FEMINIST ECONOMICS (ECON 3514 R) – CHRISTENSEN – Spring 2020
Kim Christensen. Email: Kchristensen@slc.edu. If the SLC system is down, use Kchrist52@aol.com. Office: Science 317. Office phone: x###. Text #: ###.###.#####. Class meets in Science 101.

The seminar will meet for approximately two hours (with a short break). Note that your research/presentation conference project/service-learning group (see below) will meet with me for an hour every other week. So, if possible, please leave the 5:30 time slot open too.

“Our first task, as feminists, is to learn to see with our own eyes.” (Dworkin)

TEXTS After the introductory section (for which you should immediately buy or access the Cobble, Roth, and Basu texts), nearly all of the required readings are posted on MySLC. All required texts are on reserve in the library. Recommended texts are listed in the schedule of topics and assignments below.

Required


*3. Basu, Amrita, ed. Women's Movements in the Global Era: The Power of Local Feminisms, 2nd ed., Routledge 2018. Be sure to get the second edition. You will need this text almost immediately. It is expensive; you may wish to buy it jointly with others or read it on reserve.

EXPECTATIONS AND ASSIGNMENTS
The mechanics of this course (especially re: your small groups) are a bit complicated. Please read this section carefully and bring this syllabus to class.

1. Attendance: Illness: The professor has a connective tissue disease and is prone to developing pneumonia. IF YOU ARE ILL (particularly with a respiratory infection), DO NOT COME TO CLASS!! Stay home, drink elderberry tea (it helps with viral infections), and rest. Do not return to class until you have recovered.

Attendance: Excused absences: If you must miss class due to illness or an emergency, please do the following to receive an excused absence:
--Email me at least one hour before class to inform me of the reason for your absence.
--If you are scheduled to lead discussion and must be absent, you must inform both myself and your co-leaders in time for us to make necessary accommodations, preferably the night before.
--If you are absent for more than one class, you must email me before every class you miss.
--Submit your reading questions (see below) as a Word attachment before the beginning of class. (Note that absence due to illness is the only circumstance under which assignments will be accepted online.)
--If you are too ill to complete the reading questions, bring a hard copy to the next class you attend.

2. Food: A not-insignificant number of SLC students suffer from food insecurity. I'd therefore like to have nutritious snacks available for every class meeting. If you are financially able to participate in providing food, please do so; we will take turns bringing food (and any necessary utensils, napkins, etc.)

3. Participation: Class participation is important and should be informed by the texts. Please bring to class either a hard copy or an e-copy of that day's readings.
4. **Reading questions**: For most class sessions, you will be asked to complete a small number of reading questions or a "reaction paper" on that day's assigned readings. The average total length will be one page, occasionally two. "Bullets" and informal writing are fine! Please bring a **hard copy** of your answers to submit at the beginning of class. Since the purpose of these questions is to prepare you for class discussion, **no late papers will be accepted.** *Please make arrangements NOW to have consistent access to a printer.*

5. **Research Groups/Group presentations**: Each of you will work in a small group (of three or four students) to research and present/lead discussion on one of the following topics in feminist economics:
   A. The Economics of Domestic/Intimate Partner Violence
   B. The Economics of Reproductive Justice/Reproductive Health
   C. Heteronormativity/LGBT Issues
   D. Microfinance: Does It Reduce Women's Poverty?
   E. Women in the Paid/Unpaid Economy of a non-US Country/Region of Your Choice
   F. Topic of your choice; (please clear it with me first!)
   See the end of the syllabus for recommended readings/resources on each of these topics.

   During the first few weeks of the course, we will all read and discuss the same texts, covering the basics of feminist economics. Beginning in the third week of April, each research group will have one class period to present its findings and to lead discussion on texts the group chooses for the class to read. Feel free to use multi-media, group exercises, or any other pedagogical techniques you wish. If you need AV equipment, etc., let me know well in advance! Graduating seniors may wish to work together; we will try to schedule your presentation(s) first.

6. **Joint group conference papers**: Each research/presentation group will also be responsible for writing a joint conference paper on the material related to your class presentation/discussion. Although you may wish to divide up the research and the writing of the paper, please note that every member of the group will be responsible for the content and style of the entire final paper. This means that you will need to:
   (a) work together on all stages of the project and
   (b) learn to critique each other's work compassionately and constructively.

   If your group contains seniors, your paper must be submitted by Wednesday, April 22\textsuperscript{nd}. No exceptions can be made on this deadline. All other groups must submit their papers by Monday, May 4\textsuperscript{th}.

   You should immediately set up a regular weekly time outside of class for your small group to meet to begin work on your presentation and paper. We will also set up a time (probably after class) for each small group to meet with me every other week for a group conference. Individual conferences are also available following your group conference.

7. **Service-learning**: Each member of the class will be expected to engage in some type of feminist service/activism. To the extent possible, we will try to coordinate your group's service-learning placement/experience with the topic you are researching, presenting, and writing about. (See below.)

   There are opportunities for both off-campus and on-campus service-learning placements. Off-campus service-learning requires more time (for transportation to the site), and a more consistent commitment, than on-campus projects. If you have significant obligations outside of this class (athletic team, theater production, an academic "third," working for pay for significant hours, a very difficult course schedule, etc.), it's is probably better not to opt for off-campus service-learning. If you do choose off-campus service, please try to coordinate schedules and transportation with other students working at the same site. Note that
some of the off-campus sites require interviews for the positions. Most students will work at their sites for approximately six hours per week, though the exact schedule depends on the site/organization.

Every student, whether working on- or off-campus, should keep a detailed journal describing your service-learning activities and your reactions to the work you are doing. Please bring this journal to your small group’s biweekly meetings with me.

As of 01/16/20: The recommended service-learning placements for the research groups are as follows. Additional placements may be added as needed.

A. The Economics of Domestic/Intimate Partner Violence:
Off-campus placements:
--Hope's Door: 50 Broadway, Hawthorne, NY: https://hopesdoorny.org/
Hope's Door, a domestic violence shelter and education organization in Hawthorne, has agreed to host two student volunteers to conduct research on topics such as domestic violence, human trafficking, and economic independence – and to put together articles and quizzes on these topics for the organization's newsletter. You will be working with ### of the Development Department. There may also be a possibility of a placement for a student who is very interested in the law to intern in their legal department.

--Girls for Gender Equity: 25 Chapel St., #1006, Brooklyn. https://www.ggenyc.org/
Girls for Gender Equity works to disrupt patterns of individual and institutional violence that affect girls of color in their school and communities. Their Sisters in Strength Program developed and publicizes their National Agenda for Black Girls and runs leadership development programs for young women. GGE has agreed to host two SLC interns to work on development (researching prospects, helping identify new potential funders) and digital support (social media planning and calendaring). You will be working under the direction of Acting CEO #### and Director of Operations #######.

The mission of One Love is to educate young people about healthy relationships, teaching them to avoid and identify abuse. One Love has agreed to host several SLC students to assist them in researching schools that might be interested in sponsoring One Love workshops, and in helping with outreach activities.

On-campus placements:
--Clothesline Project and Sexual Violence Subcommittee
The Clothesline Project brings awareness to domestic and sexual violence by hanging literal clotheslines with T-shirts emblazoned with messages from violence survivors. The Title IX compliance office on campus will be working to bring the Project to campus this spring. For further information on the Clothesline Project, see http://clotheslineproject.info/project.html. Since the Clothesline Project will not take much time to organize, those who are working on it will also be expected to participate in the Sexual Violence Subcommittee on campus.

--Fundraiser for My Sister's Place: 3 Barker Ave., White Plains 487 South Broadway, #1, Yonkers. http://mspny.org/. My Sister's Place, a domestic violence shelter in Yonkers with administrative offices in White Plains, has requested that students do an on-campus fund-raiser for their organization. (A dance, a concert, a film festival, or something similar could raise substantial sums? Be creative!) Students working on the fund-raiser should also expect to participate in the Sexual Violence Subcommittee.
B. The Economics of Reproductive Justice/Reproductive Health
Off-campus placements:
-- National Institute for Reproductive Health: 14 Wall St. #3B. NYC. https://www.nirhealth.org/torch/.
NIRH has agreed to host two students to do administrative work in support of their Torch Project, a peer education program about sexual and reproductive health whose target audience is African American and Latinx youth. NIRH requires an interview before your internship; Zoom interviews are possible. They will provide a lunch stipend for interns if needed.

On-campus placement re: reproductive justice/health:
--Vox/Planned Parenthood. Details to follow.

C. Heteronormativity/LGBTQ Issues
Off-campus placements:
The Loft, an LGBTQ advocacy and service organization in White Plains, has agreed to host two student interns for the spring. You will be working in the Loft office with Volunteer and Membership Manager ####.

The lesbian Herstory Archives is working on a project to transcribe oral histories and could use some assistance! You will be working with Archivist Extraordinaire and Librarian ###. Note that you must be available on Fridays to work on this project.

D. Microfinance OR E. Women in the Paid/Unpaid Economy of a Country/Region of Your Choice
Off-campus placements:
--National Domestic Workers' Alliance: 330 7th Ave. #19, NYC. www.domesticworkers.org
National Domestic Workers' Alliance is a wonderful grassroots organization of housecleaners, nannies, eldercare workers, and other domestic workers who advocate for dignity, rights, and fair compensation. They have agreed to host two SLC interns this semester. Among other projects, NDWA is currently conducting campaigns to get Domestic Workers' Bills of Rights adopted in more states and on the federal level. You may also be helping with the NDWA Assembly, to take place in February in Las Vegas. You will be working with organizers ### and/or ### in their NYC office.

Girls, Inc. focuses on giving adolescent girls, particularly those from disadvantaged backgrounds, the skills and leadership abilities they need to succeed. Their aim is to develop young women who are "strong, smart, and bold!" Girls, Inc. Westchester runs a variety of mentorship, training and support programs. You will be working with Volunteer Coordinator ###.

On-campus placement:
--SLC Women's History Conference: The annual SLC Women's History Conference will take place on Friday, and Saturday, March 27th - 28th. This year, the theme is "From the Grassroots to the Statehouse: Women's Activism and Political Power." ### and ### (Director and Associate Director, respectively, of the Women's History graduate program) have requested assistance with organizing and managing the conference. This project will be quite "front-loaded"; i.e., most of the work will be finished by late March. Therefore, this might be a good choice for graduating seniors or others with late-semester commitments. For further information, see https://www.sarahlawrence.edu/womens-history/conference/.
Other Policies and Procedures:

8. **Assignments/Announcements:** After every class, I will email and post on MySLC your assignments, a schedule of upcoming service-learning group conferences, and any relevant announcements. At times, I may also include a few key concepts for review (FYI only; no need to write out answers!) If you have a question about your assignments, please consult these assignment sheets.

9. **Periodic, short evaluations:** This is the first time that I have taught this course and, frankly, there is too much material to cover in one semester! I'm also using many of these service-learning placement sites for the first time. There will inevitably be bumps along the road. I will therefore ask you to do periodic, short evaluations of the course, with an emphasis on the process/mechanics.

10. **Self-evaluation:** At the end of the semester, I will ask you to write a *substantial* self-evaluation of all aspects of your work in this course. I strongly urge you to make notes along the way on your progress re: class participation, the writing assignments, and your work in your small group re: research, presentation, and service. Careful records will make the process of writing the self-evaluation easier and more accurate.

11. **Portfolio:** Please keep all of your corrected papers, journals and logs, etc. in a folder. (I have extra folders if you need one.) These will be useful for your self-evaluation and for my final, written evaluation.

12. **Academic freedom/Classroom atmosphere:** I strive to maintain an atmosphere in my classrooms where students feel free to ask critical questions and to express their views, especially unpopular or contrary views. You will *never* be penalized (in terms of grades or evaluations) for disagreeing with me or with another student. I would ask that we all maintain civility and respect during any disagreements.

You should feel free to make any (brief!) announcements of campus and related activities, etc. in class; please notify me in advance if possible and email me the details for inclusion in the day's assignment/review sheet.

13. **Academic integrity:** Academic integrity is the foundation of your education and of trust among the members of this class. PLEASE be careful to avoid committing plagiarism, the intentional or unintentional use of another's words or ideas without proper attribution. Any consistent citation format (Chicago, MLA, etc.) is acceptable. If you are confused about when or how to do citations, please ask! Reading questions on specific texts do not need to include full citations, though page cites are necessary for quotes.

14. **Disabilities:** If you have a physical, learning, or other disability that requires accommodation, register immediately with Associate Dean of Studies and Disability Services ### to be eligible for accommodations. Also speak to me ASAP; we will work together to make necessary adjustments. Note that it is always acceptable with me to record the class as long as I don't have to deal with the tech! If you feel uncomfortable having a particular class recorded, or if you want recording paused while you make specific comments, please say so and you will be accommodated. Please do not record small group meetings without the *explicit permission* of everyone in the group.

QUESTIONS? If you are confused about your assignments, please consult the most recent assignment sheet, in your email and posted on MySLC. If that does not answer your question, or if you have a question about another aspect of the course, please email me. On weekdays, I always check my email from 8:00 AM to 8:00 PM and sometimes after that. In an emergency, text me at ###.###.
SCHEDULE OF TOPICS AND ASSIGNMENTS

1. Unless otherwise noted, all articles are posted on MySLC.
2. FE refers to the journal Feminist Economics.
3. REC indicates a recommended (not required) reading.
4. The estimates of class time per topic are flexible.

I. Introduction, course plan, policies and procedures (1/2 to 1 class)
   --Introductions
   --Basic perspective of course: Intersectionality by race/ethnicity/nation, class, gender/identity/orientation
   --Formation of small groups for research/presentations/service-learning; Choice of topics and placements
   --Preparation for service learning (resumes, etc.)
   --Class exercise on the guidelines for class discussions
   --Choose teams to lead discussion on chapters of Cobble and Roth

II. Economic context for emergence of feminist economics:
A. Changes in women's economic roles in developed countries
B. Development of women's liberation/feminist movements in developed countries
C. Changes in women's economic roles in developing countries/the Global South
D. Development of women's/feminist movements in developing countries/the Global South
E. More women entering the economics profession; dissatisfaction with their treatment in the profession and with the scope of the discipline

II.A. Changes in women's economic roles in developed countries (1/2 to 1 class)
Finish discussion of the mechanics of the course
Lecture/Discussion on changes in women's economic position in the postwar era US and the shifts in the domestic and international political economies triggering those changes

A. Recommended readings re: the lecture/discussion:
   REC: Brookings, "Women Staging a Labor Force Comeback"
   REC: IWPR, "The Gender Wage Gap by Occupation and by Race and Ethnicity, 2018"
   REC: Guardian: "Women are better off today, but still far from equal":

II.B. Development of women's liberation/feminist movements in developed countries (2 classes)
Social justice vs. equal rights feminism
The rise of the Women's Liberation Movement; The role of race and class in the "second wave"

ASSIGNMENTS #1: (1 class)
2. WRITE/PRINT: Reading questions on Cobble:
   Cobble ch.1: Describe the difference between social justice and equal rights feminism.
   Cobble ch. 2: a. Describe the strengths and weaknesses of consciousness-raising as a mode of organizing.
   b. On what feminist issues did the Women's Liberation Movement make progress?
   Cobble ch. 3: a. How did the "Third Wave" differ from the "second"?
   b. On what issues does the feminist movement still need to make progress?
3. BRING YOUR PLACEMENT RESUME (hard copy) to the second class session and send it to me online with "RESUME (your name)" in the message line. Include information on your work history, the
languages you speak, computer/Excel/graphic skills, video/photography experience, and any other skills or experience that might be useful at your placement.

ASSIGNMENTS #2:
1. READ: Roth, *Separate Roads to Feminism*, First two pages of preface, Introduction pp. 1-14, Ch. 3 "The Vanguard Center: Intra-movement Experience and the Emergence of Black Feminism" (pp. 76-128) and Ch. 4 "We Call Ourselves Feministas: Intra-movement Experience and the Emergence of Chicana Feminism" (pp. 129-177).
2. WRITE/PRINT: Reading questions on Roth:
   Roth, ch. 3: a. Describe reasons for the rise of the Black feminist movement/organizations.
   b. What critical theoretical contribution did these movements make? Explain. (one sentence)
   Roth, ch. 4: Describe the emergence of Chicana feminism within the Chicano movement and the former's continuing relationship with the latter. (Thought question – not to write out: Why did this relationship differ from that of Black feminism to the Black liberation movement?)

Among the issues raised by the so-called "second wave" women's movement were violence against women (rape and domestic violence), sexual harassment, occupational segregation and wage discrimination by gender and race, division of household/caring labor in heterosexual couples, (un)availability of childcare, reproductive & sexual rights (including LGBT rights), racist and sexist beauty standards, and women's leadership (or lack thereof) in government and social/political movements.

Recommended resources on the rise and continuing relevance of "second wave" issues include:
*1. **Highly recommended**: Center for American Progress, “Transforming the Culture of Power: Gender-Based Violence in the US”

II.C. Changes in women's economic roles in Global South (1 class)
Increased employment in industry, in migrant labor for domestic & other service work.

ASSIGNMENTS:
Note: This chapter is very dense; you may need to read it more than once. Note-taking is recommended! Please keep track of, and post, any questions you have.

3. WRITE/PRINT: Write out brief answers to the *’d questions on BBF. Be prepared to discuss the others.

Discussion Questions on Beneria, Berik & Floro (BBF)  Write out answers to *’d questions only. "Bullets" are fine.
*1. Define globalization. *List several factors that have contributed to its rise.
2. How did Polanyi critique the thesis that markets evolve "naturally"?
*3. Briefly describe a typical global supply chain in manufacturing. *Where are women workers located on this chain?
*4. Describe the "rational economic man."
5. How does "rational" behavior by all parties supposedly result in efficient, least-cost production?
6. Cite evidence that women do not conform to the "rational man" model. Why might this be?
7. Cite evidence of rising inequality in the US; globally.
*8. List several factors that have contributed to the increase in women's labor force participation rates since 1970.
*9. Why do employers in developing countries often prefer women workers?
10. Describe the positive and negative aspects of women's employment in "pink collar" service jobs.
*11. Describe reasons for the care deficit in the Global North. *How has this changed the gendered nature of migration?
13. Describe the scope of sex trafficking in terms of populations and profits.
*14. List some of the positive and negative impacts of paid employment on gender relations.

II.D. The Rise of Feminism in the Global South: Case Studies  (2 classes)
Commonalities and differences; The possibilities for transnational feminist networks

ASSIGNMENTS #1: (1/2 class)
READ: "Introduction" in Basu, Amrita, ed. Women's Movements in the Global Era: The Power of Local Feminisms, 2nd ed., Routledge, May 2018. (Note: This chapter is also a bit dense. Please keep track of any questions of clarification and raise them in class.)
WRITE/PRINT: Short answers to the *’d reading questions. (The rest are FYI only.)

*1. Define neoliberalism. *What impact does neoliberalism generally have on women and why?
*2. What is CEDAW? *What does it entail? Has the US ratified CEDAW?
*3. When/Where were the four UN conferences on women?
4. Describe the process of preparation for the UN conferences and the impact on domestic women's movements.
*5. What is the Platform for Action?
6. Describe the findings of the March 2015 re: progress on meeting the goals of the Platform.
7. Discuss the arguments for and against holding another international women's conference.
7. How have regional networks "picked up the slack" for the lack of progress on the Platform?
*10. What is an NGO? *What conditions have led to the rise of NGOs?
11. Describe the costs and benefits of feminist interaction with/participation in NGOs.
*12. What is a quota system?
13. Quoting Basu: "Rights-based liberal feminism can be quite radical in highly repressive contexts, but is ill-equipped to address structural inequities, particularly in a neoliberal era." 31. Discuss.
14. Describe the pervasiveness of violence against women around the world. Why is this the case? What kinds of actions/organizations might change this reality?
15. (Discussion question): How can feminists address both questions of social/economic inequality and of women's status/rights? Are women's issues best addressed within the context of "broader" social movements against inequality and exploitation? By autonomous women's movements/organizations? Does it differ by place/ time/issue?
ASSIGNMENTS #2: (# of classes depends on how many chapters we choose)
READ in Basu: Depending on time pressures, we will choose a number (three? four?) of the following chapters to read and discuss. The rest of the book is recommended.
   a. Tripp, "Women's Movements in Africa" (pp. 37-64)
   b. Shaheed, "Pakistan's Women's Movement: Protests, Programming, and Revitalization" (pp. 95-128)
   c. Zheng, "Feminist Struggles in a Changing China" (pp. 155-184)
   d. Sardenberg and Costa, "State Feminism and Women's Movements in Brazil" (pp. 299-332)
   e. Moghadam, "Feminist Movements in the Magreb" (pp. 333-360)
   f. Tohihi, "Women's Movement and Feminism in Iran: Revisiting a 'Glocal' Perspective" (pp.397-442)

CONSIDER: While reading the selections, think about the following questions/issues:
1. What commonalities exist re: the emergence of feminist movements in the countries under consideration?
2. How can women's movements be periodized? (e.g., decolonization struggles, etc.). How does women's participation differ in the various phases?
3. What are the costs and benefits of women's/feminist movements engaging with the state? Does it differ during different phases/periods and among countries? How?
4. What is NGO'ization? What causes it? What are the costs and benefits to the women's/feminist movements of the growth of NGOs?
5. What has been the impact of the UN Conferences on Women, the UN Decade of Women, CEDAW, and other international initiatives on women's/feminist movements in various countries?
6. To what extent have women's/feminist movements in various countries been able to engage women of various classes, races, castes, religions, and other variables?
7. Discuss the possibilities (or lack thereof) for constructive transnational feminist initiatives, networks, and organizations. How might/should Global North feminists participate?

In addition to many articles in Feminist Economics, other recommended readings on the rise of feminism/women's movements in the global South include:
1. REC: Ferree, Global Feminism NYU, 2006
2. REC: Moghadam, Globalizing Women: Transnational Feminist Networks, Johns Hopkins 2005

II.E. Women in the economics profession (1/2 class)
Predominantly but not solely, women in the Global North, dissatisfied with both the lack of attention paid to domestic and international feminist issues and with their treatment in the profession.

ASSIGNMENTS: (These are all very short.)
Women in mainstream economics:
4. READ: Casselman, Tankersley & Smialek, "A Year After Me-Too Reckoning, Economists Still Grapple With It" (NYT 01/20). (MySLC)
Women in left/heterodox economics:

III. The Emergence of Feminist Economics
The convergence of these streams – changes in women's economic roles in the Global North and South, the rise of domestic and international women's/feminist movements, the lack of attention to women's/feminist issues in the economics profession, and the treatment of women economists – led to the development of feminist economics.

III.A. Definitions of feminist economics (1 class)
The amount of reading you should do here depends on how much background you have in economics. Everyone should read #1, 2, 3, & 4. (They're all short.) Those who have not taken "Introduction to Economic Theory & Policy" with me should also read Nelson, England, and Strassmann (#5); those who have had that class should review those pieces. Note: The Nelson, England, and Strassmann pieces may be difficult. Don't worry! Just post any questions you have and we'll discuss them in class.

ASSIGNMENTS:
1. READ: Nelson, "Feminist Economics" from The New Palgrave Dictionary of Economics
5. READ or REVIEW:
   A. Nelson, "The Study of Choice or . . . of Provisioning? Gender & the Definition of Economics"
   B. England, "The Separative Self: Androcentric Bias in Neoclassical Assumptions"
   C. Strassmann, "Not a Free Market: The Rhetoric of Disciplinary Authority in Economics"
   (all from Beyond Economic Man: Feminist Theory and Economics, Chicago, 1993
   7. REC: Matthaei, "Why Feminist, Marxist, Anti-Racist Economists Should Be Feminist-Marxist-Anti-Racist Economists." FE 2(1)
7. WRITE/PRINT: Define feminist economics and explain how it differs from mainstream/neoclassical economics. (1 p. max)


For further information on the history and current state of socialist-/Marxist-feminist approaches, the following resources may be helpful:
5. REC: RRPE Special Issues on Women, including 8(1) spring 1976, 9(3) fall 1977, 12(2) summer 1980, 16(1) spring 1984, 23(3-4) fall 1991, and 33(4) fall 2001. Another special issue is forthcoming.
IV. The Dominant Approach in Fem Econ: Amartya Sen and the Capabilities Approach

IV.A. The United Nations Declaration of Human Rights (UNDHR) (1 class)
Short history of the UNDHR; Critiques and expansion of the human rights approach

ASSIGNMENTS:
2. READ/SKIM: United Nations Declaration of Human Rights
3. READ: Waltz, "Reclaiming and Rebuilding the History of the UNDHR" Third World Quarterly 23(3)
4. READ: Mutua, Makau, Human Rights: A Political and Cultural Critique, Intro (pp. 1-9) & ch. 3 "Human Rights and the African Fingerprint" (pp. 70-93) (Note: This is a controversial piece.)
6. WRITE/PRINT: A one-paragraph summary and critique of Mutua.

7. CONSIDER: Thought Questions on Mutua and Moyn:
1. Mutua compares pre-capitalist Africa with the industrialized capitalist West. What might be a better comparison? How might this change the results of his analysis?
2. Mutua valorizes pre-capitalist African societal structures and mores. Describe their positive and negative aspects for African women; for the revitalization of African nations and political economies.
3. re: Moyn: Under what conditions did Western governments pay serious attention to questions of inequality and poverty? Why do they no longer do so?
4. What changes does Moyn advocate for the human rights movement so that it might more fully address the roots of unequal rights? How might this occur? What obstacles stand in the way?
5. Is it possible to formulate standards for "universal" human rights? If yes, by what processes might this occur? What might/should be the content of such standards?

IV.B. Women's Rights and the UNDHR Framework: The Case of Afghanistan (1 class)

ASSIGNMENTS:
1. READ: Kabeer, Naila and Ayesha Khan, "Cultural Values or Universal Rights? Afghan Women's Narratives of Compliance and Contestation in Urban Afghanistan." FE 20(3)
4. WRITE/PRINT: Brief "reaction papers" to Kabeer and Moghadam (maximum total two pages)

IV.D. Amartya Sen and the Capabilities Approach (1 class)

2. READ: Robeyns, "Sen's Capability Approach & Gender Inequality: Selecting Relevant Capabilities" FE 9(2-3)
3. REAZD: Anderson, "Sen, Ethics, and Democracy" FE 9(2-3)
3. WRITE/PRINT the following reading questions: (*’d questions only)

Reading Questions on Nussbaum/Robeyns/Anderson:
*1. What is the capabilities approach?
*2. Why might the capabilities approach be a better measure of well-being than either (a) standard utility theory or (b) an "equality of income/wealth" approach?
3. What is the central problem of (Lockean) social contract theory re: questions of gender justice? How does Nussbaum propose to solve this problem?
4. What are the strengths and weaknesses of endorsing a particular set of capabilities?
5. Describe a democratic process for constructing a list of capabilities.
*6. If you were to construct a list of capabilities, what would be on it? Why?

Other recommended readings on capabilities include:
1. REC: Koggel, Globalization and Women's Paid Work: Expanding Freedom? FE 9(2-3)
2. REC: Des Gasper & Irene can Stavern, Development as Freedom - and What Else? FE 9(2-3)

IV.E. Quantifying/Measuring Progress – The HDI, SIGI, etc. (1/2 class)

ASSIGNMENTS:
1. LOOK OVER: UN Human Development Index and Reports: http://hdr.undp.org/en/content/human-development-index-hdi
2. VIEW: "Countries ranked by GDP"
3. VIEW: "Countries ranked by HDI"
4. READ: Branisi, et al., "The Institutional Basis of Gender Inequality: The SIGI." FE 20(2)
   (Don't worry about the mathematical mechanics of constructing the index.)
5. WRITE/PRINT: the following review questions about the SIGI.
   Reading Questions on Branisi
   *1. What is the SIGI?
   *2. Why is the SIGI (or a similar index) important?
   *3. What variables are included in the SIGI?
   *4. If you were to construct a gender index, what variables would you include? Why?
   5. Looking over the list of SIGI values, were you surprised by the standings of any countries? Why?
6. POST: Any questions you have on the HDI or the SIGI.
7. KC will lead a brief discussion on the HDI, the SIGI, etc.

Expanding the Boundaries of Economics: Selected contemporary feminist economic issues

V. Caring and household labor (1 & 1/2 classes)

A. The division of unpaid/caring labor: Differential impact by gender
1. VIEW: BLS, "Average Minutes per Day Men and Women Spent in Household Activities" (US)
2. VIEW: BLS, "Average Hours per Day Men and Women Spend in Various Activities" (US)
3. VIEW: BLS, "Percent of Population Who Did Household Activities on an Average Day" (US)
4. READ: Folbre, 1995, "Holding Hands at Midnight" FE 1(1)
7. REC: For further information on the history of the treatment of household labor in economic theory, see: Jefferson and King, "Never Intended to be a Theory of Everything: Domestic Labor in Neoclassical and Marxian Economics" FE 7(3)
8. READ: We will divide up these pieces; teams should report on the factors affecting the division of household labor among heterosexual couples in non-US countries and in non-heterosexual households:
D) Akram-Lodi, "No, You Are Not Excused From Cooking! Peasants and the Gender Division of Labor in Pakistan." FE 2(2)
E) Amarante. 24(1) "Unfolding Patterns of Unpaid Household Work in Latin America," FE 24(1). (Skim section on the econometric model)
F) Floro and Komatsu, "Gender &Work in South Africa: What Can Time-Use Data Reveal?" FE 17(4). See especially the section "Time Use Patterns of Men and Women" (pp. 45-48).

9. WRITE and bring to class: A list of the factors that affect the division of household and caring labor in heterosexual-couple households in various societies and in lesbian households in the Global North.

10. PREPARE WITH PARTNER to report on your chosen article(s).

V.B. Caring labor in markets: Nannies & housecleaners: Immigrant women workers (1 class)
The "care deficit" and the impact on gendered migration
"Circuits of care" and their impact on labor-sending countries

ASSIGNMENTS:
4. FAMILIARIZE YOURSELF with website of NDWA and read the Domestic Workers' Bill of Rights: https://www.domesticworkers.org/bill-rights
5. WRITE/PRINT: Short essay or list: Briefly describe the situation(s), in both richer and poorer countries, that have led to a significant increase in women's migration in the past 20 years. Thought question: How should public policy address the issue of care chains?

7. REC: Michel, Sonya and Ito Peng, Gender, Migration & the Work of Care, Palgrave, 2017.
8. REC: Chang, Grace, "This is What Trafficking Looks Like," in Flores-Gonzalez, Guevarra, Toro-Morn, and Chang, Immigrant Women Workers in the Neoliberal Age, Univ. of Illinois, 2013.

C. Impact of family policies on women's economic trajectories: Evidence from the EU (1 class)
ASSIGNMENTS:
3. READ: Ronsen and Kitterod, "Gender-Equalizing Family Policies and Mothers' Entry into Paid Work: Recent Evidence from Norway" FE 21(1). Don't worry about the econometric model; concentrate on the content of Norwegian family policies and their impact on women's LFPR.

4. WRITE/PRINT: A short essay (max. 2 pp.) on the relationship between family policies and women's labor force participation rates.

5. REC: Erhel and Guergoat-Lariviere, "Labor Market Regimes, Family Policies, and Women's Behavior in the EU" FE 19(4) (Note: Skim the econometric model and concentrate on the conclusions.)

6. REC: Duvander, "Does Fathers' Care Spill Over? The Swedish Parental Leave Program FE25(2)

7. REC: Bergmann, "Subsidizing Child Care by Mothers at Home: A Critique" FE 6(1)


C. The US: The FMLA (1/2 class)

1. READ: IWPR, "Paid Family Leave Increases Mothers' Labor Market Attachment" (2 pp.)


3. FAMILIARIZE YOURSELF with the Family Medical Leave Act. The US Department of Labor's "Fact Sheet on THE FMLA" (on MySLC) may be helpful.

4. DISCUSS in class: Reasons for the paucity of family benefits in the US; possible policy alternatives

VI. Household Decision-Making (1 class)

A. Neoclassical Models of the Household:

Comparative Advantage and Specialization; Transactions Costs and Bargaining

ASSIGNMENTS:


2. WRITE/PRINT: Short answers to the *'d reading questions. Be prepared to discuss the rest.

Blau/Winkler Ch 3: The Family as an Economic Unit: Theoretical Perspectives
*1. Describe the simple neoclassical model of the heterosexual family.

*2. Define absolute and comparative advantage; define opportunity cost.

*3. What is said to determine the division of husbands' and wives' market work and home-based work?

*4. Why are women assumed to have a comparative advantage in home-based work?

*5. How do neoclassicals explain the changes in market- and home-based work in the past fifty years?

*6. What are some of the disadvantages to specialization, especially for women/wives?

*7. Cite evidence that family preferences cannot be adequately represented by the "altruistic head" model.

*8. Explain divorce-threat bargaining models. What factors influence each partner's threat point?

*9. How do institutional arrangements (property laws, divorce laws, public support for children, etc.) influence wives' "threat points"?

Blau/Winkler Ch. 4: The Family as an Economic Unit: Evidence
*1. Describe the amount of time wives vs. husbands spend on housework. How has this changed in the past fifty years? [No *]: How do neoclassicals explain these changes?

*2. How does heterosexual cohabitation vs. marriage influence the division of household labor?

*3. How do lesbian & gay partners allocate housework? (N.B. It is actually different for lesbians vs. gay men.)

*4. Describe the amount of time mothers vs. fathers spend with children. How does employment impact mothers' time with children? How does education/income level affect time spent with children? Explain.

*5. Describe the opportunity cost, market cost, and specialist method of estimating the value of nonmarket work. Cite estimates of how such inclusion would affect estimates of US GDP.

6. Describe the changes in the American family in the past fifty years re: marriage, childbearing, generational cohabitation, and racial/ethnic composition.
B. Critiques of Neoclassical Models of the Household: (1 class)

ASSIGNMENTS:
3. READ: Agarwal, "Bargaining and Gender Relations: Within and Beyond the Household," FE 3(1).
4. READ: McCrate, "Trade, Merger, and Employment: Economic Theory on Marriage" RRPE, 1987. (Note: The data in this piece are obviously dated, but the theory is interesting. Skim the sections on the trade and merger/transactions cost models; concentrate on the "employment" model beginning on p. 7.)
5. WRITE/PRINT: Short answers to questions on Agarwal and McCrate:
   a. List several ways in which Agarwal "complicates" the bargaining power models of intra-household decision-making.
   b. Briefly describe her "cooperative conflict" model.
   c. What does she see as the primary source of bargaining power for rural women in the Global South? Why?
   c. How does McCrate conceptualize the heterosexual household? (Thought question: Which model(s) do you believe most correctly represents US households today? Why?)

7. REC: Wheelock, Oughton, and Baines, "Getting By With a Little Help from Your Family" FE 9(1) 2003. (re: the adaptation of families to insecure work, public policies that could support families.)

C. Household decision-making models in other non-US contexts (1/2 class)

ASSIGNMENTS:
1. READ: Friedman-Sanchez, "Assets in Intrahousehold Bargaining Among Women Workers in Colombia's Cut-Flower Industry" FE 12(1-2)
2. READ: Rammohan/Johar, "Determinants of Married Women's Autonomy in Indonesia" FE 15(4) (If necessary skim the econometric model; read the introduction and conclusions.)
3. READ: Ickowitz/Mohtanty, "Why Would She? Polygyny and Women's Welfare in Ghana." FE 21(2) (Again, if necessary, skim the econometric model and read the set-up and the conclusions.)

VII. Labor Market Inequality: Occupational Segregation and Unequal Pay
VII.A. Where are women of different races in the US/global workforces? How much are we paid?

ASSIGNMENTS:
3. CONSIDER: Did anything surprise you in these reports? Explain.

VII.C. The Gender Pay Gap (1 & ½ classes)

1. REVIEW: IWPR, "The Gender Wage Gap by Occupation and by Race and Ethnicity, 2018"
2. READ: Ruwanpura, "Multiple Identities, Multiple Discriminations" FE 14(3), pp. 77-88 only.
4. WRITE/PRINT: the following reading questions on the excerpts from Ruwanpura and Karamessini:
   1. How do economists define discrimination?
   2. Briefly summarize several neoclassical theories of discrimination/the gender wage gap.
5. READ: Mutari, Figart, Power, "Implicit Wage Theories in Equal Pay Debates in the US" FE 7(2) (Concentrate on the theoretical, not the historical, material.)
6. WRITE/PRINT re: Mutari/Figart/Power:
   1. According to Mutari, Figart, and Power, what are the three basic theories of wages?
   2. What is practice theory? How do the authors apply it to gender?
   3. Thought question: "How can we in the social sciences attend to the legitimate insights of contemporary feminist theory [re: gender] without losing sight of the project that sparked feminism?" (p. 41)

8. WRITE/POST: 1. How does collective bargaining reduce gender and racial pay gaps?
   2. Briefly describe Blau/Kahn's findings re: the causes of the gender pay gap.
   3. Describe the trend in the racial pay gap and Daly et al.'s finding re: its cause.
   4. Describe the impact of unionization on gender and racial pay gaps in the US.

10. REC: Mutari, Power, and Figart, "Neither Mothers Nor Breadwinners: African American Women's Exclusion From US Minimum Wage Policies 1912-1938" FE 8(2)

VII.D. Occupational Segregation (1 class)
1. REVIEW: IWPR, "The Gender Wage Gap by Occupation and by Race and Ethnicity, 2018"
3. WRITE/PRINT: Reading questions on IWPR (Hegewisch & Hartmann). "Bullets" are fine.
   1. What is the Index of Occupational Dissimilarity?
   2. How has the degree of occupational segregation by gender changed over time?
   3. How does occupational segregation vary by skill/education level?
   4. List several policies that could reduce occupational segregation/the gender pay gap.
   5. List possible reasons for the stagnation in the decline of occupational segregation.

6. REC: McCrate, "Flexible Hours, Workplace Authority, Compensating Wage Differentials" FE 11(1)

VIII. Small Group Presentations

IX. CONCLUSION: What is our vision for a feminist economic future? In the US? Internationally?
1. READ: IWPR, "A Woman-Centered Economic Agenda"
4. WRITE, POST and BRING TO CLASS (hard copy): Your own vision for a woman-centered economic agenda. What policies do you think should be included? By what institutions? How should they be funded?
5. WRITE: Self-evaluation
6. Party and naps all around!
VIII. SMALL GROUP PRESENTATION/DISCUSSION/PAPER TOPICS (choice)

Each group should choose one of the topics listed below to research and present to the class. You will have one class period for your presentation and discussion. You may assign readings for your presentation; please send them to me (in Word or pdf) at least two weeks before your presentation.

Don't feel limited to the resources suggested below. Resources for the small group presentations are not posted on MySLC, but should be available through the library’s databases. The most recent eighteen months of *Feminist Economics* may be embargoed by the publisher. If you need a recent article, let me know and I can send you a pdf.

Suggested topics:
A. The Economics of Domestic/Intimate Partner Violence
B. The Economics of Reproductive Justice/Reproductive Health
C. Heteronormativity/LGBT Issues in Economics
D. Microfinance: Does It Reduce Women's Poverty?
E. Women in the Paid/Unpaid Economy of a Country/Region of Your Choice
F. Topic of your choice (Clear it with me first.)

VIII.A. Domestic Violence/Intimate Partner Violence (DV/IPV)
Possible issues include:
1. The relationship between DV/IPV and women's economic status/labor force participation
2. The economic impact of DV/IPV on women, on families, and economies

Possible resources include:
--Vyas, "Women's Paid Labor and Intimate Partner Violence: Lessons from Tanzania" *FE* 21(1)
--Oduro, "Women's Wealth & Intimate Partner Violence: Insights from Ecuador & Ghana" *FE* 21(2) 2015
--Bhattacharya, "Spousal Violence and Women's Employment in India" *FE* 21(2)
--Lenze, "Does Women's Labor Force Participation Reduce DV? Evidence from Jordan" *FE* 23(1)
--Iregui-Bohoriquez. "DV Against Rural Women in Colombia: The Role of Labor Income" *FE* 25(2)
--Raghavendra, et al., "The Macroeconomic Loss Due to Violence Against Women: Vietnam" *FE* 23(4)

VIII.B. Reproductive Justice/Reproductive Health
Possible issues include:
1. Economic impact on women of lack of control over reproduction
2. Health care financing and reproductive health
3. Population control, government/medical abuse of reproductive health care
4. Differential maternal mortality rates by race and income/wealth level

Possible resources include:
--Pollitt, "How the Right to Legal Abortion Changed the Arc of Women's Lives" *New Yorker*, 05/24/19,
--Smyth, "Gender Analysis of Family Planning: Beyond the Feminist/Population Control Debate," *FE* 2(2)
--Connelly, "Tackling the Endogeneity of Fertility in the Study of Women's Employment in Developing Countries: Using Data from Urban Brazil" *FE* 12(4)
VIII.C. Heteronormativity/LGBT Economic Issues
Possible issues include:
1. Labor market discrimination against LGBT people
2. Possible legislative/policy remedies for #1
3. The state of research on LGBTQ economics

Possible resources include:
--Human Rights Campaign, Update on the Equality Act: https://www.hrc.org/resources/the-equality-act
--The Williams Institute at UCLA is a treasure trove of data on this topic!
--Feminist Economics, Special issue 4(2). LGBT-related articles in this issue include:
  --Badgett and Hyman, "Towards LGBT Perspectives in Economics: Why They Make a Difference"
  --Klawitter, "Why Aren't More Economists Doing Research on Sexual Orientation?"
  --Kaufmann, 'Uncovering a Quantitative History of Gays and Lesbians in the US"
  --Patterson, "Including Gays and Lesbians in the Economics Curriculum"
  --Cornwall, "A Primer on Queer Theory for Economists Interested in Social Identities"
  --Matthaei, "Some Comments on the Role of Lesbianism in Feminist Economic Transformation"
  --Brown, "Sexual Orientation and Labor Economics"
  --Giddings, "Political Economy &the Construction of Gender: Housework Within Same-Sex Households"
  --Rose and Bravewomon, "Family Webs: A Study of Extended Families in the LGBT Community"
--Danby, "Political Economy and the Closet: Heteronormativity in Feminist Economics" FE 13(2)
--Curley, "Sexual Orientation, sexual History, and Inequality in the US" FE 24(1)
--Schonpflug, et al., "If Queers were Counted" 2 FE 4(4)
--Schneebaum and Badgett, "Poverty in US Lesbian and Gay Couple Households" FE 25(1)
--Brown, Contreras, Schmidt, "Sexual Orientation &Labor Force Participation: Uruguay &Chile" FE 25(2)

VIII.D. Microfinance: Does It Reduce Women's Poverty?
Possible issues include:
1. The economic impact of microfinance programs on women
2. The differences between non-profit and for-profit microfinance programs
3. Possible non-economic consequences (both negative and positive) of microfinance
4. The impact of microfinance on gender relations

There is a vast literature on the strength and weaknesses of microfinance as a development strategy. E.g.,
--Yunus, Banker to the Poor: MicroLending and the Battle Against World Poverty, Public Affairs, 2008.
--Rankin, "Social Capital, Microfinance, and the Politics of Development" FE 8(1)
--Kantor, "Determinants of Women's Microenterprise Success in Ahmedabad, India" FE 11(3)
--Zulifiqar, "Does Microfinance Enhance Gender Equity in Access to Finance? . . . Pakistan" FE 23(1)

VIII.E. Women and Development
Depending on which country/region you choose, the (vast) literature on women and development may be helpful. Here are a few examples:
--Visvanathan, Duggan, Wiegersma, Nisonoff, eds., The Women, Gender, and Development Reader, 2nd ed., Zed, 2011. (Note: You read Ehrenreich/Hochschild from this volume.)

Feminist Economics has several special issues devoted to globalization and development. See, e.g.,
--6(3) "Globalization and Gender"
--15(3) "Development, Inequality, and Growth"
--18(2) "Gender and International Migration"

Re: international labor standards, see also:
--Dominguez, Icaza, Lopez, and Stenman, "Women Workers in the Maquiadoras and the Debate on Global Labor Standards" FE 16(4)

Finally, in FE 22(1), Hanmer and Klugman's "Exploring Women's Agency and Empowerment in Developing Countries: Where Do We Stand" gives a nice overview/summary.

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Legal name as it will appear on my roster; (Sorry, but I need this for bureaucratic reasons):

Chosen name (how you want to be referred to in class):

Pronouns: I will (attempt to) refer to everyone in class by gender-neutral pronouns. If you object strongly to this policy, please state your preferred pronoun(s).

Student number:

Don:

Email address(es):

Phone(s): Please notify me immediately if your primary phone number changes!

Do you have any disabilities that may affect your performance in this class? If yes, what accommodations do you require? (Please register immediately with Polly Waldman.)

Have you taken "Introduction to Economic Theory and Policy"? If yes, who was your professor?

Have you taken "Political Economy of Women" (Christensen) or "Women, Culture, and Politics in US History" (Sizer)?

Have you taken any other economics or gender-studies courses that might be relevant?

Do you have any experience with political activism on- or off-campus? If yes, please explain briefly.

Do you consider yourself to be a feminist? Why or why not? (Be brief!)

Anything else I should know about you? 😊