussion of Group Projects

** Video: “The Story of Stuff,” <http://www.storyofstuff.com/> (20 mins)

4/7 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 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 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); review section on downshifting (?????XXXX)

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”

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

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

4/13 Class 15. (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?

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.

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

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

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/>

4/14 Class 16: Combining Feminism, Anti-Classism, and Anti-Racism: Movies

MOVIES TO BE ANNOUNCED; suggestions welcome!

4/21 Class 17. 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.

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

Linda Tarr-Whelan, "Time for the U.S. Senate to Act on U.N. Women's Treaty,"

Women's E-News, 12/18/09, Other Readings. Also skim The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW),

<http://www2.ohchr.org/english/bodies/cedaw/index.htm>

Check out U. N. Women, <http://www.unwomen.org/>, especially "About Us."

** World March of Women, http://www.worldmarchofwomen.org/index_html/en

** 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).

4/28 Class 18. Feminist Economic Transformation and the Solidarity Economy

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.

YouTube excerpt from "Architect of Social Responsibility: The Story of Alice Tepper Marlin and the founding of Social Accountability International," 4 minutes;

<http://www.youtube.com/watch?v=GJjzS2MhBVg>

YouTube excerpt, Ray Anderson, CEO, Interface carpet company,

<http://www.youtube.com/watch?v=OUG4JXE6K4A>

See short video on the Self-Employed Women's Association, SEWA,

<http://vimeo.com/10036652>

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

5/5 Class 19. Group Project Presentations

Tuesday, May 10, 9 am: Portfolio of 4 response/evaluations and/or response papers plus 1-2 page evaluation of your learning due in response/evaluation course conference

Monday, May 16, 4:30 pm: Group Projects due; post on course conference