

Changing the Rules of the Game: Feminism and Economics

1 Unit

Spring 1997

One Long Weekend

Thursday, April 17, 7:00 - 10:00 p.m.

Friday, April 18, 7:00 - 10:00 p.m.

Saturday, April 19, 9:00 - 4:00

Sunday, April 20, 9:30 - 12:30

Pamela K. Brubaker, Ph.D., Instructor

Office hours: one hour prior to class sessions and by appointment

Course Description

Unrestrained economic forces are threatening the lives of increasing numbers of people around the world, particularly women and children, and irreparably damaging the ecosphere. Although some perceive these forces as natural, the economy is subject to rules which benefit some and harm others. This course, which requires no prior knowledge of economics, examines the current rules of the economic game - who benefits, who suffers, why this is so. We will explore possibilities for changing the rules to develop a more just and equitable society, drawing on various feminist and religious perspectives. A variety of readings and learning activities will be used in this course.

Required Texts

1. Sklar, Holly. Chaos or Community: Seeking Solutions, Not Scapegoats, for Bad Economics. Boston: South End Press, 1995.

Zweig, Michael, ed. Religion and Economic Justice. Philadelphia: Temple University Press, 1991.

Course Reader: Feminism and Economics*

Course Requirements

All participants (both credit and audit students) are asked to complete the assigned readings (marked with an asterisk in the Course Schedule below) and to participate in class discussions.

In addition, students taking the course for credit are expected to complete assignments #1 - #5.

1. Individual Project. Keep track of products used one day, preferably the Friday of the course; mark where each comes from on a world map I will provide. Due Saturday, April 19.

2. Reading Notebook. Keep a notebook recording main points and responses to assigned readings. For each chapter read, prepare a notebook entry that includes the following:

- a. list unfamiliar terms and concepts,
- b. write the main point in your own words,
- c. record questions, insights, or emotions the chapter raises for you.

These are to be handed in the day the chapters are discussed.

3. Group presentation. Join with one or two other people to present main points of selected readings (marked with a double asterisk). You may use a panel format, interview format, or other approach. We will choose the groups for the readings the first night of the course.

The groups will present during the class session for which their readings are assigned.

4. Group project. Join with two or three other people to create an original project on “Making Change” to be presented the last day of class. This project is to incorporate spirituality and action. It may be a drama, a ritual, a meditation, or a multimedia presentation.

5. Paper. Write a 10-12 page paper on an economic justice issue. Choose the issue by the last day of class and check the topic and your planned research with me. Your paper is to draw on course readings and additional research. Additional research may be 1) using a minimum of three other print sources; 2) using at least three Internet sites; 3) interviewing two or three women involved with your issue; or 4) a combination of print, Internet, and oral sources. Mail your completed papers to me at California Lutheran University, 60 West Olsen Road, Thousand Oaks, CA 91360. Papers must be postmarked by the due date. DUE DATE MAY 12.

Grading: 40 % class participation and fulfillment of assignments 1-4; paper 60 %.

Course Schedule and Required Reading

April 17

Introductions. Discussion of course design and requirements. Student responses.

displease read my “Sisterhood, Solidarity and Feminist Ethics” (1. in Course Reader) before coming to class.

Simulation Game on the Economy

April 18: Chaos or Community

*Sklar, chapters 1-8 (1-160).

**Group presentation on chapter on “Snake-oil of Scapegoating”

Case Study: Welfare Reform

April 19: Economic Justice: Analysis and Strategies for Change

*Course Reader: Chapter 2. Connelly; 3. ** Isasi-Diaz and 4. ** Townes

*Zweig: Chapters 1 (focus on pp. 20-28; 33-36) and **4; **2 or **3 or **5; 6 or 7 or 8

Group presentations on Course Reader 3 and 4; Zweig chapters 2, 3, 4, and 5.

Case Study: Garment Industry

April 20: Spirituality and Praxis

*Course Reader: 5. Neal, and 6. Folbre; Sklar, Chapter 9; Zweig: Chapter 10

Group Projects - “Making Change”

*** Articles in Course Reader**

1. Brubaker, Pamela, "Sisterhood, Solidarity and Feminist Ethics"
2. Connelly, M. Patricia, "Gender Matters: Global Restructuring and Adjustment"
3. Isasi-Diaz, Ada Maria, "*Un poquito de justicia* -A Little Bit of Justice"
4. Townes, Emilie M. "Living in the New Jerusalem: The Rhetoric and Movement of Liberation in the House of Evil"
5. Neal, Marie Augusta, Reflection and "Toward A Theology of Relinquishment"
6. Folbre, Nancy, "The Political Economy of Family Policy"