

THE POLITICAL ECONOMY OF GENDER, RACE AND CLASS

Economics 243, Wellesley College, Spring 2019

Professor Julie Matthaei
Economics Department
PNE 423, x2181

Office Hours:
Mon. 4:10-5 pm & Thurs. 5:35-7 pm
& by appointment

The Roots of Violence:

Wealth without work, Pleasure without conscience, Knowledge without character,
Commerce without morality, Science without humanity,
Worship without sacrifice, Politics without principles.
-- Mahatma Gandhi

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

No problem can be solved by the level of consciousness that created it.
--Albert Einstein

Be the change you want to see in the world.
--Mahatma 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

Power at its best is love implementing the demands of justice.
Justice at its best is love correcting everything that stands against love.
--Martin Luther King

Give a man a gun, he can rob a bank. Give a man a bank, and he can rob the world.
--Greg Palast

Being young and not a REVOLUTIONARY is a contradiction to biology.
--Salvador Allende

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 from the Inequality Paradigm to the Solidarity Paradigm. It studies three aspects of this breakdown and transformation: the ways in which gender, race, class, and human/nature differentiation and inequality have been built into our economy; the various solidarity processes and social movements which have been transforming them; and the new, solidarity economic values, practices and institutions which have been arising as a result of these movements.

The general theoretical framework of this class is radical political economics – a loosely defined body of economic theories grounded in the work of Karl Marx, a classical economist and activist of the mid-nineteenth century. Unlike mainstream neoclassical economics, which predominates at Wellesley and in most economics departments in the U.S., it is highly critical of capitalism, and advocates for systemic transformation. As we work through the topics of this course, we will also be indirectly and sometimes directly comparing the different ways in which these two bodies of theory view these topics, and studying critiques of the mainstream economic theory that is taught in “core” economics classes.

We begin the course with five introductory classes – the first introducing the class to students; and the next four introducing the conceptual framework we will be using in the course. We will look at radical economics, and the rooting of our current economy in the inequality paradigm, characterized by class, gender, racial-ethnic, and other socioeconomic hierarchies. We will study the present moment as a moment of economic paradigm shift, from the inequality paradigm to the solidarity paradigm, and the seven solidarity processes which progressive social movements have been using to deconstruct the inequality paradigm.

In Part II, we will use this framework to look in more detail at the ways in which gender, race, class and the human/nature inequality are built into capitalist economies. We will also use it to study the different kinds of feminist, anti-racist, anti-classist, and ecology movement which have been deconstructing and transcending the inequality paradigm, and building the foundation for the solidarity economy. We will also study the role of transnational corporations in reproducing the inequality paradigm.

In Part III, 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. Groups of students will then complete solidarity projects – projects which, in some way, contribute to movement from inequality to solidarity -- and present these during our last class meetings on May 7 and 10.

The focus of the course is on the U.S., but it will include examples from other countries, and students are encouraged to bring international examples into our discussions.

The course plan follows closely the structure of a book I am writing, *From Inequality to Solidarity: Co-Creating a Compassionate Economics for the 21st Century*, and we will read draft chapters of the book.

COURSE OBJECTIVES:

The learning goals for this course support the overarching goals for the economics major; in particular, developing the ability to engage in critical reasoning, and gaining competency in making written and oral arguments. Radical political economics is a field which criticizes both mainstream economic theory and current capitalist economic practices and institutions, and which strives to identify and support the development of more just, democratic, and sustainable ones. Reading responses, class discussion, and final projects will develop students' abilities to think like radical political economists, and to express radical political economic analysis both orally and in writing.

FORMAT AND PROCESS:

This class is structured to create a participatory and cooperative learning community. The heart of our learning together will be discussion of common readings/videos/exercises in small and large groups. There is an additional class meeting on Mondays for presentations and continued discussion.

Grading, Competition, and Cooperation: In accordance with solidarity paradigm values of equality, mutuality, and care, I aspire to creating a supportive and cooperative classroom. I do not grade on the curve. My goal as teacher is for all of the students in this class to excel in their coursework and receive A's, and I will do my best to help you do so. Students must earn their grades by applying themselves, asking for help when needed (from one another and from me), and doing their best. I encourage you to get to know one another, to view the videos together, and to help one another with your coursework, including studying together. I highly encourage you to continue our in-class discussions outside of class, and to post relevant related readings, events, etc. as they come to your attention, via our google group, ECON-243-01-SP19 (please tag your email's content in the subject line). In class, I expect you to treat one another with respect, which means giving your fellow students your full attention when they speak, and participating in class discussions in a way that is sensitive to others and supportive of their learning.

Creating Beloved Community: Our class focuses on gender, race, class, and human/nature inequality and the ways people and movements are moving past these, towards solidarity. Our class is a microcosm of this transformation. While the members of our class all share the experience of being subordinated by virtue of being female, we are also divided and stratified by race-ethnicity, class, national origin, religion, sexual preference, and more. We all have a wealth of traumatic feelings associated with living in a society organized by the inequality paradigm. Feelings of hurt and anger can arise when we connect to our experiences of being oppressed, or to those of our family members or ancestors, while upset and guilt can occur when we become aware of our privilege or unintentional prejudice. My goal for our class is to create what Martin Luther King called "beloved community," where we come together across inequality in respect and mutual support. This means creating discussions that deconstruct and transcend the inequality paradigm, rather than reproducing it. Such discussions unite us around shared values rather than rationalizing and reproducing gender, race, class, and human/nature inequality. In

our first class meeting, we will discuss, amend and adopt proposed ground-rules which affirm our commitment to unlearning prejudice and learning solidarity, to protecting the confidentiality of our classmates, and to open-minded dialogue with those who have different views.

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

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

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

Laptops and Cell Phones: You are NOT permitted to use your laptop during class; students will [sign up](#) for a turn taking notes, and post them [in our google folder](#). All cell phones must have ringers and vibrate off during class.

Healthy Snacks: We will take turns bringing healthy snacks to share during our Thursday class breaks, at around 4:15 pm. Healthy means foods without processed sugar or empty (nutritionless, often highly fatty) calories. Common choices are crackers or chips with cheese or salsa or humus, veggies like carrot sticks or celery, and fresh fruit (bananas and apples are easy). Organic is preferred (better for ourselves, for farm workers, and for earth), but not required. Each student will bring snack for one class meeting, along with another student. Students should bring their own drinks. You will [sign up](#) for a date early in the semester. *If your budget makes it difficult for you to bring the snack, I can reimburse up to \$15 for your snack contribution, if you provide me with the receipt.*

Meet with Me! One of the great advantages of a college like Wellesley is small classes which allow professors to get to know and respond to their student's particular interests and needs. *Students are required to meet with me at least once in the first half of the semester (by March 18th), to discuss their family history paper and any other topics of interest, and this meeting will count towards their participation grade.* I have formal office hours on Mondays and Thursdays after class (4:10-5 and 5:35-7 pm), and I am very happy to make an appointment to see you at another time that is more convenient for you. You can come in with a question, or just to talk. My office is on the 4th floor of Pendleton East (PNE423). Also, please feel free to email me with questions and comments.

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

Current Events: If you want to explore current events related to our class, DemocracyNow.org is an excellent source of Left/Progressive news; its programs can be streamed, and transcripts are available on their website. You can also search prior programs for a topic or person. CommonDreams, TruthOut, therealnews.com, and Portside Moderator are other good sources of news from a solidarity standpoint. If you want to check out a conservative standpoint, try the Heritage Foundation or National Review websites.

Class Get-Togethers: My husband, Germai, and I will host a class dinner party at my home at Cornerstone Cohousing in Cambridge. I encourage you to organize some informal lunches and/or dinners with your fellow students (and invite me if you like!) during the term, in Lulu or the dorms.

Email and Me: I am often flooded with email and may miss one of yours, in spite of my best efforts. If you don't hear back from me in a timely manner, resend your email, and note "2nd try" or "Resending" in the subject line; use "urgent" in the subject line if your email is time-sensitive.

Excused Absences or Late Work: Grades will be reduced for work submitted after the due date, especially for late reading responses. However, we are all human, not robots. Students who have a valid reason for not completing a course requirement on time -- such as physical or mental illness, or a family or friend emergency -- will not be penalized. *To ensure that you do*

not lose credit for a late assignment, contact me by email BEFORE the due date in question and request special consideration and an extension, which may or may not be granted.

Disability Accommodations: I aspire to create a classroom according to the universal design of instruction (UDI) framework, such that it “works” for students with a broad range of characteristics, learning styles, and abilities/disabilities. Please bring up in class, or privately to me, any suggestions you have to make our classroom more accommodating. Further, if you need disability accommodations, please contact Jim Wice in Disability Services, x2434, jwice@wellesley.edu during the first 2 weeks of class, so that he can review the request and notify me of any approved accommodations. More information is available at the disability services web page: <http://www.wellesley.edu/disability#PD15DTIvCoM5SDeS.97>

Teaching Technology: I will be using Sakai, our google doc folder, and our google group to assist me in teaching you this semester. The syllabus, readings, reading responses, and assignments will all be done through Sakai. *If you have technical difficulty submitting your completed work to Sakai by the due date, email it to me immediately, before the due date, with a clear subject heading, and then figure out how to submit it to Sakai. All coursework must be submitted to Sakai to receive credit.* Documents we will be creating together, including [sign-up sheets](#), [About Our Class](#), [class notes](#), and postings from class (discussion questions and evaluations), will be in our class google folder, [Econ 243 Political Economy – Spring 2019](#). Our google email group (ECON-343-01-FA18) will be used for emails from me to the class, or from students to the class, including notices, questions, current events, and discussions of issues.

REQUIREMENTS, ASSIGNMENTS, AND GRADING

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

Overview of Coursework: *The workload for this class is heavy.* There are multiple readings and videos for each class meeting, which must be read and written about before class. Besides weekly writing on the required reading, there is a test, a family history paper, and a final group project. Students will also provide feedback on one of their classmates’ family history papers, and act as note-taker for one class period. Since this course is not a lecture course, your learning will be highly dependent on the effort you put into it, particularly into the reading assignments, class discussions, and group project. As students in former classes have noted, the assignments are 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.*

I describe all of the coursework and assignments below. More details on assignments will be posted under Resources in Sakai and in our class google folder.

Class Attendance: As a discussion-centered seminar, our class requires the active and informed participation of all of the students. While we will not have enough time in class to discuss all

aspects of the assigned readings and movies, class discussions and presentations play a key role in helping students transform their reading and viewing into learning that is meaningful for themselves and for others. *Therefore, class attendance is required: only four absences are allowed, and any further absences will result in an incomplete, unless they are excused. If they need it, students must request a fifth, excused absence BEFORE the class in question. If a student has an excused fifth absence, she will be required to do extra, make-up work, as assigned by me.*

Class Participation: Students are expected to participate actively and constructively in class discussions, using their reading responses (see below) as a springboard. While I will take responsibility for keeping the day's discussion "on track," each student is responsible for helping shape the direction of the class discussion, both by building on what others have said, and by bringing up topics they think merit attention. Constructive class participation means keeping an eye on the direction the discussion is taking, and helping the class bring ourselves back to the topic at hand. It also means pushing yourself to participate if you tend to be shy and withdrawn, and holding yourself back so as to give everyone a chance to talk if you are talkative. It means striving to be honest, thoughtful, open-hearted, and respectful of others, including listening respectfully and open-mindedly to others as we discuss these challenging topics that are dear to our hearts.

I encourage respectful and constructive disagreements and debates, and *I particularly urge you to speak up when you disagree with me, or with an apparent consensus in the class, on a particular issue.* I also encourage you all to play "devil's advocate," and to raise contrasting perspectives on issues from other classes, including but not limited to economics and women's studies. This will help you integrate your learning in this class with your other classes.

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

Class participation also includes posting related material or links on the class google group, posting comments or engaging in e-discussions, and responding to your classmates' questions and requests for help, and to class needs that come up unexpectedly. Please clearly identify the content of your posts in the subject area. Class participation also includes meeting with your prof at least once before Spring Break.

Class participation counts for 10% of your final grade. By midnight on May 10, the last day of classes, each student will submit a suggested grade for her own class participation, accompanied

by a 250-500 word explanation of why she thinks she should receive this grade. I will read and consider these self-evaluations when I assign a student her participation grade.

Shared Readings: Completing the required course readings represents a major part of your education in the Political Economy of Gender, Race and Class. Readings without asterisks are required; the others are recommended if you want to explore the topic further. The readings (and films/videos) for each class meeting are detailed on this course syllabus, which I will hand out the first day of class, post on Sakai, and email to our google group, as well as list in Sakai Resources for each class number. All readings and videos will be available either on the internet, or on our Sakai site, as noted on the syllabus. They will be organized by class number and title. *Please email me immediately and email the google group if you cannot find a reading; usually your classmates can find it, but occasionally glitches occur, so let me know ASAP if you have any problems.*

Note that the reading/watching load is heavy, especially for an economics course. There are usually numerous readings and/or videos for each class, most of them short; I have tried to give you an idea of their length on the syllabus. I have assigned numerous short readings to represent the many various types of social movement organizing, as well as the many types of solidarity economy practices, directly to you. It is your job to use the overall framework provided in Classes 1-9, and our class discussion, to make sense of these different pieces, and put them together. Since the core of the class is discussion, based on shared readings, readings need to be done before the class in question. Make sure to budget enough time to do the week's reading before class.

Reading Responses: As part of your preparation for each Thursday class, you will complete a response on the week's required readings. I will prepare a folder in Sakai under the Resource tab for each class that has a list of the week's readings, the reading response assignment, and any readings which are not available on line, as specified in the syllabus. Reading Responses are due on Thursdays, BEFORE class, as preparation for class discussions; upload them to the appropriate assignment under the Assignments tab. *Remember to print out your response and bring it to the classes in question as a springboard for class discussion, since laptops are not permitted in class.*

Reading response sheets are a series of questions about the readings which require students to read, think about, and digest the readings, and begin to apply them to their lives. Follow the directions (which may be slightly different for different classes) carefully. You need to answer *all* required questions, even if this is difficult. These sheets are meant for you to think about and record your reactions to the readings, and I do not expect polished writing on them. One way to do them is to write something under one of the questions about each reading/video as you read/view it. Conversely, you can focus your response on a few readings which most engaged you. You do not have to organize and edit your answers, unless they do not express your thoughts comprehensibly.

For full credit, you are required to answer all questions, write at least 750 words, and post your reading response to Sakai before class begins. Many students write much more than 750 words, using the exercise as a way to engage with the readings and integrate them into their lives.

For classes where there are numerous short readings, I will indicate on the reading response which readings we will focus on in class discussion, to guide you in your preparation for class. If you want more guidance in writing your reading response, try answering some of the questions for that class which are listed on the syllabus.

When you have finished your reading response, upload it to Sakai *in word format*. Since these weekly papers are required and contribute importantly to the success of class discussions, up to 0.1 points will be deducted from your final grade if you have not answered all of the required questions on a reading response, 0.1 points for a late reading response, and 0.2 points for one that is not handed in, out of a 4 point scale. *Each student can submit one late reading response, without penalty.*

Portfolios: You will choose four of your best reading responses to submit, unedited, in your two portfolios. To be included in your portfolio, your reading responses must have been submitted on time. For your Portfolio I assignment, you will post the class numbers and titles for two among the first six written (i.e. for classes 2-10), along with a short essay (250 words) evaluating your learning in the course thus far, by midnight on Monday, Oct. 12th. Then, for Portfolio II, you will choose two more, written for classes 12-23, and submit them by midnight on Tuesday, Dec. 11, the last day of classes, along with 500-750 word essay evaluating your learning in the course. Your portfolios will be graded; they will count for 8 and 12 % of your final grade, respectively. When grading your reading responses, beyond the basic requirements, I will be looking for some extraordinary answers or content, in terms of application of concepts to your experience; making connections with other courses/disciplines; making connections among the readings; creativity/originality; critical thinking; depth of engagement with material; emotional intelligence; or asking great questions. I will post a prompt for your evaluations of learning a week before they are due.

Tests: There will be one self-scheduled test. It will be designed to take 1 hour, but you will have 2 hours to take it. The test will be closed book and notes, short-answer/short-essay, and taken outside of class, via Sakai. It will cover Classes 1-9. You can take it between 6 pm on 2/28 and midnight on 3/3. I encourage you to study together, and help one another. *You can choose to take the test with 1 other student (you then submit a common test and receive the same grade); let me know if you want me to find you a partner.* It is a violation of the honor code to share test questions with fellow students who are not taking the test with you. I will post more information on the test in the Resources section of Sakai.

Family History: You will write a 4-5 page double-spaced paper which uses the concepts learned in class about the construction and transformation of gender, race, and class to analyze some part of your family's economic history. Discuss gender, race and class, and at least two inequality processes and two solidarity processes. Focus your analysis on unpaid as well as paid work. Discuss both the transformation of your family through the generations, and the transformation of individual family members throughout their lives. Set the historical context as needed; extra research on this is welcome, but not required. At least two family photographs are recommended, and aren't included in the page count. You do not have to include all of your family, but you should include family members from at least two generations. *You need to meet*

with me to discuss your ideas for your family history paper by Monday, March 18. A draft of your paper needs to be submitted to Sakai by Wednesday, April 3, giving you time to gather information from your family members during Spring Break, if needed. Each student will provide feedback on one of their classmates' papers by Sunday, April 7; the timeliness, completeness, and quality of your feedback to your peers will contribute to your family history grade. The final draft of your paper will be submitted to me via Sakai by Wednesday, April 10. Your family paper grade will determine 25% of your final grade. I will put a more complete description of the assignment, and examples of some of past papers, on Sakai. I strongly encourage you to meet with me to discuss your ideas for your paper early on in the semester to help you focus your research and analysis.

Critical Thinking and Constructive Disagreement: An important part of this class is learning how to think critically about economics. We can all learn from each other's powers of critical thinking, and from the diversity of perspectives and experiences we bring to class. In contrast to other classes in the economics department, the readings, and my mini-lectures and contributions, will be from a left-feminist-anti-racist-ecological transformative perspective which is critical both of mainstream economic concepts and analysis, and of contemporary capitalist economic values, practices and institutions. I strongly encourage you to challenge the perspectives that I present in class with questions and counter-arguments. Also, each of your reading responses will require you to write about some aspect of the readings which you find incorrect, unsubstantiated, or partial, and we will discuss these critiques in class.

Solidarity Project: Each student will work on a group project that will, in some way, contribute to the paradigm shift from inequality to solidarity. Groups will include from 2 to 5 students. I encourage you to follow your passions as you search for a project worthy of your time. Your project can be focused on research/education, which you can present in our class, and disseminate through social media, a campus event, or other means, or it can be an action-oriented, activist project, such as creating a solidarity economy institution at Wellesley, or engaging people in solidarity political action here or in the larger world. All projects will be posted on the Wellesley Solidarity [website](#), and you are invited to browse past projects as you plan yours.

Planning and discussion of projects will happen during the last third of the term, and project work can be done then and/or during reading and exam periods, depending on the group's needs and plans. We will have a brief brainstorm about projects on March 11, before Spring Break. After break we will spend time each class discussing project ideas, and will finalize them in class on April 11. Each group will submit a solidarity project proposal sheet by noon on April 17, and meet with me to discuss it on April 18 and 19 (sign up in file in google folder). Groups will present their projects-in-process in the last two classes, May 6 and 9; post a copy of your presentation on Sakai. Projects and write-ups are due the last day of finals, May 21, at 4:30 pm.

Groups are expected to divide some of the labor of their solidarity projects among group members. However, all students in a group should help conceptualize and design their group's project, provide feedback to the other members of their group on their work for the project, and contribute to the final write-up. *All project write-ups must include a description of the division*

of labor within the group. A student's solidarity project grade will be the average of the grade for their portion/s of the project, and the overall grade for the project.

Note-Taking: All students will take a turn as scribe for the class. This involves taking detailed notes of class discussions – as close to verbatim as possible. Bring your laptop on the day you take notes. Then upload them to the Sakai note-taking assignment, as well as to the [class notes google folder](#) to share with your classmates, within a week. Your notes should not identify speakers other than the professor.

Grading: Your final grade will be a weighted average of the grades for your test, portfolios, family history paper, solidarity project, and participation, as per the table below. Points will be deducted from your final grade for late, missing, or incomplete reading responses. *Again, I do not grade on the curve for this class, and encourage you to cooperate with your classmates so that all can do their best.*

Below you will find:

- the grading plan for the class
- a calendar of work assignments: note that ALL assignments must be submitted to Sakai to receive credit; some must also be submitted to our google folder for reading by your fellow students.
- and a course outline by class with readings

NOTE: Grades will not be curved;
 helping other students learn will not reduce your grade point,
 but instead will increase it, by raising your participation grade

<i>ASSIGNMENT</i>	<i>DUE DATE</i>	<i>SHARE OF GRADE</i>
Weekly Reading Responses	Before every Thursday class meetings, except for 5/9 (presentations)	Ungraded except those selected for portfolio**
“About Our Class”	Before Class 3, Feb. 4	Ungraded**
Meet w Prof re Family History	Self-scheduled, by March 18	Ungraded**
Note-Taking	As per sign-up sheet	Ungraded**
Snack	As per sign-up sheet	Ungraded**
Test	Feb. 28, 6 pm through March 3, self-scheduled	20%
Portfolio I	March 12	8%
Family History Paper	April 3, draft; April 10, final	25%
Family History Peer Feedback	April 7	Ungraded**
Portfolio II	May 10	12%
Participation Self-Grade	May 10	10%***
Solidarity Project	April 17, proposal; April 18-19, meet with prof; May 6 & 9, present; May 21, 4:30 pm, solidarity project and write-up due	25%

** Points will be deducted from final grade if not completed according to the requirements

*** Students submit participation self-grade; final participation grade will be assigned by professor, based on her own assessment and the student’s self-grade.

CALENDAR OF WORK

IMPORTANT:

- All due dates are midnight unless otherwise specified
- ALL assignments must be submitted to Sakai; some (GF) must also be uploaded to our google folder for your fellow students to view, or sent to your reviewer or respondent

AS PER [SIGN-UP SHEET](#) IN GOOGLE FOLDER:

Take notes for one class and post by following class ([GF](#) & Sakai assignment)
Bring snack to one Thursday class

- | | |
|-----------|--|
| Weekly | Reading responses due before each Thursday class (except 5/10) |
| 1/31 | About Our Class (GF); Sign-Ups (GF) |
| 2/28-3/3 | Take-Home Test, Self-Scheduled, 2 hours maximum |
| 3/11 | First In-Class Brainstorm on Solidarity Projects; Discussed Periodically Until Finalized on 4/11 |
| 3/12 | Portfolio I Due |
| 3/18 | Last Day to Meet with Professor Re Family History Paper |
| 3/22-3/31 | SPRING BREAK |
| 4/3 | Draft of Family History Paper Due to Sakai and Reviewer |
| 4/7 | Peer Feedback on Family History Papers Due (Email to Author and to Sakai) |
| 4/10 | Final Draft of Family History Paper Due |
| 4/11 | Solidarity Projects Finalized in Class |
| 4/17 | Solidarity Project Proposals Due |
| 4/18-19 | Solidarity Project Groups Meet with Professor to Discuss Proposals |
| 5/6 & 5/9 | Solidarity Project Presentations |
| 5/10 | Portfolio II & Participation Self-Grade Due; Last Day to Submit Late Reading Respses |
| 5/21 | Solidarity Project and Write-Up Due |

COURSE OUTLINE

(an “m” indicates a Monday Class; no Reading Response required)

PART I: INTRODUCTIONS & HISTORICAL/THEORETICAL FRAMEWORK

Class 1m (1/28) Introductions to One Another, and Discussion of Course Structure and Process

Classes 2 & 3m (1/31 and 2/4) Setting the Theoretical Context

Classes 4 & 5m (2/7 and 2/11): The Inequality Paradigm

Classes 6 & 7m (2/14 and 2/19): Paradigm Shift: From Inequality to Solidarity

Classes 8 & 9m (2/21 and 2/25) The Seven Solidarity Processes

PART II: FROM INEQUALITY TO SOLIDARITY: GENDER, RACE, CLASS AND HUMAN/NATURE

Classes 10 & 11m (2/28 and 3/4) Gender Inequality and Feminist Transformation

Classes 12 & 13m (3/7 and 3/11) Race and Anti-Racist Transformation

Classes 14 & 15m (3/14 and 3/18) Class and Anti-Classist Transformation

SPRING BREAK

Class 16m (4/1) The Corporation: Corporate Rule and Globalization

Classes 17 & 18m (4/4 and 4/8): Human over Nature and Ecological Transformation

PART III: CO-CREATING THE SOLIDARITY ECONOMY

Class 19 (4/11) Cross-Movement and Cross-Country Combining and the Discovery/Emergence of the Solidarity Economy

Class 20 (4/18) Solidarity Economy Consumption

Class 21m (4/22) Solidarity Economy Finance

Class 22 and 23m (4/25 and 4/29) Solidarity Economy Work

Class 24 (5/2) Solidarity Economy Production, Including Worker-Owned Cooperatives

Classes 25m, and 26 (5/7 and 5/10) Student Group Presentations of Solidarity Projects

ECON 243, POLITICAL ECONOMY OF GENDER, RACE & CLASS, SPR 2016

COURSE OUTLINE & READINGS

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

PART I: INTRODUCTION AND HISTORICAL/THEORETICAL FRAMEWORK

Class 1 (1/28) Introductions to One Another, and Discussion of the Structure and Process of our Class

In this first class meeting, we will meet one another and go over the course as structured by this syllabus. We will discuss our class as a learning community, and discuss and edit the “Commitment to Creating Beloved Community” statement. Suggested extra viewing or reading before or after class includes Coretta King on beloved community, and the #reGeneration video which is interesting and fun, and provides a good introduction to the left/radical point of view; see especially the last 8-10 minutes about the need for deep-seated change. The Siegel and Chodron pieces introduce the practice of meditation, which will be part of our classes. The Grant piece expresses some of my dissatisfaction with the current grading policy at Wellesley.

- ** Coretta Scott King, “[Building the Beloved Community](#),” 2/22/04.
- ** #reGeneration. Video about Generation Y and the need for social change. 81 minutes.
- ** Ronald Siegel, [The Mindfulness Solution](#), excerpt.
- ** Pema Chodron, “[5 Reasons to Meditate](#),” and “[Meditation for Difficult Times](#).” Sign up for her weekly quote of the week, “[Heart Advice](#).”
- ** Adam Grant, “[Why We Should Stop Grading Students on a Curve](#),” *New York Times* 9/10/16. Recommended by Rebecca Taylor, 243 ‘16

Class 2 (1/31) Setting the Theoretical Context

In our second class meeting, we will set the broad theoretical context for our class, in terms of economics. Kim, Pietrykowski and Albelda and Drago discuss the history and core aspects of radical political economy. The Strassman and Nelson readings provide feminist critiques of current, mainstream economics. My “Time for a New Economics” and the Rethinking Economics piece and letter call for more pluralism in the economics profession.

- Marlene Kim, “What is Radical Political Economics?” *Review of Radical Political Economics* 50:3 (Fall 2018).
- Bruce Pietrykowski, “Radical Political Economy,” in Warren Samuels et al, eds. *The Companion to the History of Economic Thought*. 2003. Sections 28E. 1-3 (pp. 479-84) and 28E5 (p. 486) required; rest recommended.
- Randy Albelda and Robert Drago, *Unlevel Playing Fields*, pp. 121-128 (stop at “Class, Race and Gender”). On key qualities of radical political economy.
- Diana Strassman, “Feminist Economics,” *The Elgar Companion to Feminist Economics*, pp. 363-373, Sakai and online via library catalogue.

Julie Nelson, “Poisoning the Well, or How Economic Theory Damages Moral Imagination,” *Oxford Handbook of Professional Economic Ethics*. “What if?” and “The Assumptions Are Required for Scientific Rigor” are required; rest recommended.

“Introduction,” *Rethinking Economics: An Introduction to Pluralist Economics*, 2018, pp. 1-5 and look at their “[International Student Call for Pluralism in Economics](#).” 2013.

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

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

** Look at the [website for URPE](#), the Union for Radical Political Economics.

** Look at the [website for IAFFE](#), International Association for Feminist Economic.,

** Look at the [website for Rethinking Economics](#).

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

Class 3 (2/4) Further Discussion of Readings on Theoretical Context

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

Fill out a line about yourself in the “Econ 243 Spring 2019 “[About Our Class](#)” google doc, and check out the information of your classmates

Sign up for note-taking and for bringing snack, on [sign-up sheet](#) in our google folder.

Class 4 (2/7) The Inequality Paradigm

This class will have two parts. First, I will present a mini-lecture review and critical examination of introductory microeconomics and its perspectives on inequality. Then we will discuss the readings. Chapter 3 of *From Inequality to Solidarity* presents gender, race, and class as part of a broader inequality paradigm. The *Race, Gender & Work* reading further fleshes out the social construction of race, class and gender, while hooks looks at the role of popular culture. The readings on discrimination from the “diversifying economic quality” website, and “Classroom Divided” video, show the human potential to accept, enact, and unconsciously reproduce discriminatory beliefs and the inequalities which accompany them.

Review your introductory microeconomics textbook, especially sections on consumer behavior, factor markets, and income distribution.

Julie Matthaei, *From Inequality to Solidarity: Building an Economy for People and Planet*, Chapter 3, “The Inequality Paradigm.”

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

MOVIE: bel hooks, “Cultural Criticism and Transformation,” Part I (26 minutes). TRIGGER WARNING, contains graphic violence

Diversifying Economic Quality: A Wiki for Instructors and Departments, look over, and read especially, “[Animus-based discrimination](#),” “[Personal Prejudices](#),” “[Statistical Discrimination](#),” “[Institutional Discrimination](#),” and “[Stereotype Threat](#).”

“[A Class Divided](#),” PBS video on classic discrimination experiment in elementary school classroom; watch all segments (53 minutes).

John Stuart, “The Daily Show,” [Segment on Caitlin Jenner](#). (Transwoman challenges ascription but accepts categorization and polarization)

**Gregory Walton and Geoffrey Cohen, “Stereotype Lift.” *Journal of Experimental Social Psychology*. September 2003.

**Oxfam, Press Release 1/19/15. “[Richest 1% will own more than the rest of the world by 2016.](#)”

Class 5 (2/11) Further Discussion of the Inequality Paradigm

Class 6 (2/14) Paradigm Shift: From Inequality to Solidarity

Chapter 1 of my book-in-process, from *From Inequality to Solidarity*, contextualizes the present historical conjuncture as a period of paradigm shift. Chapter 2 looks at the ways in which economics, both mainstream and radical, have been blind to this ongoing process. Read these carefully, as they present core aspects of our class’s theoretical framework.

Julie Matthaei, *From Inequality to Solidarity: Co-Creating a New Economics for the 21st Century*. Chapter 1, “Becoming a Butterfly: The Paradigm Shift from Inequality to Solidarity,” and Chapter 2, “Free Your Mind: Economics for the Paradigm Shift.”

Class 7 (2/19) Further Discussion of Readings on Paradigm Shift

Class 8 (2/21) The Seven Solidarity Processes

This class will look at the process of paradigm shift in two ways. First, we will look at changes in different measures of race, gender and class inequality over the past 50 years. Then, we will study how seven solidarity processes, operating in each of the four great movements – anti-classist, anti-racist, feminist, and ecology – are beginning to construct a new, solidarity paradigm of economic and social life.

Prianka Batia and Caterina Castellano, “Historical Data for *From Inequality to Solidarity*.” Summer 2015. Sakai.

Otto Scharmer and Katrin Kaufer, *Leading from the Emerging Future*. Introduction.

Julie Matthaei, *From Inequality to Solidarity: Co-Creating a New Economics for the 21st Century*. Chapter 3, “The Solidarity Processes.”

[Rap](#) by student in Econ 243, Spring 2010, on the Inequality Paradigm, on TransformationCentral.org, Transformative Processes page

Maya Angelou reciting excerpts from her poem, “[And Still I Rise](#).” DemocracyNow.org, 14:29 to 16:46.

Dacher Kelter, “[Born to be Good: The Science of a Meaningful Life](#),” TED talk, 4/3/10. (18 minute video).

Pope Francis, “Why the Only Future Worth Building Includes Everyone.” TED talk 2017.

Lady Gaga [short video](#) on Kindness/Unity/Solidarity.

** David Sloan Wilson and Dag Hessen, “[Blueprint for a Global Village](#),” Social Evolution Forum, 2014. Applies evolutionary biology; argues that cooperative behavior is necessary for higher levels of social organization.

Class 9 (2/25) Further discussion of readings on the Solidarity Processes

PART II: FROM INEQUALITY TO SOLIDARITY: GENDER, RACE, CLASS AND HUMAN/NATURE

Class 10 (2/28) Gender Inequality and Feminist Transformation

The explicit sexism test measures your unconscious, internalized gender associations and bias. My book chapter discusses both the creation of gender through the inequality processes, and how it is being deconstructed by feminist solidarity processes. The rest of the required readings focus on the various feminist solidarity processes, as noted.

Take [explicit sexism tests](#), Gender-Science and Gender-Career, and record your results.

Julie Matthaei, *From Inequality to Solidarity*, Chapter 5, “From Gender Inequality to Solidarity.”

Nancy Folbre, *Invisible Heart*, excerpts. OR “Who’s Counting” – video on Marilyn Waring (access via e-reserves, 52 minutes) Feminist valuing-the-devalued and discernment.

Sheryl Sanberg, “[Why we have too few women leaders](#),” TED talk, Dec. 2010. Author of *Leaning In*. Equal opportunity cum integrative, with emphasis on equal opportunity.

Laurie Penny, “[Don’t worry about the glass ceiling – the basement is flooding](#).” *New Statesman*, 7/27/11. Combining, integrative, discernment.

Casey Quinlan, “[The pay gap and sexual harassment must be addressed simultaneously: Women’s economic power and their harassment are linked](#),” *ThinkProgress*, 10/25/17. Equal opportunity and discernment.

Richard Reeves and Isabel Sawhill, [MEN’S LIB!](#), *The New York Times*, 11/14/15. Integrative.

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*). Feminist classic that brought awareness of intersectionality of inequalities to the fore.

Julie Matthaei, “[The Women’s March on Washington and the Coming of Age of Feminism](#),” *Common Dreams*, 1/19/17.

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

** Shivani Bhargava, “[Healing the Tin Man: How to Put the Heart Back into the Economy in 7 Easy Steps: The Discernment Process](#)” Feminist Economics Class, Spring 2010, 6 mins.

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

** IWPR, “Governments of 20 Countries ahead of US in Promoting Workplace Flexibility”

** Wikipedia, “[#Me Too](#).” Equal opportunity, value the devalued; skim last part on globalizing.

** Jim Tankersley and Noam Scheiber, “[Wielding Data, Women Force a Reckoning Over Bias in the Economics Field](#),” *New York Times*.

2/28, 6 PM – 3/3: TEST AVAILABLE TO TAKE

Class 11 (3/4) Continued Discussion of Readings for Class 8 on Gender

Class 12 (3/7) Racial Inequality and Anti-Racist Transformation

Start your preparation for Class 12 by taking some of the implicit racism tests to measure your unconscious racial stereotypes. The Reagin and Feagin, Okiihiro, and Walsh readings, and the *From Inequality to Solidarity* tables, discuss the concrete ways that race has been constructed in the Americas and worldwide. MLK's famous dream speech represents anti-racist questioning/envisioning, equal opportunity, and integrating; Okiihiro discusses anti-racist equal opportunity as well, for Asian Americans. The *Eyes on the Prize* readings express Black Nationalism, a form of anti-racist value-the-devalued transformation(along with anti-racist devaluing the valued, i.e. whiteness); the #BlackLivesMatter movement website represents the same process, along with combining. MLK's "Beyond Vietnam" speech is a brilliant and powerful example of anti-racist/anti-classist discernment. Myerson and Smith use anti-racist/anti-classist discernment to find economic solutions that make #BlackLivesMatter. Hing looks at the new movement to Abolish ICE, and the Afro-Indigenous reading shows how Ecuador and Bolivia are using anti-racist/anti-classist/ecological/feminist discernment and combining to create the foundation for a new economic system. Because of the diversity of race inequality and of anti-racism, there are a large number of readings; if you do not have time to read them all, read/do the first four, and then choose among the others.

Take 3 of the following 5 [implicit tests](#) --- race (black-white), Asian American, Arab-Muslim, Native American, and skin tone.

Julie Matthaei, *From Inequality to Solidarity*, race and anti-racist transformation tables.

Joe Reagin and Clairece Boober Feagin, "Theoretical Perspectives in Race and Ethnic Relations," pdf. pp. 9-19 (pp. 23-33 of article, only)

Gary Okiihiro, *Margins and Mainstreams*, Ch. 5, "Perils of Body & Mind." Racial categorization, polarization, and domination of Asian Americans, and anti-racist equal opportunity.

Martin Luther King, "I Have a Dream" Speech, 1963, 17 minute [video](#) or [transcript](#). Anti-racist questioning/envisioning, equal opportunity, and integrative processes.

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*. Anti-racist value the devalued

Martin Luther King, "[Beyond Vietnam: A Time to Break Silence](#)," (transcript of speech, 4/4/67). Anti-racist anti-classist discernment and combining. OK to skim for key points.

Jesse Myerson and Mychal Denzel Smith, "[We'll Need an Economic Program to Make #BlackLivesMatter. Here Are Three Ideas.](#)" *The Nation*. 1/26/15. And look at #BlackLivesMatter [website](#), especially "Herstory" and "What We Believe" in the about section; anti-racist valuing the devalued and combining.

Julianne Hing, "[What Does It Mean to Abolish ICE?](#)" *The Nation*. 7/11/18.

Catherine Walsh, “Afro and Indigenous Life—Visions in/and Politics. (De)colonial Perspectives in Bolivia and Ecuador,” *Bolivian Studies Journal*. Vol. 18: 2011. **Pp. 49-61 only.** Anti-Racist Anti-Classist Ecological Feminist Discernment and Combining.

- ** Ta-Nehisi Coates, “[The Case for Reparations](#),” *The Atlantic*, June 2014. Or his [interview](#) on DemocracyNow.org, May 29, 2014. Valuing the devalued and discernment.
- ** Marianne Bertrand and Sendhil Mullainathan, “[Are Emily and Brendan More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination](#),”
- ** The Institute for Women’s Policy Research (IWPR), “[The Gender Wage Gap by Occupation 2017 and by Race and Ethnicity](#).”
- ** Poka Laenui, “Letter to Ray on DIE and OLA.” Anti-racist value-the-devalued and discernment. 2 pages.
- ** Karma Ura et al, “[A Short Guide to Gross National Happiness Index](#).” Anti-racist discernment in Bhutan.
- ** DemocracyNow.org, “[Dog Whistle Politics: How Politicians Use Coded Racism to Push Through Policies Hurting All](#).” Anti-racist anti-classist discernment and combining. 16 minute video interview with author, Ian Haney López; you can read transcript instead.
- ** Sarah Lazare, “How the Red Scare Shaped the Artificial Distinction between Migrants and Refugees,” *In These Times*. 2/11/18.
- ** Awesome Luvvie, “[White People, You Gotta Get to Work NOW](#)”, 1/21/16.

Class 13 (3/11) Continued Discussion of Readings for Class 10 on Race FIRST IN-CLASS BRAINSTORM OF SOLIDARITY PROJECT IDEAS

3/12 PORTFOLIO I DUE

Class 14 (3/14) Class Inequality and Anti-Classist Transformation

Class inequality, in our capitalist economy, is the unequal distribution of economic resources, which creates inequality in amounts of property owned and in levels of consumption, and empowers the wealthier vis a vis the poorer. These readings combine an analysis of the construction and reproduction of class – and of the power of the wealthy/capitalists – with the study of anti-classist transformation and class struggle. The Marx readings show his brilliant conceptual and historical analysis of class and capital (his word for profit-motivated, growth-oriented firms), including his (incorrect) predictions of workers’ triumph and the establishment of socialism. “Economics for the 99%” looks at the trajectory of class struggle – worker organizing on the one hand (anti-classist valuing the devalued), and organizing by the capitalists/1% (class domination/subordination/exploitation)-- in the course of the 20th and early 21st centuries, in the U.S., noting the fact that the 1% have been increased their wealth and power since the early 1970s. The articles by Nobel Prize winning economist Joseph Stiglitz, and Billionaire Bonanza, discuss the extent of current inequality, its costs to all, and policies to undo it. The Smiley and West interview looks at the problem of poverty.

Julie Matthaei, *From Inequality to Solidarity*, class tables.

Karl Marx, “The Communist Manifesto,” 1848 (16 pages) and *Capital*, Vol. 1, 1867. Excerpts. (14 pages).

Center for Popular Economics, [Economics for the 99%](#). 2012. 35 pages.

- Jospeh Stiglitz, “[Of the 1%, by the 1%, for the 1%.](#),” VANITY FAIR, May 2011(3 pages) and “The Price of Inequality,” [Project Syndicate](#), and Sakai. Anti-classist discernment from Nobel-Prize-winning economist, written before the Occupy Movement.
- Oxfam International, “Just 8 men own same wealth as half the world: An economy for the 99%.” 1/16/17. Read [summary](#), or [whole report](#).
- Cornell West and Tavis Smiley, “[The Rich and the Rest of Us: A Poverty Manifesto](#),” Interviewed on Democracy Now 4 18 12 (read 9 page transcript or watch 20 min. video). Anti-classist discernment.
- Ellen Brown, “[Student Debt Slavery: Bankrolling Financiers on the Backs of the Young](#),” *Web of Debt Blog*. 1 8 18. And look at the [Strike Debt Campaign](#) and [Jubilee for Students](#) websites.
- Denise Moorehead, “Addressing Class and Classism at Wellesley College.” Class Action Hand-Outs for Workshop at Wellesley, Organized by Feminist Economics students, fall 2015. Play the [Student Strife game](#), made by Econ 243 students in 2014, about the struggles of a low income college student.
- HUMOR: Colbert Report, The Word, “[Free Lunch](#).” 6/13/12, or “[Don’t Get Caught in a Bad Hotel](#),” or Colbert Report, “[Tavis Smiley & Cornel West](#).”
- [Table on Income Growth of Top 10% vs. Bottom 90%](#), EPI State of Working America interactive website.
- ** Nancy MacLean, *Democracy in Chains*, Introduction. Pdf.
- ** “[A social justice movement inspired by MLK is waging a new war on poverty](#),” CNN US, 1/20/19.
- ** BBC, “[Study: US is an oligarchy, not a democracy](#).” April 17, 2014. Very short summary of Martin Gilens and Benjamin Page of Princeton University, “[Testing Theories of American Politics](#)”
- ** Julie Matthaei and Neil Wollman, “Why the Occupy Movement is Good for Our Health.” <https://www.commondreams.org/view/2011/11/08-2> and <http://www.equalitytrust.org.uk/> -- anti-class discernment.
- ** MOVIE: MADE IN DAGENHAM. 2010. Dramatizes the Ford sewing machinists’ strike of 1968 that fought for equal pay for women. Feminist anti-class equal opportunity and union organizing. Note how class oppression differs for women and men. 113 minutes.
- ** Oxfam, “Wealth: Having It All and Wanting More,” Issue Briefing, January 2015.

Class 15 (3/18) Further Discussion of Readings on Class

3/18 LAST DAY TO MEET WITH PROF RE FAMILY HISTORY PAPER

SPRING BREAK

Class 16 (4/1) The Corporation: Corporate Rule and Globalization

In this class, we study the corporation and corporate globalization as a representation of race, class, gender, and human/nature inequality in the economy, and discuss the growing power of Wall Street and the 2008 financial crisis. The first three readings/videos look at the power of corporations over people and governments, and their embodiment of the historical North/South, white/of color inequality. The Frontline and Ferguson pieces look at how class and corporate

power can corrupt the political process, and the economics profession. Chapter 9 of Cavanagh and the Move to Amend/Citizens United readings represent movements to bring corporations under the control of people and governments. Food, Inc., Affluenza, and Inside Job all document different problems with profit-only-motivated corporations. The extra readings/videos explore these themes in more depth. Lots of videos this week, enjoy!! Readings are required, but no reading response required.

John Cavanagh et al, Alternatives to Globalization, Chs. 1, 2, 3, 5 and 9 (two different Sakai files).

MOVIE: “The Corporation.” Watch at least the first half hour.

Review Karl Marx, *Capital*, pages on M-C-M’.

John Perkins, author of Confessions of an Economic Hit Man: How the U.S. Uses Globalization to Cheat Poor Countries Out of Trillions, [interviewed by Amy Goodman on Democracy Now!](#) (1 hour video or read transcript)

PBS Frontline, “[Money, Power and Wall Street, #4](#),” (2012. 1 hour),

Charles Ferguson, “[Larry Summers and the Subversion of Economics](#),” Chronicle of Higher Education, 10/3/10.

Move to Amend, “[Why Abolish All Corporate Constitutional Rights](#),” and Pubic Citizen, [Testimony Submitted to Congress on Citizens United decision](#). Also skim [End Citizens United website](#).

HUMOR: “[Yes We Can Make Wall Street Pay](#).” Flashmob at Wellesley College!

** MOVIE: Food, Inc. (discernment re food industry, 94 minutes) OR Affluenza (discernment on advertising and consumerism; 50 minutes) OR Inside Job (on financial crisis of 2008); watch at least the first 45 minutes of one of these.

** Interview with [Lori Wallach '86 on the Transpacific Trade Pact](#), Democracynow.org, 3 19 15. Corporate power over government regulations and agreements.

** William Greider, “Unusual and Exigent: How the Fed Can Jump-Start the Real Economy,” and “Debt Relief and the Fed’s Money-Creation Power,” summaries in Levy Institute Newsletter, pp. 2-4.

** Elliott Negin, “[ExxonMobil Is Being Sued for Climate Damages by American Inland Communities for the First Time](#),” *Alternet*, 4/17/18.

4/3 DRAFT OF FAMILY HISTORY DUE TO SAKAI AND REVIEWER

Class 17 (4/4) Human over Nature Inequality and Ecological Transformation

The *From Inequality to Solidarity* tables and Carol Merchant reading look at how the human/nature inequality is constructed. The Barkin piece discusses radical ecological economics, and contrasts it with mainstream economics (your textbook or Case and Fair reading).

The remaining readings/videos present various ecological solidarity movements, and the worldviews associated with them. Organizing against man/nature inequality has taken an equal rights and opportunity form in the animal rights movement and veganism (see PETA), the Rights of Nature movement, and in the environmental justice movement, which protests the unequal exposure of people of color to pollution (a movement which also involves combining). Valuing the devalued, nature, has taken a mainstream, market form, as proposed by mainstream

microeconomics (“putting a price on the pollution,” and “internalizing the externality,” with carbon and pollution taxes), as your textbook illustrates. They claim that the market – aided if necessary by government intervention – will solve the problem; the goal of GDP growth is not challenged. Valuing the devalued (and devaluing the valued) has also taken the form of groups such as EarthFirst and the Sierra Club seeking to protect “nature” from being damaged by “man” (see recommended readings).

While the movement to preserve of “nature” for “man” to visit and enjoy is a form of the integrative process (bringing man and nature together, as vs. the separation of the two in urban living), another example of the integrative process is the realization that the divide between man and nature is artificial and incorrect, and that “man” (part of nature) is utterly dependent on nonhuman nature for our survival, part of an interdependent ecology. The use of the ecological systems model rather than the inequality paradigm here also constitutes a form of ecological discernment, since the man/nature categories are being contested. Most current ecological transformation involves both the integrative and discernment processes, and is also anti-classist, in that targets the profit-making focus of enterprise--and the consumerism that accompanies it-- as a major cause of ecological imbalance and destruction. The Barkin article, The Story of Stuff, Climate Justice Alliance and Sunrise Movement’s websites, Vandana Shiva, and Kallis all involve ecological integration and discernment, and combining with anti-classist discernment. Oliver and Colbert add comic relief.

Julie Matthaei, *From Inequality to Solidarity*, Human/Nature Tables.

Carol Merchant, *The Death of Nature*, excerpt. <http://nature.berkeley.edu/departments/espm/env-hist/articles/41.pdf>

Review your 101 textbook on externalities, or read Karl Case and Ray Fair, *Principles of Economics*, 8th edition, pp. 328-338. Ecological valuing the devalued.

David Barkin, “Radical Ecological Economics.” In Paul Cooney et al, eds., *Imperiled Economies*. 2018. Pp. 107-115 (pdf).

MOVIE: The Story of Stuff (20 mins), <http://storyofstuff.org/movies/story-of-stuff/> . Ecological discernment and combining with anti-classist.

Check out the PETA (People for the Ethical Treatment of Animals) Website, www.peta.org, and read its short statement “[Why Animal Rights?](#)” OR look at the Global Alliance for the Rights of Nature, “[Universal Declaration of Rights of Mother Earth](#),” and skim their website. (Equal rights and opportunity).

Read through the [Climate Justice Alliance](#) website and the Sunrise Movement’s [Green New Deal](#) website (combining and discernment).

Vandana Shiva, interviewed on Bill Moyers. Ecological feminist anti-classist combining and discernment. <http://www.youtube.com/watch?v=fG17oEsQiEw> (10 mins.)

Giorgos Kallis, “Yes, we can prosper without growth: 10 policy proposals for the new left,” on *This Changes Everything* website, <http://thischangeseverything.org/yes-we-can-prosper-without-growth-10-policy-proposals-for-the-new-left/>

Michelle Al-Ferzly et al, “[Wellesley Divestment Then and Now](#),” and Elyce Lehoux and Jenny-Marie Stryker, “[Fossil Free Wellesley: 2016 and the Future](#),” including “[Divestment and Sustainability on Campus](#).”

** HUMOR: John Oliver, “Climate Change Debate,” <http://www.hbo.com/last-week-tonight-with-john-oliver/episodes/01/03-may-11-2014/video/climate-change-debate.html#/>;
Stephen Colbert, “The Word: Sink or Swim.” <http://www.colbertnation.com/the-colbert->

- [report-videos/414796/june-04-2012/the-word---sink-or-swim](#); or Steve Cutts, “[Man.](#)” 3 1/2 minute video about human exploitation of “nature.”
- ** “Meet Robert Bullard, Father of the Environmental Justice Movement,” GRIST, <http://www.grist.org/article/dicum/>; “Principles of Environmental Justice,” <http://www.ejnet.org/ej/principles.html>; PODER website, especially “Our History,” “Programs and Campaigns,” www.podersf.org. (previous 3 readings illustrate ecology/anti-racist/anti-classist combining of equal rights and opportunity and valuing the devalued).
 - ** Joseph Stiglitz, “[From Yellow Vests to the Green New Deal](#),” *Project Syndicate*, 1/7/19.
 - ** Bill McGibben, “[A World at War](#),” *The New Republic*, 8/15/16. Also, skim the Fossil Free divestment website. <https://gofossilfree.org/divestment/> Ecological discernment combined with anti-classist.
 - ** “[Indigenous Resistance: The Big Picture Behind Pipeline Protests](#),” *Cultural Survival Quarterly*, March 2017.
 - ** 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, Questioning/envisioning.
 - ** Herman Daly, “Introduction to the Steady State Economy,” in Daly, ed., [Economics, Ecology and Ethics](#) (1973) Discernment.
 - ** [Earth First website](#), read “about”, and investigate, look at journal – value-the-devalued (earth) ecology movement.
 - ** Naomi Klein, “[Why #BlackLivesMatter Should Transform the Climate Debate](#).” *The Nation*, 12/12/14. Ecology-anti-racism combining.

4/7 PEER FEEDBACK ON DRAFT FAMILY HISTORY PAPERS DUE TO SAKAI AND TO AUTHOR

Class 18 (4/8) Further Discussion of Readings for Class 17 on Ecology

4/10 FINAL DRAFT OF FAMILY HISTORY DUE

PART III: CO-CREATING SOLIDARITY ECONOMICS

Class 19 (4/11) Cross-Movement and Cross-Country Combining and the Discovery/Emergence of the Solidarity Economy

These readings introduce the emergence of multi-dimensional movements against all forms of inequality – or “movements of movements.” The Coretta King piece puts forward MLK’s prescient vision of solidarity and community freed of any form of oppression.” In 1999, in Seattle, a broad alliance of movement groups from around the world came together to oppose the WTO (World Trade Organization) and its neoliberal agenda; then, in 2001, progressive activists created the ongoing World Social Forum movement, which brought together social movements from across the globe who had been protesting neoliberal capitalism, under the motto, “Another World is Possible.” The “Arab Spring” of 2011 brought a wave of grass-roots protests against political corruption and the failures of our economic system, including the Spanish May 15 and U.S. Occupy movements. Rev. William Barber, leader of the Moral Monday movement and

more recently, the Poor Peoples' Campaign, has provided another example of the emergent, solidarity consciousness, as has the growing "Fearless Cities" movement and global progressives movement. The development of these multi-dimensional movements for deep-seated economic transformation have provided the soil within which solidarity economy practices and institutions have begun to grow and cross-pollinate, as the last six readings discuss.

Coretta Scott King, "[Building the Beloved Community](#)," 2/22/04.

World Social Forum, [Charter of Principles](#), 8/6/2002; Manifesto of the May 15/Indignados Movement (2011), Sakai pdf; Declaration of the Occupation of New York City, 9 30 11; Declaration of Occupation, Occupy Boston, 11 29 11. All short.

Rev. William Barber, [Speech at the 2016 Democratic National Convention](#) (10 mins).

Masha Gessen, "[Barcelona's Experiment in Radical Democracy](#)," *The New Yorker*, 8/6/18.

Common Dreams staff, "[Progressives of the World to Unite: Sanders-Varoufakis Call for New Global Movement](#)," *Common Dreams*. 11/30/18.

Emily Kawano, "Crisis and Opportunity: The Emerging Solidarity Economy Movement," in [Solidarity Economy I](#) (2011), pp. 11-23.

Ethan Miller, "Solidarity Economy: Key Concepts and Issues," in [Solidarity Economy I](#), pp. 25-41.

Julie Matthaei, "Forms of the Solidarity Economy," 2 pages.

Penn Loh, "[Solidarity Rising in Massachusetts: How Solidarity Economy Movement is Emerging in Lower-Income Communities of Color](#)." 2017.

[Website for RIPESS](#), the Intercontinental Network for the Promotion of the Social Solidarity Economy.

IDeA, "Alternatives under Construction in Latin America," *Development* 2012, 55(3).

** Explore the [Wellesley Solidarity Economy Website](#), created by Econ 243 students.

** HUMOR: Occupy Oakland, "[I Will Survive Capitalism](#)" music video OR Stephen Colbert, "[Occupy Wall Street Spreads](#)."

** [Beautiful Solutions Website](#). Many examples of solidarity paradigm theory and practice.

** Penn Loh, "[What's the Role of Race in the New Economy Movement?](#)" *Yes! Magazine*, 6/10/14.

** Subcomandante Marcos, Zapatista leader, "[Our Word is our Weapon](#)" (short video, 1996) and skim "[The Fourth World War Has Begun](#)," *Le Monde Diplomatique* (August 1997).

SOLIDARITY PROJECTS FINALIZED, IN CLASS

4/15 NO CLASS, PATRIOT'S DAY

4/17 SOLIDARITY PROJECT PROPOSALS DUE, NOON; meetings to discuss with prof on 4/18-19

Class 20 (4/18) Solidarity Economy Consumption

Solidarity forms of consumption are proliferating, and we will examine some of them in this class. At the root of solidarity consumption is wisdom about the true sources of happiness, which the first two readings discuss. My short piece gives an overview of solidarity economy consumption, with links, with the four main types of solidarity consumption which have

developed: socially responsible buying, reducing consumption, cooperative consumption, and equalizing consumption. The remaining readings discuss some examples of each.

P.A. Payutto, [Buddhist Economics](#), excerpt.

Julie Matthaei, U.S. Solidarity Economy Network, “Solidarity Economy Consumption,” 2012, 2 pages.

The Coalition of Immokalee Workers, [skim website](#), and watch some of “Food Chains,” 2014 Documentary about farm worker exploitation and organizing in the US, 83 minutes (SR consumption)

“[Homeless Hero](#)”, video about homeless organizer Cheri Honkala (equalizing consumption), 11 minutes

Look at U.S. Basic Income Guarantee (BIG) Network [website](#), and read “About BIG.” Watch [short video](#) (5 minutes) (equalizing consumption)

Center for Women’s Global Leadership et al, Letter Regarding Economic Human Rights, 12.22/10 (equalizing consumption)

Ann Jones, “[Is This Country Crazy? Inquiring Minds Elsewhere Want to Know](#),” Common Dream, 12/11/15. About economic human rights in Europe vs. US. (equalizing)

“[The Sharing Economy Back to School Survival Guide](#),” Shareable.net.

James Doty, “[The Science of Compassion](#).” *Huffington Post*. 2012

** Katja Bego, Julie Johnston, & Christine Prevel (Econ 343 Fall 2013), “[Downshifting](#).” (reducing consumption)

** Websites to check out: [Occupy Our Homes](#), [Freeganism](#), [NACSO \(North American Students of Cooperation\)](#), [United Students Against Sweatshops](#), [Cohousing Association of the U.S.](#), [Cornerstone Cohousing](#) (where Julie lives)

** “Buyer Be Fair,” video on socially responsible consumption, 57 minutes, or “Black Gold,” about fair trade coffee producers in East Africa.

** Neil Wollman, “Invest Now to Save Later.” Letter on wise public consumption, i.e. benefits of increasing “caring” expenditures by government.

** CRITIQUE: Whig, “[In praise of consumerism](#)” Adam Smith Institute.

Class 21 (4/22) Solidarity Economy Finance

A number of solidarity finance initiatives exist around the world. We explore some of these here, including public banking and socially responsible investment. These readings are required, but no response/evaluation is required. (Monday class)

UN RISD (Research Institute for Social Development), Video, “[Social Solidarity Finance in Figures](#).” 4 mins.

Public Banking Institute: Banking in the Public Interest, [website](#). Read especially: About/Our Story; and, under Learn tab, Introduction to Public Banking, and watch video AND “[Overthrow the Speculators](#)”

Ellen Brown, “[Student Debt Slavery: Time to Level the Playing Field](#).” *Truthdig*. 1/4/18.

Responsible Endowments Coalition. [Website and Film](#). Movement for socially responsible investment by colleges and universities.

Democracy Collaborative, “[Pluralist Commonwealth](#),” (video: 4 mins).

Marjorie Kelly and Sarah McKinley, “Cities Building Community Wealth.” Democracy Collaborative Report, 11/15. Read [Executive Summary](#), or [Full Report](#).

** Halla Tomasdottir, “[A Feminine Response to Iceland’s Financial Crash](#),” TED Talk, (9 minutes). Valuing the devalued and discernment.

** Aaron Fernando, “[Blockchain as a Force for Good](#),” *Shareable* website, 2018.

** Nancy Romer, “[How New York City Won Divestment from Fossil Fuels](#),” *Portside Moderator*. 3/2/18.

** [Opening Plenary Session](#), SoCap (Social Capital Markets) Conference, 2015.

** [Rolling Jubilee](#) and [Jubilee USA Network](#) websites

Class 22 (5/2) Solidarity Economy Work

Solidarity economy work means working in a way that expresses solidarity economy values, including sustainability, equity, cooperation, and democracy. It also means creating an economy which provides work for all who want it at a living wage. These readings/videos begin with a short video, quiz, book chapter, and website on creating/finding socially responsible work. Whistleblowing is one form of solidarity economy work; working in a worker-owned cooperative or community garden are others. The last two readings discuss government policies to create jobs creating things that people need.

Watch “[Story of Change](#),” at StoryofStuff.org (6 mins), and then take the “What Kind of Changemaker are You” [quiz](#) and note your results.

Go to Idealist.org and look for your “ideal” job. Note on your response.

Melissa Everett, [Making a Living by Making a Difference](#), excerpt.

Gina Scorpiniti and Elena Purcell, “[Making a Difference After Wellesley](#).” Interviews with alumnae in socially responsible careers. Econ 243 Project, Spring 2018, on Wellesley Solidarity website.

Look over the National Whistleblowers Center [website](#). Especially, look through “[Meet the Whistleblowers](#).” pages.

Janelle Cornwell et al, *Building Co-operative Power*, Ch. 2, “What’s it like to be a worker co-operator?”

Visit the Community Garden Association [website](#) and watch their introductory [video](#) (13 mins).

If you want, also watch [Michelle Obama talk on community gardens](#).

Mark Paul, William Darity, and Darrick Hamilton, “[Why We Need a Federal Jobs Guarantee](#),” *Jacobin*, 2/4/17.

Eric Olin Wright, *Envisioning Real Utopias*, “[The Quebec Social Economy](#).”

** [Share of Die: Voices of the Get Lost Generation in the Age of Crisis](#), “The Get Lost Generation,” “How to Start a Worker Coop,” and “Eating Rich, Living Poor: DIY Food By Necessity.”

** Sendhil Mullainathan, “[Why a Harvard Professor has Mixed Feelings When Students Take Jobs in Finance](#),” *New York Times*, 4/10/15.

** Trebor Scholz, “[Platform Cooperativism: Challenging the Corporate Sharing Economy](#).” 2016.

**L. Wrandall Wray et al. “Guaranteed Jobs through a Public Service Employment Program.” Policy Note, Levy Institute of Bard College, 2/2018.

** Economic Policy Institute, “[Agenda to Raise America’s Pay](#).”

Class 23 (4/29) Further Discussion of Solidarity Economy Work

Class 24 (5/2) Solidarity Economy Production, Including Worker-Owned Cooperatives

In this section, we explore a number of forms of solidarity economy production. The first articles, videos, and the B corporation website look at socially responsible capitalist businesses. The Bornstein chapter and Ashoka website focus on a new business concept, the social enterprise, a for-profit business created to fulfill a social need. The next three readings discuss worker-owned cooperatives: Jessica Gordon Nembhard discusses cooperation as a survival strategy, historically, for the Black community; the movie, *Shift Change*, highlights a variety of workers coops in the US; and the articles about New York City discuss and advocate for worker-owned-and-run cooperatives as economic development strategy.

Judy Wicks (founder of White Dog Café), “Beautiful Business.”

Alice Tepper Marlin ‘66, [Right Livelihood Award](#), and short, incomplete video biography. Also read “[The blood on Alice Tepper Marlin’s hands](#),” by Louis Proyect.

B Corporations website www.bcorporation.net

David Bornstein, [How to Change the World: Social Entrepreneurs and the Power of New Ideas](#), Ch. 1, and skim [Ashoka website](#) (both on social entrepreneurship)

Harold Meyerson, “[Elizabeth Warren Proposes a Second New Deal](#),” *The American Prospect*. 8/17/18.

Jessica Gordon Nembhard, [Interview on Grit TV](#), re her book, *Collective Courage: A History of African American Cooperative Economic Thought and Practice*. Watch interview or read [transcript](#).

Federation of Protestant Welfare Agencies, “[Worker Cooperatives for New York City: A Vision for Addressing Income Inequality](#).” 2014. AND “[New York City Invests \\$12 Million in Worker Cooperatives](#),” 2014

MOVIE: *Shift Change* (feature length) worker cooperatives in Spain and the U.S. Watch as much as you can.

HUMOR: Jim Hightower, “[Cooperatives Over Corporations](#).”

[Ray Anderson](#), CEO of Interface Carpets, 2 ½ minutes, (from *The Corporation* movie).

** CRITIQUE: Julie Nelson, “[Really Radical Economics](#).”

** Marjorie Kelly, “[Indian Country: The Site of New Developments in Community Wealth Building](#),” 7/7/14.

** MOVIE: Marchin Jakubowski, “[Practical Post-Scarcity](#),” (6 minutes) skim [website](#). Low tech high tech open source production solutions.

** U.S. Federation of Worker Cooperatives, Skim, and read “[About Worker Cooperatives](#).”

Class 25 (5/6) Student Group Presentations on Solidarity Projects

Class 26 (5/9) Student Group Presentations on Solidarity Projects

5/10 LAST DAY OF CLASSES: PORTFOLIO II AND PARTICIPATION SELF-GRADE DUE; LAST DAY TO SUBMIT LATE READING RESPONSES

5/21 LAST DAY OF FINALS: SOLIDARITY PROJECT AND WRITE-UP DUE