

THE POLITICAL ECONOMY OF GENDER, RACE AND CLASS
Economics 243, Wellesley College, Spring 2015

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& 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

COURSE OVERVIEW AND GOALS

This course is built on the premise that the current economy is in a transformative moment of crisis, with the potential for deep-seated, positive transformation 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 man/nature differentiation and inequality have been built into our economy; the various solidaritous processes and social movements which have been transforming them; and the new, solidaritous economic values, practices and institutions which have been arising as a result of these movements.

The general theoretical framework of this class is radical 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). Radical economic theory is very different from current mainstream theory in the U.S. -- studied here at Wellesley and in most economics departments in the U.S. – which based on a model developed by Walras, Jevons, and Menger (neoclassical economics of the last half of the nineteenth century). 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. If you would like to explore radical economics directly, the classic Edward, Reich and Weisskopf edited collection, The Capitalist System, provides a good introduction; the websites for The Union for Radical Political Economics (www.urpe.org) and Heterodox Economics Newsletter (www.heterodoxnews.com) would also be helpful.

We begin the course with three introductory classes – the first introducing the class to students, and introducing class members to one another, and the next two introducing the conceptual framework we will be using in the course. We will look at the present moment as a moment of economic paradigm shift, from the inequality paradigm to the solidarity paradigm. We will study the rooting of our current economy in the inequality paradigm, characterized by class, gender, racial-ethnic, and other socioeconomic hierarchies, as well as the solidarity processes which have been deconstructing them.

In Part I, we will use this framework to look in more detail at the ways in which gender, race, class and the man/nature inequality are built into capitalist economies. We will also use its concept of solidarity processes to look at 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 end by studying corporate globalization and the current world financial crisis, and the way the various social movements are coming together to address them.

In Part II, 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 final projects which, in some way, further the development of the solidarity economy, and present these during our last class meeting on May 7.

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: Building An Economy for People and Planet. We will be reading draft chapters, and students may choose to make contributions to the book as their final project.

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

COURSE 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 in small and large groups, supplemented by devil's advocate presentations and responses by students. A detailed outline of class topics, including a preliminary list of readings, is attached; class topics and assignment dates will not change, but I may add or subtract readings as the semester progresses, so always refer to Sakai resources by class to get the most updated list.

Grading, Competition, and Cooperation: In accordance with solidarity economy 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 movies 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 (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.

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.

Creating Beloved Community: Our class focuses on gender, race, and class 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. In our first class meeting, we will discuss, amend and adopt a set of 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.

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: You are permitted to use your laptop during class, but only if you refrain from any activity unrelated to our class (like email, social media, web surfing, etc.). This will allow us the resource of having our laptops for note-taking, working together on google docs, etc. *Please do your very best to resist the temptation to check your social media, etc., during class, except during our break, and help your classmates do the same.* If I suspect that you are using your laptop for non-class activities, I will say so. If laptops prevent us from all being present, I will need to ban them. Also, since using your laptop for non-class-related activities reduces your learning and class participation, and has a negative effect on the class atmosphere as a whole, it will reduce your participation grade.

Healthy Snacks: We will take turns bringing healthy snacks to share during our class break at around 4 pm. Healthy means foods without processed sugar, or empty (nutrition-less, often highly fatty) calories. Common choices are crackers or low fat 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 one or two other students. 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, let me know.

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 during the semester.** I have formal office hours on Thursdays after class, 5:20-6:30 pm, and I am very happy to make an appointment to see you any weekday at a 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). I also invite you to email me with questions and comments (email the Econ243-01-S14 Google group -- with "243 QUESTION FOR THE PROF" in the subject line -- so others can learn from your question, or email me directly if you want your question to be confidential.

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 and TruthOut are two other such sources.

Class Get-Togethers: I invite our class to organize some informal lunches and/or dinners with students during the term, in Lulu or the dorms. At the end of the term, my husband Germai and I will host a class dinner party at my home at Cornerstone Cohousing in Cambridge.

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 docked for work submitted after the due date. 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 avoid losing credit for a late assignment, you must contact me by email *before* the due date in question and request special consideration and an extension,** which may or may not be granted.

Sakai Problems If you have difficulty submitting your completed work to Sakai by the due date, email it to me immediately, 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.

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 the 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 make devil's advocate presentations or responses to them, and act as note-taker for part of one class period. They will provide feedback on one another's final project proposals, and evaluate their classmates' participation in the class. 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.

Class Attendance: This class is a seminar, which 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 you transform your reading and viewing into learning that is meaningful for you and others. *Therefore, class attendance is required; only two absences are allowed; any further unexcused absences will result in an incomplete. If a student has an excused third absence, she will be required to do extra, make-up work, as assigned by me.*

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 the course syllabus, which I will hand out the first day of class, post on Sakai, and email to our google group. *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 frameworks provided in Classes 1, 2, 3 and 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.

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.

Response/Evaluations: Class discussions are meant to clarify, build on, and debate the readings for the day. As preparation for class discussions, *students are required to do the week's readings/videos, and download from Sakai, complete and post to Sakai the response/evaluation sheet for them, BEFORE the class in question* (the last, presentation class is an exception to this, and due May 10). The response/evaluation forms are a series of questions about the readings which force students to read, think about, and digest the readings, and begin to apply them to their lives. They will be posted as assignments on Sakai. Follow the directions (which may be different for different classes) carefully, and *answer each question*. These sheets are meant for you to record and think about your reactions to the readings, and I don't expect polished writing on them. One easy way to do them is to write something about each reading/video, under one of the r/e questions as you do the reading. Remember to list the author and title of the reading/video in **BOLD CAPITAL** letters so as to be sure to get credit for discussing it. You do not have to organize and edit your answers, unless they do not express your thoughts comprehensibly.

Response/Evaluation Grading: To receive full credit for a response/evaluation, it needs to be complete, and on time. Otherwise, I will deduct points from your final grade. I use this form of inequality to create a strong incentive for every student to come to class having completed and thought about the required reading and viewing, prepared to engage in the discussion which is the heart of our seminar. Regarding completeness, you need to write at least 750 words in addition to the rubric, give a substantial answer to all questions, and discuss all required readings (by discuss, I mean refer to it in a way that indicates that you have read it). **ALWAYS CHECK SAKAI FOR THE FINAL LIST OF READINGS/VIDEOS**, rather than working off of the syllabus, as I will be updating the reading/video assignments during the semester. I will deduct 0.1-1.0 points from your final grade for an incomplete response evaluation. In terms of lateness, 0.1 points will be deducted from your final grade for the first one that is posted late; 0.3 for the second; and 0.5 for the third and any thereafter. 1.0 points will be deducted for any response/evaluation that is not posted before the end of the term, i.e. May 19. While this may not seem like much, consider that three late response/evaluations would reduce a grade by almost a full point, e.g. from an A- to a B-.

I will carefully read your first response/evaluation, and give you feedback. After that, although I will check through them intermittently, I will focus on reading those which you submit to me in your portfolios. Emily Grandjean '15, my Case Fellow and our

class teaching assistant, will be checking over your response/evaluations for completeness. Therefore, if you leave our class meeting not having answered questions you noted on your response/evaluation, or want to discuss with me a topic which you raised in your response/evaluation, I urge you to bring these up to me after class, in my office hours or an appointment, or by email – or to look them up on the internet, ask your fellow students, or bring them up in the next class.

Portfolios: You will submit two portfolios. For the portfolio I assignment, due on March 12, you will submit a 250-500 word evaluation of your learning, along with two of your best, UNEDITED response/evaluations from classes 2-7. To do the latter, simply indicate the class number and name to me on the assignment sheet and resubmit it. For portfolio II, due on May 8th, the last day of classes, you will submit a 500-750 word evaluation of your learning throughout the course, and the numbers and names of two response/evaluations from classes 7-12 along with (see Sakai for description of this). *NOTE: Your portfolio can NOT include response/evaluations that weren't completed in time for the class in question.* Your portfolios will be graded, and each will count for 10% of your final grade. I will also grade your first response/evaluation (for Class 2), without counting the grade, to give you an idea of what I expect.

Participation: Students are expected to come to every class having read the required readings, and to participate actively, cooperatively, and constructively in class discussions. This includes pushing yourself to participate if you tend to be shy and withdrawn, and holding yourself back so as to give everyone a chance to talk if you are talkative. Constructive class participation also includes striving to be honest, thoughtful, open-hearted, and respectful of others, including listening to them respectfully and open-mindedly. It also means keeping an eye on the direction the discussion is taking, and helping the class bring ourselves back to the topic at hand.

Constructive and cooperative class participation includes being open to listen to and take into consideration complaints from others when they find our statements offensive or biased. As I noted above, gender, race, and class inequality permeates every facet of our society, and will inevitably surface in our discussions. Our classroom practice will be to strive to flag and contest any statements we find offensive or hurtful (sexist, racist, classist, or the reverse) – but to refrain from characterizing the speaker as such and instead assume positive intentions on their part. In this way, we create discussions that begin to deconstruct and transcend the inequality paradigm, discussions which unite us around shared values rather than rationalizing and reproducing gender, race and class inequality – discussions which create beloved community.

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. Clarifying questions are always welcome. Also, your requests for clarification can be helpful to others who share the confusion, as well as to me and to the speaker in question, who may not have thought out her statement completely. If we don't have time to fully clarify the point at that moment, I will try to find a way to clarify

it after class or in the next class meeting. I invite you to continue class discussions on the course conference, and to email me with lurking questions.

Class participation also includes posting related material or links on the class google group, posting comments or engaging in e-discussions, and responding to your classmates' questions and requests for help. Please clearly identify the content of your posts in the subject area. Students are expected to post at least two relevant articles to the google group, and to comment on at least two postings by their fellow students.

Class participation counts for 10% of your final grade. By midnight on May 8, the last day of classes, each student will fill out a form evaluating the class participation of her fellow students. By the last day of exam period, May 19, 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 peer- and self-evaluations when I assign a student her participation grade.

Data on Inequality: For our third class, on Feb. 12, each student will find and post some data about race, gender and/or class inequality or environmental conditions, and/or their intersections, in the US and in other countries, which you think is important and want to share with the class. Topics will be assigned during the second class. Upload your data to the Sakai assignment, and also post it in our class google folder, in the appropriate sub-folder by midnight on Monday, Feb. 9. Students will read each others' data and comment on it for the day's response/evaluation, and we will have a go around of commentary on it during class.

Some possible sources:

- general: The Bureau of Labor Statistics, www.bls.gov; the Current Population Survey, www.census.gov/cps; and the Levy Institute, www.levyinstitute.org.
- for gender, The United Nations, unstats.un.org/unsd/demographic/products/indwm/; the US Department of Labor, Women's Bureau, http://www.dol.gov/wb/stats/stats_data.htm;
- on the environment, <http://unstats.un.org/unsd/environment/default.htm>
- for class, the Economic Policy Institute, www.epi.org; AFL-CIO Executive Paywatch, <http://www.aflcio.org/Corporate-Watch/CEO-Pay-and-the-99/>
- on race, Bureau of Labor Statistics, Labor Force Statistics from the Current Population Survey, <http://www.bls.gov/cps/demographics.htm#race>

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 the inequality paradigm and the solidarity processes material, gender, and race, i.e. Classes 1-5, and will be taken between 9 a.m. on 2/27 and midnight on 3/2. I encourage you to study together, and help one another, and *you can choose to take the test with 1 or 2 other students (you would submit a common test and receive the same grade)*. 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 family history 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 one solidarity process. 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. A draft of your paper needs to be submitted to Sakai by Tuesday, March 31, giving you time to gather information from your family members during Spring Break, if needed. In groups of three or four, students will provide one another with feedback on drafts of their papers by Friday, April 3. The final draft will be submitted to me via Sakai by Friday, April 12. Your family paper grade will determine 20% of your final grade. I will put examples of some of last year's 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, constructive disagreement and “devil’s advocate” presentations and responses: 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. Each of your response/evaluations 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. Further, each week, 1 or 2 students will make short (5 minute) “devil’s advocate” presentations and 1 student will respond to one or both, also in 5 minutes. Devil’s advocate presentations can take a number of forms: presenting an article on the topic of that particular class meeting from a conservative perspective; presenting your own critique of one or more of the readings; presenting a mainstream economic view of the topic or a mainstream economic critique of the analysis in the readings; or presenting a critique of the reading from the point of view of someone committed to the movement being discussed. In preparing their presentations, students should download the appropriate assignment (devil’s advocate or response) from Sakai, fill it out, and resubmit to Sakai and to our google folder, along with a link to any article they use or refer to in their presentation. Devil’s advocate assignments are due by Monday of the week in question, so that the responder has time to prepare her response and post a summary of it before class (see assignments on Sakai). Some places to look are the Heritage Foundation and National Review websites; also, see <http://www.rightwingnews.com/uncategorized/the-50-most-popular-conservative-websites/> for a list of the top 50 most popular conservative websites.

Final Group Project on Growing the Solidarity Economy: For your final project, you will work on a group project that will, in some way, further the development of the solidarity economy. Groups will include from 3 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 disseminate through social media, a website, a campus event, or other means, or it can be an action-oriented, activist project. Your focus can be Wellesley College, the greater Boston area, the US, another country, or the world. You also have the option to contribute to my book in progress, in ways that I will outline later in the term.

Planning and discussion of projects will happen during the second half of the term, but project work can be done during reading and exam periods. We will have a brief brainstorm about papers and projects on March 12, before Spring Break. Then, by our first class after break, April 2, students or groups of students will post ideas for projects on a document in our google folder, and we will discuss them on that day and on April 9. On April 16, we will decide on final project topics and groups. Each group will submit a final project proposal sheet for their project by April 19, and meet with me to discuss it on April 20-22 (sign up in file in google folder). Groups will present their projects-in-process on the last day of classes, May 7, and students will submit constructive criticism of each others' projects to Sakai and to the google folder by midnight on May 10 (this will be the response/evaluation, for Class 13). Projects and write-ups are due the last day of finals, May 19.

Groups are expected to divide some of the labor of their final 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 final 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. Using the form available on the note-taking assignment on Sakai, take notes and upload them back up to Sakai, as well as to the appropriate class 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, final project, and participation, as per the table below. Points will be deducted from your final grade for late, missing, or incomplete response/evaluations. Your data posting, devil's advocate presentation or response, and note-taking are required to pass the course. The requirements for these short assignments will be posted in the Resources section of Sakai. If, although completed, they do not fulfill the requirements specified, including the due date and time, I may deduct points

from your final grade. *Again, I do not grade on the curve for this class, and encourage you to help each other 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 preliminary readings; *when doing your readings for a particular class, always use the finalized 2015 list of a particular class's readings in Sakai Resources.*

GRADING PLAN

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

<i>ASSIGNMENT</i>	<i>DUE DATE</i>	<i>SHARE OF GRADE</i>
Weekly Response/Evaluations	Before weekly class meeting starts, except for Class 13	Ungraded except those selected for portfolio*
“About Me”	Before Class 2, Feb. 5	Ungraded**
Data on Gender/Race/Class/Man/Nature Inequality	Monday, Feb. 9	Ungraded**
Meet with Teacher	Self-scheduled	Ungraded**
Devil’s Advocate Presentation or Response	As per sign-up sheet	Ungraded**
Note-Taking	As per sign-up sheet	Ungraded**
Snack	As per sign-up sheet	Ungraded**
Test	Feb. 27-March 2, self-scheduled	20%
Portfolio I	March 12	10%
Family History Paper	March 31, draft; April 12, final	20%
Family History Peer Feedback	April 3	Ungraded**
Portfolio II	May 8	10%
Final Project Peer Feedback Response/Evaluation	May 8	Ungraded**
Participation Peer Evaluation	May 12, midnight	Ungraded**
Participation Self-Grade	May 19, 4 pm	10%***
Final Project	May 19, 4 pm	30%

* Points will be deducted if they are incomplete, late, or never handed in

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

*** Grade will be assigned by professor, based on her own assessment, peer assessments, and the student’s self-grade

CALENDAR OF WORK

IMPORTANT:

- All due dates are midnight except for response/evaluations
- ALL assignments must be submitted to Sakai; some (GF) must also be uploaded to our google folder for your fellow students to view

Weekly	Response/Evaluations for Classes 2-13, due before class
Weekly	Devil's Advocate by Monday (GF), Rebuttal write-ups by class time (GF), Notes by following class (GF), and Snacks
2/5	About Me (GF); Sign-Ups (GF)
2/9	Data assignment (GF)
2/27-3/2	Take-Home Test on Classes 1-5, Self-Scheduled
3/12	Portfolio I Due; Brainstorm on Final Projects in Class
3/19-3/29	SPRING BREAK
3/31	Draft of Family History Paper Due (email to your reviewers)
4/2	Post Final Project Ideas (GF); Discussion of Final Projects in Class
4/3	Peer Feedback on Family History Papers Due (email)
4/9	Second Discussion of Final Projects in Class
4/12	Final Draft of Family History Paper Due
4/16	Final Projects Finalized in Class
4/19	Final Project Proposals Due
4/20-4/22	Project Groups Meet with Professor to Discuss Proposals
5/7	Final Project Presentations
5/8	Portfolio II Due; Final Project Peer Feedback Response/Evaluation Due (GF)
5/12	Peer Participation Evaluation Due
5/19	Final Project and Write-Up Due, Participation Self-Grade Due; Last Day to Submit Late Response/Evaluations

ECON 243, POLITICAL ECONOMY OF GENDER, RACE & CLASS, SPR 2015 ***PRELIMINARY COURSE OUTLINE & READINGS***

Class topics and assignments will not change
Assigned readings and descriptions may be changed during semester;
Check Sakai Resources for each class for final list before doing reading!

Readings are on our Sakai site unless otherwise noted
Readings with ** are additional recommended readings, and are not required

INTRODUCTION

Class 1 (1/29) 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 for 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.

** Coretta Scott King, “Building the Beloved Community,” 2/22/04.

<http://www.jewishpost.com/archives/brotherhood/building-the-beloved-community.html>

**#reGeneration. Video about Generation Y (you!) and the need for social change. 81 minutes.

**Ronald Siegel, The Mindfulness Solution (about mindfulness and meditation)

<http://www.mindfulness-solution.com/Mindfulness%20Solution%20Chapter%201.pdf>

**Pema Chodron, “Meditation,” and Sakyong Mipham Rinpoche, “How to Meditate,”

<http://www.shambhala.org/teachers/pema/meditation1.php>
<http://www.shambhala.org/teachers/pema/meditation3.php>

Class 2 (2/5) Our Conceptual Framework: 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 on the inequality paradigm, which introduce the conceptual framework which we will be using in this class. Chapter 2 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, and discusses their interdependence. The stereotype threat and personal

prejudices readings, and “Blue Eyes/Brown Eyes” video, show the human potential to accept, enact, and unconsciously reproduce discriminatory beliefs and the inequalities which accompany them.

Before class, also fill in information about yourself on the ABOUT OUR CLASS google doc in our class google folder, and sign-up for note-taking, devil’s advocate or response, and snack.

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

Oxfam, Press Release 1/19/15. “Richest 1% will own more than the rest of the world by 2016.” <http://www.oxfam.ca/news/richest-1-will-own-more-rest-world-2016>

Julie Matthaei, From Inequality to Solidarity: Building an Economy for People and Planet, Chapter 2.

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

MOVIE: bel hooks, “Cultural Criticism and Transformation,” Part I (26 minutes)

Diversifying Economic Quality: A Wiki for Instructors and Departments, “Stereotype Threat,” http://www.diversifyingecon.org/index.php/Stereotype_threat, and “Personal Prejudices,”

http://www.diversifyingecon.org/index.php/Personal_prejudices

“Blue Eyes/Brown Eyes,” PBS video on classic discrimination experiment in elementary school classroom; watch all segments (1 hour).

<http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p66&continous=1>

**”What you didn’t learn in 101: Rethinking economic concepts from the feminist viewpoint.” Website by Feminist Economics students, Fall 2014.

<http://cs.wellesley.edu/~jlaughli/pages/welcome.html>

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

Class 3 (2/12). Is System Change Possible? The Solidarity Processes; Data on Inequality and Historical Change

This class will also have two parts. In the first part, we will discuss the idea of economic system change, from the inequality paradigm to the solidarity paradigm, and the solidarity processes, as presented in From Inequality to Solidarity and discussed in the other readings. Then we will discuss the data on inequality and changes in it gathered by our class. For this, find some data or a significant fact about your assigned topic -- race, gender and/or class inequality or environmental conditions, currently, or changes in these over the past 50 years -- which you think is important and want to share with the class. Post it in the appropriate google folder by midnight on the Monday BEFORE class, 2/9. For some possible data sources, see description of the assignment earlier in the syllabus. Then read the postings of your fellow students, and write about your posting and theirs on your response/evaluation, in preparation for class discussion.

- Julie Matthaei, From Inequality to Solidarity: Building an Economy for People and Planet, Chapter 3.
- Julie Matthaei, “Confessions of a Radical Economics Prof,” Adbusters.
<https://www.adbusters.org/magazine/85/confessions-radical-economics-prof.html>
- Julie Matthaei, “Letter to Treasury Secretary Lew,” 1/22/15. <http://www.truth-out.org/speakout/item/28754-matthaei-letter-to-treasury-secretary-lew>
- Frances Moore Lappe, Liberation Ecology, “Disempowering Idea 3: We Must Overcome Human Nature to Save the Planet.”
- Dacher Kelter, “Born to be Good: The Science of a Meaningful Life,” TED talk, 4/3/10.
http://www.youtube.com/watch?v=KsFxWSuu_4I. (18 minute video).
- Rap by student in Econ 243, Spring 2010, on the Inequality Paradigm, on TransformationCentral.org, Transformative Processes page,
http://avery.wellesley.edu/Economics/jmatthaei/transformationcentral/transformativ_e_%20processes/index.html
- READ THE DATA POSTINGS BY YOUR FELLOW STUDENTS, IN OUR CLASS
 GOOGLE FOLDER

PART I: FROM INEQUALITY TO SOLIDARITY: GENDER, RACE, CLASS AND MAN/NATURE

Class 4 (2/19) Gender Inequality and Transformation

The first three pieces discuss the establishment of gender difference and inequality: pages 465-469 of my “Healing Ourselves...” article discuss gender difference and polarization in the U.S. economy from the mid-1800s through the 1950s; the explicit sexism test measures your unconscious, internalized gender associations and bias; and the excerpts of “Straightlaced,” produced by Wellesley alum Debra Chasnoff, show how prevalent gender concepts still are among high school students. The rest of the required readings focus on feminist economic transformation, as noted. The recommended readings include some classic feminist documents, and a discussion of a new form of gender discrimination, discrimination against parents. The recommended videos include a full-length movie based on the true story of a woman mine-worker’s fight against sexual harassment, and a video on gender discernment made students in my Feminist Economics class in 2010.

- Julie Matthaei, “Healing Ourselves, Healing Our Economy,” Review of Radical Political Economics 33 (2001), pages 465-475 only. Traditional sexual division of labor in the U.S. and equal opportunity feminism (which I call “Stage 2” in this article)
- Take explicit sexism tests, Gender-Science and Gender-Career, and record your results.
<https://implicit.harvard.edu/implicit/demo/selectatest.html>
- Debra Chasnoff ‘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.
- Julie Matthaei, From Inequality to Solidarity, Chapter 4, “From Gender Inequality to Solidarity.”

- Lisa Belkin, "The Opt-Out Revolution," New York Times Magazine, 10/26/2003.
Value-the-devalued feminism: rejecting equal opportunity feminism and consciously choosing full-time mothering.
- 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.
- IWPR, "Governments of 20 Countries ahead of US in Promoting Workplace Flexibility"
IWPR Work-Family Poll, Institute for Women's Policy Research, 10/29/10.
- Sheryl Sandberg, "Why we have too few women leaders," TED talk, Dec. 2010.
http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders.html. Author of Leaning In. Equal opportunity cum integrative, with emphasis on equal opportunity.
- Ann-Marie Slaughter, "Why women still can't have it all." The Atlantic., July/August 2012. Integrative feminism.
<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/9020/>
- bel hooks, "Dig Deep: Beyond Lean In," The Feminist Wire, 10/28/13
<http://thefeministwire.com/2013/10/17973/> Feminist integrative, discernment and combining.
- Laurie Penny, "Don't worry about the glass ceiling – the basement is flooding." New Statesman, 7/27/11. <http://www.newstatesman.com/blogs/laurie-penny/2011/07/women-business-finance-power> Combining, integrative, discernment.
- Cherrie Moraga and Gloria Anzaldúa, 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 combining.
- Halla Tomasdottir, "A Feminine Response to Iceland's Financial Crash," TED Talk, http://www.ted.com/talks/halla_tomasdottir.html (9 minutes). Valuing the devalued and discernment.
- FEMINIST HUMOR: Christiana Graves and Clara Kahng, Feminist Economics, Spring 2013, [The Hunt for a Feminist Husband](#) (short video; integrative)
- **The Seneca Falls Declaration of Sentiments and Resolutions, 1848.
<http://www.pinn.net/~sunshine/book-sum/seneca3.html> Questioning/Envisioning.
- **Betty Friedan, The Feminine Mystique. Chapter 1. Feminist equal opportunity.
- ** Eyal Press, "Family-Leave Values," New York Times, 7/29/07. Feminist integrative process; fighting discrimination against working parents.
- ** MOVIE: North Country. Based on true story of woman mine worker fighting against sex discrimination and sexual harassment in the 1970s and 1980s– feminist equal opportunity. 126 minutes.
- **Lily Ledbetter, Speech at Democratic National Convention, 9/4/12.
http://www.democracynow.org/2012/9/5/dnc_begins_with_fair_pay_advocate
Go to the 17 minute mark to hear excerpts, on DemocracyNow, 9/5/12; and interview with Amy Goodman on Democracy Now, 9/6/12. Equal opportunity feminist transformation continues.

- **MOVIE: The Motherhood Manifesto— About struggle against discrimination against mothers. Feminist equal opportunity, value the devalued and integrative
- **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. <http://www.youtube.com/watch?v=YQg-Gf9eXX8>.
- **Genevieve Vaughan, “36 Steps Toward a Gift Economy,” from www.gift-economy.com. Feminist value-the-devalued & discernment

Class 5 (2/26) Race and Anti-Racist Transformation

Start your preparation for Class 5 by taking some of the implicit racism tests to measure your unconscious racial stereotypes. The Reagin and Feagin, Okihiro, 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; Okihiro discusses anti-racist equal opportunity as well, for Asian Americans. The Democracy Now piece on the Dreamers discusses anti-racist equal opportunity transformation for immigrant children. The Eyes on the Prize and Black Power Revolt readings express Black Nationalism, a form of anti-racist value-the-devalued transformation (along with anti-racist devaluing the valued, i.e. whiteness). The Cavanagh reading puts forward anti-racist integration and discernment – the value of multiculturalism, of economic systems and cultures that are different from our own. MLK’s “Beyond Vietnam” speech is a brilliant and powerful example of anti-racist/anti-classist discernment. The dog whistle politics piece uses anti-racist/anti-classist discernment to see how racism is used to maintain class inequality, and Myerson and Smith article uses it to find economic solutions that make #BlackLivesMatter. 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.

DO/READ/WATCH AND COMMENT ON IN YOUR RESPONSE/EVALUATION:

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

<https://implicit.harvard.edu/implicit/demo/selectatest.html>

Julie Matthaei, From Inequality to Solidarity, Tables on race inequality processes and anti-racist solidarity processes.

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

Gary Okihiro, Margins and Mainstreams, Ch. 5, “Perils of Body & Mind.” Racial categorization, polarization, and domination and anti-racist equal opportunity.

Martin Luther King, “I Have a Dream” Speech, 1963, 17 minutes. Anti-racist questioning/envisioning, equal opportunity, and integrative processes.

Amy Goodman with Denis Moynihan, “A Movement Build by Dreamers,” Democracy Now, 6/12/12. Anti-racist equal opportunity. 2 pages.

http://www.democracynow.org/blog/2012/6/21/a_movement_built_by_dreamers

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
- Chuck Stone, “The National Conference on Black Power (7/20/1967)”, pp. 195-197, in Floyd Barbour, ed., The Black Power Revolt. anti-racist value the devalued
- John Cavanagh et al, Alternatives to Globalization, “Ten Principles for Sustainable Societies,” #5, Diversity. Anti-racist discernment.
- Martin Luther King, “Beyond Vietnam: A Time to Break Silence,” <http://www.hartford-hwp.com/archives/45a/058.html>. (transcript of speech, 4/4/67). Anti-racist anti-classist discernment.
- DemocracyNow.org, “Dog Whistle Politics: How Politicians Use Coded Racism to Push Through Policies Hurting All.” http://www.democracynow.org/2014/1/14/dog_whistle_politics_how_politicians_use. Anti-racist anti-classist discernment. 16 minute video interview with author, Ian Haney López; you can also read transcript instead.
- Jesse Myerson and Mychal Denzel Smith, “We’ll Need an Economic Program to Make #BlackLivesMatter. Here Are Three Ideas.” *The Nation*. 1/26/15. <http://www.thenation.com/article/194313/economic-program-blacklivesmatter#>. Anti-racist and anti-classist discernment and combining.
- 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**; rest recommended. Anti-Racist Anti-Classist Ecological Feminist Discernment and Combining.

READ OR LOOK AT: NOT REQUIRED TO COMMENT ON RESPONSE/EVALUATION:

- Marianne Bertrand and Sendhil Mullainathan, “Are Emily and Brendan More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination,” Abstract required, rest optional. <http://www.chicagobooth.edu/pdf/bertrand.pdf>
- Institute for Women’s Policy Research, “The Gender Wage Gap 2011,” especially Table 1, Gender Wage Gap by Race.
- ANTI-RACIST HUMOR: Clowns Triumph over KKK, <http://www.neatorama.com/2007/09/03/clowns-kicked-kkk-asses/>
- Visit Fusion: Mixed-Race and Identity at Wellesley Facebook page, <https://www.facebook.com/pages/Fusion-Mixed-Race-Identity-at-Wellesley/221590697910511>. Anti-racist integration.

RECOMMENDED, NOT REQUIRED:

- **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,” <http://www.grossnationalhappiness.com/wp-content/uploads/2012/04/Short-GNH-Index-final1.pdf>. Anti-racist discernment in Bhutan.
- ** Dominique Apollon, “Don’t Call the Post-Racial: Millennials’ Attitudes on Race, Racism and Key Systems in Our Society” (June 2011) and “Millennials, Activism & Race” (May 2012). Reports by the Applied Research Center (recently renamed

- Race Forward.
http://www.racialequitytools.org/resourcefiles/ARC_Millennials_Report_June_2011.pdf and http://www.media-alliance.org/downloads/Applied%20Research%20Center_Millennials%20Report_May2012_Final.pdf
- ** Cornel West, “Note to Obama,” <http://www.youtube.com/watch?v=oLAMxvtUBtY>. Anti-racist combining.
- **Multiculturalism Quotes, first 6 quotes (through Malcolm X)
<http://www.quotecosmos.com/subjects/792/Multiculturalism>
- **“DREAM Activist: I Infiltrated Florida Facility to Expose How U.S. Still Detaining Youth Immigrants,” Democracy Now! 8/8/12.
http://www.democracynow.org/2012/8/8/dream_activist_i_infiltrated_florida_facility
- **“No Work, No Shopping, Occupy Everywhere”: May Day Special on OWS, Immigration, Labor Protests. Democracy Now. May 1, 2012.
http://www.democracynow.org/2012/5/1/no_work_no_shopping_occupy_everywhere. Anti-racist combining.
- ** “Declaration of Indigenous Peoples at the World Social Forum,” Belem, Amazon, Brazil, 17 March 2009. Anti-racist value the devalued and discernment
- **Applied Research Center, “Race and Recession: How Inequity Rigged the Economy and How to Change the Rules,”
http://arc.org/downloads/2009_race_recession_0909.pdf
- ** Women’s E-News, “Elections Put First Women of Color in Governor Posts.” Anti-racist equal opportunity and combining. 2 pages.

Friday, 2/27, 9 am – Monday, 3/2, midnight: SELF-SCHEDULED TEST on Classes 1-5. Closed book and notes; can be taken alone or in groups of 2 or 3; do not share questions with fellow students not in your group.

Class 6 (3/5) Class

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. This is illustrated by the Oxfam briefing and the EPI tables. The article on the 1% by Nobel Prize winning economist Joseph Stiglitz discusses the power of the

super-rich, while the Smiley and West interview looks at the problem of poverty. The last two pieces point out the many costs of inequality for all, not just the poor.

Julie Matthaei, From Inequality to Solidarity, class tables.

Karl Marx, "The Communist Manifesto," 1848. 16 pages.

Karl Marx, Capital, Vol. 1, 1867. Excerpts, from p. 151 (on "Commodities") and the earlier pages of "The Transformation of Money into Capital" are recommended but not required. 14 pages.

Center for Popular Economics, Economics for the 99%. 2012. 35 pages.

http://www.populareconomics.org/wp-content/uploads/2012/06/Economics_99_Percent_for_web1.pdf.

Oxfam, "Wealth: Having It All and Wanting More," Issue Briefing, January 2015.

Table in Income Growth of Top 10% vs. Bottom 90%, EPI State of Working America website, <http://stateofworkingamerica.org/who-gains/#/?start=1972&end=2007>

Table on how wage growth began to lag behind productivity growth:

<http://tpmdc.talkingpointsmemo.com/2012/05/40-years-of-workers-left-behind-chart.php?ref=fpb>

Joseph Stiglitz, "Of the 1%, by the 1%, for the 1%," VANITY FAIR, May 2011. 3 pages. <http://www.vanityfair.com/society/features/2011/05/top-one-percent-201105> and on Sakai. Anti-classist discernment.

Joseph Stiglitz, "The Price of Inequality," Project Syndicate, <http://www.project-syndicate.org/commentary/the-price-of-inequality>. More anti-classist value the devalued, integrative, and discernment.

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.

http://www.democracynow.org/2012/4/19/tavis_smiley_cornel_west_on_the

Julie Matthaei and Neil Wollman, "Why the Occupy Movement is Good for Our Health."

<https://www.commondreams.org/view/2011/11/08-2> and look at

<http://www.equalitytrust.org.uk/> -- anti-class discernment. 2 pages.

The Occupy Student Debt Campaign and Strike Debt Campaigns.

<http://www.occupystudentdebtcampaign.org/facts/> and <http://www.strikedebt.org>

HUMOR: Colbert Report, The Word, "Free Lunch." 6/13/12.

<http://www.colbertnation.com/the-colbert-report-videos/415284/june-13-2012/the-word---free-lunch> and/or

"Don't Get Caught in a Bad Hotel,"

<http://www.youtube.com/watch?v=-79pX1IOqPU> or Colbert Report, "Tavis

Smiley & Cornel West," <http://www.colbertnation.com/the-colbert-report-videos/412968/april-19-2012/tavis-smiley---cornel-west>

** VIDEO: Elizabeth Warren on the Myth of Class Warfare, 2 mins.

<http://www.youtube.com/watch?v=XcFDF87-SdQ>. 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.

Betsy Leondar-Wright and XXX, *Class Lives: Stories from Across Our Economic Divide*.

Visiting Speaker: Michelle Surka, '14, US Public Interest Research Group

Class 7 (3/12) Man over Nature: Challenging the Growth-Oriented Paradigm and Mainstream Economics

The first readings discuss the construction of man/nature inequality, and the resulting destruction of the earth and its ecosystems. The Carol Merchant reading discusses the development of the man/nature inequality through science, while the Costanza et al chapter discusses the ways in which our economy embodies this inequality. The remaining readings/videos present various ecological solidarity movements. The boundaries between the processes are less clear for these movements, than for anti-racist, feminist, and anti-classist organizing. Organizing against man/nature inequality has taken an equal rights and opportunity form in both the animal rights movement and veganism (see PETA), 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 the short excerpt 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.”

While the latter's preservation 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, like the recognition of multiracial people, 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 Story of Stuff, McGibben article, Fossil Free website, Vandana Shiva, and Kallis all involve ecological integration and discernment, and combining with anti-classist discernment. Oliver and Colbert add comic relief.

Guest teacher: Emily Grandjean '15, on sustainable development, starting at 4:10 pm
BRAINSTORM ON FINAL PROJECTS IN CLASS

Julie Matthaei, [From Inequality to Solidarity](#) , Man/Nature Tables 1 and 2

Carol Merchant, [The Death of Nature](#), excerpt.

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

Robert Costanza, Richard Norgaard, Robert Goodland, Herman Daly and John

- Cumberland. 2007, “An Introduction to Ecological Economics,” [http://www.eoearth.org/article/An Introduction to Ecological Economics: Chapter 1](http://www.eoearth.org/article/An_Introduction_to_Ecological_Economics:_Chapter_1). Graph by Herman Daly (in Sakai). (1 mention for these two).
- Check out the PETA (People for the Ethical Treatment of Animals) Website, www.peta.org, and read its short statement “Why Animal Rights?” under “About PETA.” Equal rights and opportunity.
- “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; only 1 comment required).
- 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.
- MOVIE: The Story of Stuff (20 mins), <http://storyofstuff.org/movies/story-of-stuff/> . Ecological discernment and combining with anti-classist.
- Bill McGibben, “Global Warming’s Terrifying New Math,” *Rolling Stone*, 8/2/12 <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719>. And Zoe Wong-Weissman, “February Divest Digest: the Global Divestment Day edition,” on Fossil Free website. <http://gofossilfree.org/february-divest-digest-the-global-divestment-day-edition/>. Also see wrap up video on that website, <http://gofossilfree.org/wrap-up/> Ecological discernment combined with anti-classist. (1 comment on these)
- 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/>
- 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#/>; or Stephen Colbert, “The Word: Sink or Swim.” <http://www.colbertnation.com/the-colbert-report-videos/414796/june-04-2012/the-word--sink-or-swim>
- ** Julie Matthaei, “Businesses don’t live in fear of animal rights activists. Why charge them as terrorists?” *The Guardian*, 2/19/15. <http://www.theguardian.com/commentisfree/2015/feb/19/businesses-dont-live-in-fear-of-animal-rights-activists-why-charge-them-as-terrorists>
- ** People’s Sustainability Treaties Manifesto. 2012. <http://sustainabilitytreaties.org/pst-manifesto/> and Partners, <http://sustainabilitytreaties.org/about/>. Ecological discernment, combining with anti-classist, anti-racist.
- ** “Are You Here to Save Face—or Save Us?” Brittany Trilford, 17, Addresses World Leaders at Rio+20,” *Democracy Now*, 6/21/12. Watch video. 12 minutes. Questioning/envisioning. http://www.democracynow.org/2012/6/21/are_you_here_to_save_face

- **MoFilms, “Justice Now!” (31 mins), about Texaco (now Chevron) oil extraction and contamination in Ecuador, and view or read recent updates on the case.
http://www.mofilms.org/justicianow/download_mofilms.html,
http://www.democracynow.org/2011/2/15/ecuadoran_court_orders_chevron_to_pay
http://www.democracynow.org/2013/12/20/indigenous_groups_win_right_to_seize
- **Avfall Sverige (Swedish Waste Management), “Towards a Greener Future with Swedish Waste-to-Energy: The World’s Best Example.” Discernment in technology.
http://www.avfallsverige.se/fileadmin/uploads/forbranning_eng.pdf
- **Earth Charter. www.earthcharterinaction.org , ecological discernment
- **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.
- ** Van Jones, “Working Together for a Green New Deal,” The Nation, Oct. 29, 2008, <http://www.thenation.com/article/working-together-green-new-deal>. Combining ecology with anti-racism and anti-classism.
- **Earth First website, www.earthfirst.org, read “about”, and investigate, look at journal – value-the-devalued (earth) ecology movement.
- **Sierra Club website, www.sierraclub.org. Formed in 1892 to protect the wilderness by creating national parks, gradually expanded to encompass other ecological issues.

PORTFOLIO I DUE BY MIDNIGHT ON THURSDAY 3/12

3/19-3/29 SPRING BREAK!!

3/31 DRAFT OF FAMILY HISTORY PAPER DUE TO SAKAI
(email to your reviewers)

Class 8 (4/2) The Corporation: Corporate Rule and Globalization

In this class, we study the corporation and corporate globalization as a representation of race, class, gender, and man/nature inequality in the economy, and discuss the growing power of Wall Street and the 2008 financial crisis. The first four 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 Wallach (’86!!), Moyers, 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. The extra readings/videos explore these themes in more depth.

Post ideas for final projects and comment on those of your classmates HERE before class time; we will discuss them in class.

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

MOVIE: “The Corporation.” Watch the first hour.

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)

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

Interview with Lori Wallach '86 on the Transpacific Trade Pact, Democracynow.org, 3 19 15, http://www.democracynow.org/2015/3/19/obama_seeks_fast_track_for_tpp. Watch or read transcript. Corporate power over government regulations and agreements.

Bill Moyers, “North Carolina: Battleground State,” <http://billmoyers.com/segment/north-carolina-battleground-state/> (watch, 46 mins or read transcript)

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

<http://video.pbs.org/video/2229573868/>

Charles Ferguson, “Larry Summers and the Subversion of Economics,” Chronicle of Higher Education, 10/3/10. <http://chronicle.com/article/Larry-Summersthe/124790/>

Move to Amend, “Why Abolish All Corporate Constitutional Rights,”

<http://movetoamend.org/why-abolish-all-corporate-constitutional-rights>

Anti-class discernment

Pubic Citizen, Testimony Submitted to Congress on Citizens United decision.

<http://www.citizen.org/documents/Final%20testimony%20on%20CU.pdf>

Yanis Varoufakis, Greece’s Finance Minister, Interview. 1/26/15. “We’re going to destroy the oligarchy.” <https://www.youtube.com/watch?v=FJPIYsx47fo> . (5 mins)

HUMOR: “Yes We Can Make Wall Street Pay,”

<http://www.youtube.com/watch?v=pm-bDkpUXIY>

** MOVIE: Affluenza (50 minutes).

** MOVIE: Food, Inc. (94 minutes)

** “Elizabeth Warren on the Economy,” PSB NOW, 24 mins.

<http://video.pbs.org/video/1330052613/>

**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.

** Matt Taibbi, “How Wall Street Killed Financial Reform,” Rolling Stone, 5/10/12,

<http://www.rollingstone.com/politics/news/how-wall-street-killed-financial-reform-20120510>

**MOVIE: Inside Job

**Matt Taibbi, “Bank of America: Too Crooked to Fail,” Rolling Stone 3/14/12,

<http://www.rollingstone.com/politics/news/bank-of-america-too-crooked-to-fail-20120314>

4/3 PEER FEEDBACK ON DRAFT FAMILY HISTORY PAPERS DUE TO SAKAI

III. BUILDING SOLIDARITY ECONOMY**Class 9 (4/9) 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. Subcomandante Marcos, leader of the Zapatista revolt in Mexico, writes in 1997 of the ways in which neoliberalism’s injuries to peoples and to earth are creating a broad diversity of “pockets of resistance.” 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. In 2001, progressive activists created the ongoing 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.” Then, 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. 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 three readings discuss.

DISCUSSION OF FINAL PROJECTS IN CLASS

Coretta Scott King, “Building the Beloved Community,” 2/22/04.

<http://www.jewishpost.com/archives/brotherhood/building-the-beloved-community.html>

Subcomandante Marcos, “Our Word is our Weapon” (short video, 1996) and “The Fourth World War Has Begun,” *Le Monde Diplomatique* (August 1997)

<http://www.youtube.com/watch?v=wXRvRf3irXc>

<http://mondediplo.com/1997/09/marcos>

World Social Forum, Charter of Principles, 8/6/2002, <http://www.wsfindia.org/?q=node/3>
 Manifesto of the May 15/Indignados Movement (2011)

<http://www.democraciarealya.es/manifiesto-comun/manifiesto-english/>

Declaration of the Occupation of New York City, 9 30 11 (excerpt)

Declaration of Occupation, Occupy Boston, 11 29 11

Ellen Brown, “EU Showdown: Greece Takes on the Vampire Squid,” *Web of Debt* blog, 1/6/15. <http://ellenbrown.com/2015/01/06/eu-showdown-greece-takes-on-the-vampire-squid/>

Becquer Sequin and Sebastiaan Faber, “Can Podemos Win in Spain?” *The Nation*, 1/14/15. <http://www.thenation.com/article/195129/can-podemos-win-spain>

Review: (don’t need to comment on in r/e) 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**; rest recommended. Anti-Racist Anti-Classist Ecological Feminist Discernment and Combining.

- 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. 26-7 only.
- Ethan Miller, "Imagining Life Beyond The Economy: Occupy, Connect, Create'," Community Economies website (2012),
http://www.communityeconomies.org/site/assets/media/Occupy-Connect-Create-3.0_large.pdf
- Julie Matthaei, "Forms of the Solidarity Economy," 2 pages.
- HUMOR: <http://www.dailykos.com/story/2011/11/07/1034051/-Occupy-Oakland-I-Will-Survive-Capitalism-Music-Video> ; Stephen Colbert, "Occupy Wall Street Spreads," <http://www.colbertnation.com/the-colbert-report-videos/399872/october-17-2011/occupy-wall-street-spreads>
- ** Maribel Aponte-Garcia, "Solidarity Economics and Twenty-First Century Socialism in the Bolivarian Alliance: An Initial Approach," in Kawano et al, Solidarity Economy I, pp. 43-61.
- ** Look at Dialogues en Humanite website
- ** Occupy Our Homes website, occupyournames.org, Read website.
- ** Sweta Vohra and Jorgan Flaherty, "Race, Gender, and Occupy,"
<http://www.aljazeera.com/programmes/faultlines/2012/03/2012319152516497374.html>
- ** "TRNN Exclusive Interview with Spain's Robin Hood Mayor," Real News Network.
http://therealnews.com/t2/index.php?option=com_content&task=view&id=31&Itemid=74&jumival=8775
- ** Website for RIPESS, the Intercontinental Network for the Promotion of the Social Solidarity Economy, www.ripest.org. Study website, including "about us," which has a history of RIPESS, and member continents, countries, and networks.

4/12 FINAL DRAFT OF FAMILY HISTORY PAPER DUE

Class 10 (4/16) Solidarity Economy Consumption

New, solidaristic forms of consumption are proliferating, and we will examine some of them in this class. At the root of solidaristic 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, four main types of solidarity consumption have developed: socially responsible buying, reducing consumption, cooperative consumption, and equalizing consumption. The remaining readings discuss some examples of each.

FINAL PROJECTED FINALIZED, IN CLASS

P.A. Payutto, Buddhist Economics, excerpt.

Julie Matthaei, U.S. Solidarity Economy Network, "Solidarity Economy Consumption," 2012, 2 pages. [http://www.usnen.org/files/SE Brief - SE Consumption.pdf](http://www.usnen.org/files/SE%20Brief%20-%20SE%20Consumption.pdf)

- “The Sharing Economy Back to School Survival Guide,” Shareable.net,
<http://www.shareable.net/blog/the-sharing-economy-back-to-school-survival-guide>
- “Homeless Hero”, video about homeless organizer Cheri Honkala (equalizing consumption)
<http://www.youtube.com/watch?v=NCOj4RLq0cw> , 11 minutes
- Center for Women’s Global Leadership et al, Letter Regarding Economic Human Rights, 12.22/10 (equalizing consumption)
- “Buyer Be Fair,” video on socially responsible consumption, 57 minutes.
- The Coalition of Immokalee Workers, Skim website, <http://ciw-online.org/> , especially “Campaign for Fair Food,” and “Take Action.” (socially responsible consumption) – or assign VIDEO: “Food Chains: The Revolution in America’s Fields” (library has it, video on Immokalee workers)
- Katja Bego, Julie Johnston, & Christine Prevel (Econ 343 Fall 2013), “Downshifting,”
<http://transformationforprogress.wordpress.com/>
- Freeganism website, <http://freegan.info/>
- Rachel Botsman, “The Rise of Collaborative Consumption.” Shareable.net, 2012.
- ADD FOR 2016: Ann Jones, “Is This Country Crazy? Inquiring Minds Elsewhere Want to Know,” Common Dream, 12/11/15.
<http://www.commondreams.org/views/2015/01/11/country-crazy-inquiring-minds-elsewhere-want-know>. About economic human rights in Europe vs. US.
- **HUMOR: “You Can't Enjoy a Western Lifestyle.” in readings; Stephen Colbert, “Who’s Watching the Watchdog,” Parts I and II.
<http://www.colbertnation.com/the-colbert-report-videos/310040/june-03-2010/who-s-watching-the-watchdog>
<http://www.colbertnation.com/the-colbert-report-videos/311943/june-08-2010/who-s-watching-the-watchdog---consumer-reports-labs>
- **Neil Wollman, “Invest Now to Save Later.” Letter on wise public consumption, i.e. benefits of increasing “caring” expenditures by government.
- **Whig, “In praise of consumerism” Adam Smith Institute.
<http://www.adamsmith.org/research/think-pieces/in-praise-of-consumerism/>
- **Kelly McCartney, “New Research Shows Gratitude Makes You Happy, Not Stuff,”
<http://www.shareable.net/blog/new-research-shows-gratitude-makes-you-happy-not-stuff>
- **Check out the GoodGuide app
- ** United Students Against Sweatshops website
- **NACSO (North American Students of Cooperation), website, <http://www.nasco.coop/>
- ** Wolfgang Hoeschele, “Abundance Score” metric to evaluate economic abundance/health of neighborhood
- ** MOVIE: Logorama. Oscar-winning short video on power of corporate logos, 16 minutes. <http://www.logodesignlove.com/logorama-the-movie>
- ** “On the Commons” website, onthecommons.org
- ** Take Happiness Initiative Survey at <http://www.happycounts.org/what-makes-you-happy/> and read introduction/summary of Happiness Research, on Happiness Initiative website, <http://www.happycounts.org/what-makes-you-happy/>
- ** Black Gold or Food Chains movies on socially responsible consumption

4/19 FINAL PROJECT DESCRIPTION DUE TO SAKAI

4/20-4/22: GROUP MEETINGS WITH PROF TO DISCUSS PROJECT PROPOSALS

Class 11 (4/23) Work and Finance in the Solidarity Economy

Solidarity economy work means working in a way that expresses solidarity economy values, including sustainability, equity, cooperation, and democracy. These readings/videos begin with a short video, quiz, book chapter, and website on creating/finding socially responsible work. The next two showcase whistle-blowers, including Alayne Fleischmann, who helped the Justice Department force JP Morgan Chase to pay a \$9 billion fine. Another form of SE work, discussed in the community garden and sharing readings, is do-it-yourself/do-it-ourselves work, which is self- or group-managed, bringing self- and community-empowerment, independence from the corporate system, and more equity in consumption. The last 3 readings look at public policy: support for caring work, policies to raise wages and paid employment, and public banking.

Stephen Snyder, member of Hub Public Banking, will visit us in the 2nd half of the class to talk about Public banking.

Watch “Story of Change,” at www.storyofstuff.org, and do the quiz at the end
Melissa Everett, Making a Living by Making a Difference, excerpt.

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

National Whistleblowers Center, <http://www.whistleblowers.org/>, especially “Meet the Whistleblowers.”

DemocracyNow.org, “Matt Taibbi and Bank Whistleblower on How JPMorgan Chase Helped Wreck the Economy, Avoid Prosecution,”

http://www.democracynow.org/2014/11/7/matt_taibbi_and_bank_whistleblower_on

Community Garden Association website, <http://www.communitygarden.org/>, including Michelle Obama talk on community gardens (6 mins), and ,

http://www.youtube.com/watch?v=rVnt8joZQQQ&feature=player_embedded

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,” <http://www.shareable.net/blog/share-this-book-the-free-version-of-share-or-die>

PUBLIC POLICY:

Eric Olin Wright, Envisioning Real Utopias, “The Quebec Social Economy,” pp. 204-8, http://p2pfoundation.net/Quebec_Social_Economy

Economic Policy Institute, Agenda to Raise America’s Pay -- <http://www.epi.org/pay-agenda/>

Public Banking Institute: Banking in the Public Interest, website,

<http://www.publicbankinginstitute.org/>. Read especially: About/Our Story; and, under Learn tab, Introduction to Public Banking, and watch video AND “Overthrow

the Speculators”

http://www.publicbankinginstitute.org/overthrow_the_speculators_c_hedges

HUMOR: John Stewart, “Blazing Tattles,” on Whistle-blowers:

<http://thedailyshow.cc.com/videos/pvcjoh/blazing-tattles>, or Stephen Colbert, “Food Insurance Insurance,” <http://www.colbertnation.com/the-colbert-report-videos/363237/october-26-2010/food-insurance-insurance>.

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

<http://www.nytimes.com/2015/04/12/upshot/why-a-harvard-professor-has-mixed-feelings-when-students-take-jobs-in-finance.html?smid=nytcore-ipad-share&smprod=nytcore-ipad>

** Kevin Carson, “Increasing Local Economic Agility,” 2012 (2 pages)

http://www.usсен.org/files/SE%20Brief%20-%20Local%20Economic%20Agility_0.pdf

** “NSA Whistleblower Edward Snowden in His Own Words,” DemocracyNow.org, 7/4/13

http://www.democracynow.org/2013/7/4/nsa_leaker_edward_snowden_in_his

** MOVIE: “The Power of Community: How Cuba Survived Peak Oil,” 41 minutes (community gardens)

<http://www.permaculture.co.uk/videos/power-community-how-cuba-survived-peak-oil-spanish-subtitles>

** MOVIE: The Take, 87 minutes (fired workers take over their empty factory in Argentina)

** Representative John Conyers, “H.R. 870, “The Humphrey-Hawkins 21st Century Full Employment and Training Act” (full employment policy proposal)

http://conyers.house.gov/index.cfm?FuseAction=Issues.Home&Issue_id=05f968be-19b9-b4b1-1227-e5086c26def0

** MOVIE: Marchin Jakubowski, “Practical Post-Scarcity,” (6 minutes)

<http://vimeo.com/36360891> skim website, www.opensourceecology.org

** William Darity, “A Direct Route to Full Employment,” Review of Black Political Economy. Pdf on Sakai.

** Caring Across Generations: Changing the Way We Care.

www.caringacrossgenerations.org/

Class 12 (4/30) Solidarity Economy Production and Community Wealth Building

In this section on production, we explore a number of forms of solidarity economy production. The first articles, video, 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. The rest of the readings discuss cooperatives. Jessica Gordon Nembhard discusses cooperation as a survival strategy, historically, for the Black community. The movie, Shiftchange, highlights a variety of workers coops in the US, and the articles about New York City and Indian Country discuss and advocate for worker-owned-and-run cooperatives as economic development strategy.

OUTSIDE SPEAKER, Marjorie Kelly, Community-Wealth.org, second half of class

- Alice Tepper Marlin '66, "Architect of Social Responsibility," (socially responsible corporations) <http://www.ashoka.org/video/4142> and "Setting the Standard for Global Economy" <http://www.ashoka.org/video/4143>
- Dan Swinney, "The High Road and the Low Road" (socially responsible businesses) <http://swinney.blogspot.com/> (search by title) and in course conference
- Judy Wicks (founder of White Dog Café), "Beautiful Business"
- David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Ch. 1 (social enterprise)
- Skim Ashoka website (social entrepreneurship) www.ashoka.org and B Corporations website www.bcorporation.net (1 comment for the 2))
- Jessica Gordon Nembhard, interview on Grit TV, re her book, Collective Courage: A History of African American Cooperative Economic Thought and Practice <http://www.truth-out.org/news/item/22986-solidarity-economics-a-forgotten-practice-of-the-black-radical-tradition-an-interview-with-author-jessica-gordon-nembhard>.
Watch interview or read transcript.
- MOVIE: Shiftchange (feature length) worker cooperatives in Spain and the U.S.
- 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 (1 comment for both)
<http://institute.usworker.coop/sites/default/files/resources/432-Worker-Cooperatives-for-New-York-City-A-Vision-for-Addressing-Income-Inequality-FPWF-January2013.pdf> and
<http://www.ncba.coop/ncba-media/press-releases/610-new-york-city-invests-1-2-million-in-worker-cooperatives>
- Sarah McKinley and Marjorie Kelly, "Indian Country the Site of New Developments in Community Wealth Building," 7/7/14. <http://community-wealth.org/content/indian-country-site-new-developments-community-wealth-building>
- HUMOR: Jim Hightower, "Cooperatives Over Corporations,"
<http://www.humortimes.com/6115/cooperatives-over-corporations/>
- **CRITIQUE: Julie Nelson, "Really Radical Economics,"
<https://www.opendemocracy.net/transformation/julie-nelson/really-radical-economics>
- **Ray Anderson, CEO of Interface Carpets, 2 ½ minutes, (from The Corporation movie
<http://www.youtube.com/watch?v=OUG4JXE6K4A>
- **Responsible Endowments Coalition. Website and Film (3 mins)
<http://www.endowmentethics.org/>
<http://www.youtube.com/watch?v=FJiRQhO2p8Y&feature=plcp>
- **MOVIE: The Mondragon Experiment (1980; 54 minutes)
<http://www.youtube.com/watch?v=-obHJfTaQvw>
- ** U.S. Federation of Worker Cooperatives, Skim, and read "About Worker Cooperatives," <http://usworker.coop/about/what-is-a-worker-coop>

Class 13 (5/7) Student Group Presentations on Solidarity Economy Projects

- 5/8 PORTFOLIO II AND FINAL PROJECT PEER FEEDBACK
RESPONSE/EVALUATION DUE (GF)
- 5/12 PEER PARTICIPATION EVALUATION DUE
- 5/19 FINAL PROJECT AND WRITE-UP, AND PARTICIPATION SELF-GRADE,
DUE; LAST DAY TO SUBMIT LATE RESPONSE/EVALUATIONS