

Econ300/Pub390 Economics of Identity: Race, Class, Caste & Gender

William & Mary, Spring 2024

Professor Nara Sritharan (you can call me Professor S or Nara)

nsritharan@wm.edu

Class meetings: M, W 5.00-6.20 PM. Chancellors Hall 123.

Student hours: M, W 3.30-4.30 PM, Chancellors Hall 267



COURSE OBJECTIVES

Ever wondered how our identities shape the economic tapestry of our lives? Explore the relationship between economics and identity in our captivating course, "The Economics of Identity." From the classrooms of mainstream theories to the rebellious corridors of heterodox traditions, this intellectual journey invites you to ponder a fundamental question: How do group-based identities wield influence over economic outcomes?

The course will introduce students to a variety of schools of thought on group-based identity in economics and a set of reasoning skills intended to help them become critical readers and thinkers of economic theories. Students will learn to analyze how identity may influence economic outcomes, such as the labor markets, and to gauge how convincing the research is in identifying a causal impact.

At the end of the course, the student will be able to:

- Describe how mainstream and heterodox economics view group-based identities and their effect on economic outcomes.
- Assess different explanations for variations in labor market results.
- Apply theoretical concepts from mainstream and heterodox political economy to analyze modern economic phenomena.
- Use economic and social data proficiently to simplify complex issues like discrimination and stratification.

- Develop skills to communicate journal articles and economic jargon to popular audiences/policymakers through OpEds or Policy Notes.

TEXTS AND READING MATERIALS

All readings can be found on Blackboard under the relevant module and date.

We will cover 3 modules during the duration of this course, and they are as follows:

Module 1: Theorizing identity

In this module, we will discuss how different schools of thought in economics – Neo-classical, Marxian, Feminist, and Post-colonial, among others – conceptualize identity as a theoretical category. This unit will form the basis of all the following units. In these lectures, we will learn to engage with different debates within and between these schools of thought on how to theorize identity, how these different theories overlap, and how they depart from each other. We will also identify the gaps that exist in the theoretical literature to understand the real-world economic phenomenon.

Module 2: Work and identities: Identity-based inequality in the labor market

This unit engages with the issues of identity-based inequality in the labor market. The unit is broadly divided into two parts: Part (a) engages with the specific interventions in terms of the relationship between identity-based inequality and the labor market from different perspectives, including mainstream approaches on discrimination as well as other contending perspectives on labor market segmentation and stratification. Part (b) focuses on analyzing how these identity-based inequalities are reflected in the domains of both wage and non-wage work.

Module 3: Structural solutions to a structural problem

In the final unit, first, we address some possible ways of addressing these issues of structural inequalities through policies of reservations, affirmative action, and reparations. Next, we connect our critiques of identity-based discrimination to the broad socio-economic structure and analyze the possibilities of alternate structures to address the issues of identity-based inequalities. Finally, we end the course with a critical engagement with political strategies for moving towards alternate structures, such as the Women's strike, Dalit struggles, and the Black Lives Matter movement, that have become central to the discourse of identity, both within and outside academia.

HOW TO SUCCEED IN THIS CLASS

General Expectations: This class requires you to read/watch/listen carefully, think critically, participate thoughtfully, and write clearly. To get an A in the class, you have to do all of these consistently.

Instructor meeting (5 points)

For you to succeed in this class, you need to be comfortable asking questions and speaking up. To encourage this and for you to get to know me (your instructor), you are requested to meet with me during my student hours. for no more than 5-10 mins. You have the first two weeks of the semester to get this done.

Class attendance and participation (20 points)

Please note: this is a reading- and discussion-intensive colloquium. Therefore, your attendance and active participation in the classroom are vital for your own learning and for the learning of your peers. In every class meeting you should be engaged as an active learner. That means you must come to class prepared and ready to discuss the assigned materials.

If you must miss class for any reason, please be in touch at least 24 hours beforehand. If you have a legitimate reason, I will accept a one-paragraph response to that session's readings for attendance/participation credit. If you miss two or more classes, and these absences stem from health issues or personal crises, you should talk to the Dean of Students Office about withdrawing for the semester.

You are allowed two absences without penalty. Each additional absence (for any reason) reduces your final course grade by 5%. If you miss five or more classes (after you register) for any reason, you automatically fail the course.

PowerPoint presentation and class discussion (15 points)

Create a PowerPoint presentation and provide an oral presentation of the topic being discussed for class on that day. Topics have been assigned to each student (following an alphabetic order), and they are available on Blackboard. Through this presentation, students will introduce the topic of the day and lead class discussions.

For the first 15-20 minutes, each student will introduce the reading(s) briefly, and then offer insights regarding their factual, methodological, and thematic content. Following this introduction, the presenter will prepare and deliver a number of questions to guide class discussions for the following 20-25 minutes.

Students will be assessed according to the ability to synthesize material (30%), the ability to apply critical analysis (30%), and the ability to lead class discussions and to communicate effectively with diverse audiences (40%).

Presentations should be formatted following the guidelines below:

- Each presentation should contain around 10-15 slides.
- You should not read from a script, but you may use notecards or an outline as you speak.
- Provide citations for all information and images in the "Notes" field for each slide of your PowerPoint.
- No bibliography is necessary.
- Upload your PowerPoint presentation to Blackboard the day before your scheduled slot so I can grade your presentation and delivery.

Applied Economics Research Project (60 points)

For this project, students will build their own applied economics project by further investigating one of the topics discussed in class.

The applied economics project is comprised of four assignments: a prospectus (10 points), an OpEd/policy memo (20 points), a presentation of your work-in-progress paper (10 points), and a final paper (20 points).

ALL writing assignments must be typed, double-spaced, use a 12-point font (Arial or Times New Roman), paginated, footnoted, include a bibliography at the end, and a word count. Word counts exclude footnotes. Be sure to stay within 10% of the total word count. This means that your assignment can only be 10% over or under the established work count. Please use the Chicago Manual Style Notes & Bibliography:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

As a rubric, this project will be assessed in relation to:

- Demonstrating consistency in selecting relevant applied economic cases relating to group-based identity while using appropriate economic methods to the contemporary challenges or issues considered in your paper (30%).
- Strength of evidence presented and discussed (30%).
- Ability to persuade and advance your argument against alternative explanations, cases, or options (30%).
- Formatting and style guidelines (10%).

APPLIED ECONOMIC RESEARCH PROJECT BREAKDOWN ASSIGNMENTS:

1) 900- word OpEd (20 points) – draft due March 4th but submission due date March 6th, 2024

Writing a good Op-Ed (opinion editorial) involves expressing your thoughts persuasively, engaging your audience, and providing a unique perspective on a relevant issue. Here's a step-by-step guide to help you write an effective Op-Ed:

- a) **Choose a Compelling Topic:** Select a current, relevant, and significant issue that you feel strongly about. This should be based on the research question you want to work on for your final research project. Consider the target audience and the publication's focus when choosing your topic.
- b) **Craft a Strong Thesis Statement:** Clearly state your main argument or opinion in one or two sentences. Your thesis should be concise, specific, and impactful.
- c) **Know Your Audience:** Understand the target readership of the publication and tailor your language and arguments accordingly. Consider the publication's tone and style.
- d) **Research Thoroughly:** Support your arguments with credible evidence, data, and examples. Be aware of different perspectives on the issue and address potential counterarguments.
- e) **Create a Compelling Introduction:** Grab the reader's attention with a strong hook or an interesting anecdote. Clearly introduce your topic and establish the significance of the issue.
- f) **Organize Your Thoughts:** Create a logical flow for your Op-Ed. Organize your ideas in a clear and coherent manner. Use paragraphs to break up your text and make it more reader-friendly.

- g) **Develop Persuasive Arguments:** Present your main points in a compelling way, supporting them with evidence and examples. Use persuasive language and appeals (ethos, pathos, logos) to connect with your audience.
- h) **Engage Emotionally:** Appeal to the emotions of your readers by sharing personal stories, anecdotes, or examples. Make your Op-Ed relatable and human.
- i) **Address Counterarguments:** Acknowledge and respond to potential counterarguments to strengthen your position. Anticipate and defuse opposing views with well-reasoned counterpoints.
- j) **Craft a Powerful Conclusion:** Summarize your key points and restate your thesis in a memorable way. End with a call to action or a thought-provoking statement.
- k) **Revise and Edit (we will do this in class on March 4th):** Review your Op-Ed for clarity, coherence, and grammar. Eliminate unnecessary words and ensure your writing is concise and to the point.

2) 800-word prospectus (10 points) – due date March 18th, 2024

The prospectus needs to outline the following information:

- A relevant contemporary policy issue you want to tackle.
- Why you think this issue/topic is important.
- What method you plan to use and why.
- Which sources you have found to help you answer your question.
- A bibliography (not included in word count).

3) 10 minutes presentation of the final research project (10 points) – due date April 24th, 2024

You will submit your work-in-progress papers on Blackboard on April 22nd, so everyone has a chance to read through your paper and provide constructive feedback during the presentations. During this presentation, you will present the following:

- a) Motivation and research question (25%)
- b) Discussion of your chosen methods (20%)
- c) Discussion of main argument/thesis (30%)
- d) Preliminary findings or actual findings (15 %)
- e) Conclusion and looking ahead (10%)

4) 4000-words final paper (20 points) – due date May 14th, 2024

The final paper must include the following:

- Title
- Introduction (including aims, the contemporary relevance of the issue, and method)
- Discussion of your methods
- Discussion of main argument/findings
- Assessment of limitations
- Conclusions
- Bibliography (not included in word count).

GRADES

Instructor meeting	5%
Class attendance and participation	15%
PowerPoint presentation and class discussion	20%
Prospectus	10%
Midterm	20%
Final presentation	10%
Final paper	20%

SCHEDULE INCLUDING DUE DATES

Date	In-class topic	Required readings	Optional readings	Due dates
Jan 24	Welcome!!	Syllabus	<ul style="list-style-type: none"> Wolff, Richard and Stephen Resnick. 2012. Chapter 1: Three different theories, in <i>Contending Economics Theories: Neoclassical, Keynesian, and Marxian</i> (pp. 1-51). London and Cambridge: MIT press. Marx, Karl. 1857. The method of political economy, in <i>Grundrisse</i> (pp. 100-108). https://www.marxists.org/archive/marx/works/1857/grundrisse/ 	
MODULE 1: Theorizing identity				
Jan 29	Different schools of thoughts	<ul style="list-style-type: none"> Wolff, Richard and Stephen Resnick. 2012. Chapter 7: The importance of theoretical differences, in <i>Contending Economic Theories: Neoclassical, Keynesian, and Marxian</i> (pp. 347-379). London and Cambridge: MIT press. Bowles, Samuel. 1974. Economists as servants of power, <i>American Economic Review</i>, 64(2): 129-132. 	<ul style="list-style-type: none"> Roncaglia, Alessandro. 2017. The economist as an expert: a prince, a servant or a citizen? <i>Institute for New Economic Thinking</i>. https://www.ineteconomics.org/perspectives/blog/the-economist-as-an-expert-a-prince-a-servant-or-a-citizen Bowles, Samuel and Herb Gintis. 1992. Power and wealth in a competitive capitalist economy. <i>Philosophy and Public Affairs</i>, 21(4): 324-353. 	

Jan 31	Mainstream approaches – a brief overview	<ul style="list-style-type: none"> • Akerlof, George and Rachel Kranton. 2010. Chapter 1, in <i>Identity Economics: How Our Identities Shape our Work, Wages and Well-Being</i>. Princeton: Princeton University Press. • Blau, Francine D., and Annie E. Winkler. Chapter 2, in <i>The Economics of Women, Men, and Work, 8th edition</i> (pp: 17-24). Oxford: Oxford University Press 	<ul style="list-style-type: none"> • Albelda, Randy and Robert Drago. 2013. Chapter 4 & 5 in <i>Unlevel Playing Fields, 4th edition</i> (pp: 58-98). Boston: Dollars & Sense • Akerlof, George A., and Rachel E. Kranton. 2000. Economics and identity. <i>The Quarterly Journal of Economics</i>, 115 (3): 715-753. 	
Feb 5	Gender	<ul style="list-style-type: none"> • Nelson, Julie. A., 1995. Feminism and economics. <i>Journal of Economic Perspectives</i>, 9(2):131-148. • Matthaei, Julie. 1992. Marxist-feminist contributions to radical economics, in Bruce Roberts and Susan Feiner (eds.) <i>Radical Economics</i> (pp. 117-144). Dordrecht: Springer 	<ul style="list-style-type: none"> • Mies, Maria. 1986. Chapters 1: What is feminism and Chapter 2: Social origins of the sexual division of labor, in <i>Patriarchy and Accumulation on a World Scale</i> (pp. 6-66). London: Zed Books • Federici, Sylvia. 2017. Notes on gender in Marx's Capital, in <i>Continental Thought and Theory</i>, 1(4): 19-37 • Folbre, Nancy. 1982. Exploitation comes home: A critique of the Marxian theory of family labour, <i>Cambridge Journal of Economics</i>, 6(4): 317-29. 	
Feb 7	Gender	<ul style="list-style-type: none"> • Harriet Fraad, Stephen Resnick, and Richard Wolf. 2009. for every knight in shining armor, there's a castle waiting to be cleaned: a marxist-feminist analysis of the household, in: Graham Cassano (eds) <i>Class Struggle on the Home Front</i> (pp. 19-70). London: Palgrave Macmillan 	<ul style="list-style-type: none"> • Ghodsee, Kristen. 2018. <i>Why Women Have Better Sex Under Socialism: And Other Arguments for Economic Independence</i>. New York: Nation Books 	

		<ul style="list-style-type: none"> S. Charusheela and Eiman Zein-Elabdin. 2003. Chapter 8: Feminism, postcolonial thought, and economics, in Marianne A. Ferber and Julie Nelson (eds.) <i>Feminist Economics Today: Beyond Economic Man</i> (pp. 173-195). Chicago: University of Chicago Press. 		
Feb 12	Library class/no class			
Feb 14	Sexuality	<ul style="list-style-type: none"> Sears, Alan. 2017. Body Politics: The social reproduction of sexualities. In Tithi Bhattacharya (ed.) <i>Social Reproduction Theory</i> (pp. 171-191). London: Pluto Press. Badgett, M.V. Lee. 2020. <i>The Economic Case for LGBT Equality: Why Fair and Equal Treatment Benefits Us All</i> (selected parts). Boston: Beacon Press. 	<ul style="list-style-type: none"> Bettceher, Talia M. 2016. Intersexuality, transgender, and transsexuality, in Lisa Disch and Mary Hawkesworth (eds) <i>The Oxford Handbook of Feminist Theory</i> (pp 407-426). Oxford: Oxford University Press. 	
Feb 19	Caste and Race	<ul style="list-style-type: none"> Rodney, Walter. 1982. Colonialism as a system for underdeveloping Africa, in <i>How Europe Underdeveloped Africa</i>. Washington DC: Howard University Press. [selected parts] Mosse, David. 2018. Caste and development: Contemporary perspectives on a structure of discrimination and advantage. <i>World Development</i>, 100: 422-436 	<ul style="list-style-type: none"> Saunders, Lisa, and William Darity Jr. 2003. Feminist theory and racial economic inequality, in Marianne, Ferber A. and Nelson, Julie, A (eds) <i>Feminist Economics Today: Beyond Economic Man</i> (pp. 101-114). Chicago and London: The University of Chicago Press. 	

Feb 21	Caste and Race	<ul style="list-style-type: none"> Smith, Earl, and Angela J. Hattery. 2008. Incarceration: A tool for racial segregation and labor exploitation. <i>Race, Gender & Class</i>: 79-97. Ambedkar, Babasaheb. 1979. <i>Dr. Babasaheb Ambedkar: Writings and Speeches Vol. 1</i> (pp 5-22). New Delhi: Education Department, Govt. Of Maharashtra. 	<ul style="list-style-type: none"> West, Cornel. 1993. <i>Race matters</i>. Boston: Beacon Press [selected parts] Thorat, Sukahdeo. On economic exclusion and inclusive policy. <i>The Little Magazine</i>, VI(4&5) http://www.littlemag.com/reservation/sukhadeothorat.html Gidla, Sujatha. 2017. <i>Ants among elephants</i>. New York: Farrar, Straus, and Giroux. Akala. 2019. <i>Natives: Race and Class in the Ruins of Empire</i>. London: Two Roads Yengde, Suraj. 2020. Apartheid in Fancy Dress. <i>The Baffler</i>. 51. https://thebaffler.com/salvos/apartheid-in-fancy-dress-yengde 	
Feb 26	Intersecting identities	<ul style="list-style-type: none"> Cooper, Britany. 2016. Intersectionality, in Lisa Disch and Mary Hawkesworth (eds) <i>The Oxford Handbook of Feminist Theory</i> (pp 385-406). Oxford: Oxford University Press. J. K. Gibson-Graham. 1997. Chapter 3: Class and the politics of "identity" in <i>End of Capitalism (As we Knew it): A Feminist Critique of Political Economy</i>. Minneapolis and London: University of Minnesota Press. 	<ul style="list-style-type: none"> Crenshaw, Kimberle. 1989. Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. <i>University of Chicago Legal Forum</i>: 139-168 Deshpande, Ashwini. 2007. Overlapping identities under liberalization: Gender and caste in India. <i>Economic Development and Cultural Change</i>, 55(4): 735-760 	
Feb 28	Intersecting identities	<ul style="list-style-type: none"> Matthaei, Julie. 1996. Why Marxist, feminist, and anti-racist economists should be Marxist- 	<ul style="list-style-type: none"> Benería, Lourdes and Gita Sen. 1982. Class and gender inequalities and women's role in economic 	

		<p>feminist-anti-racist economists. <i>Feminist Economics</i> 2(1): 22-42.</p> <ul style="list-style-type: none"> • Bhattacharya, Tithi. 2017. How not to skip class: Social reproduction of labor and the global working class, in Tithi Bhattacharya (ed), <i>Social Reproduction Theory</i> (pp. 68-93). London: Pluto. <p>See also her summary of the book at: https://rs21.org.uk/2017/12/21/capitalisms-life-source-the-domestic-and-social-basis-for-exploitation/</p>	<p>development—Theoretical and practical implications. <i>Feminist Studies</i>, 8(1): 157-176.</p> <ul style="list-style-type: none"> • Patricia Hill Collins. 1998. It's All in the Family: Intersections of Gender, Race, and Nation. <i>Hypatia</i> 13(3): 62-82. 	
Mar 4	How to write an OpEd	Examples on Blackboard		Draft of OpEd
Mar 6	Guest lecture by Alexander Wooley (tentative)	See Blackboard		Submit OpEd
Mar 11	SPRING BREAK!!!!!!!!!!!!!!			
Mar 13				
MODULE 2: WORK IDENTITIES: IDENTITY-BASED INEQUALITIES IN THE LABOR MARKET				
Mar 18	Mainstream theories of discrimination	<ul style="list-style-type: none"> • Stiglitz, Joseph. E. (1973). Approaches to the economics of discrimination. <i>The American Economic Review</i>, 63(2): 287-295. • Phelps, Edmund S. 1972. The statistical theory of racism and sexism." <i>The American Economic Review</i>, 62(4): 659-661. 	<ul style="list-style-type: none"> • Becker, Gary. 1996. Norms and the formation of preferences. <i>Accounting for Taste</i> (pp 225-231). Cambridge: Harvard University Press. • Bowles, Samuel, and Herbert Gintis. 1975. The problem with human capital theory--a Marxian critique." <i>The American Economic Review</i>, 65(2): 74-82. 	Submit prospectus

Mar 20	Mainstream theories of discrimination	<ul style="list-style-type: none"> • Becker, Gary S. 1981. An economic theory of discrimination, abridged article on <i>Discrimination, Affirmative Action, and Equal Opportunity: An Economic and Social Perspective</i> (pp.129-146). The Fraser Institute. • Arrow, Kenneth J. 1998. What has economics to say about racial discrimination? <i>Journal of Economic Perspectives</i>. 12(2): 91-100 	<ul style="list-style-type: none"> • Institute for New Economic Thinking (INET) video. Joe Stiglitz and Winnie Byanyima discuss ‘Redefining Inequality’ https://www.ineteconomics.org/perspectives/videos/redefining-inequality • INET video ‘Inequality 101’ with Arjun Jayadve and Branco Milanovich https://www.ineteconomics.org/perspectives/videos/inequality-101 • Stiglitz, Joseph. 2016. “New Theoretical Perspectives on the Distribution of Income and Wealth Among Individuals,” in Kaushik Basu and Joseph Stiglitz (eds), <i>Inequality and Growth: Patterns and Policy</i>. London: Palgrave Macmillan. 	
Mar 25	Alternative approaches – Labor market segmentation, stratification, and social construction of identity	<ul style="list-style-type: none"> • Reich, Michael, David M. Gordon, and Richard C. Edward. 1973. A theory of labor market segmentation. <i>The American Economic Review</i>, 63(2): 359-365. • Emily Greenman and Yu Xie. 2008. Double jeopardy: The interaction of gender and race on earnings the United States, in Grusky, David. B and Weisshaar, Katherine, R. (eds). <i>Social Stratification: Class, Race and Gender in</i> 	<ul style="list-style-type: none"> • Albelda, Randy and Robert Drago. 2013. Chapter 6, 7, & 8 in <i>Unlevel Playing Fields, 4th edition</i> (pp: 58-98). Boston: Dollars & Sense • Darity Jr, William A., Darrick Hamilton, and James B. Stewart. 2015. "A Tour de Force in Understanding Intergroup Inequality: An Introduction to Stratification economics." <i>The Review of Black Political Economy</i> 42.1-2: 1-6. 	

		<p><i>Sociological Perspective</i>, 4th edition (pp. 942-95). New York: Routledge</p>	<ul style="list-style-type: none"> • Bowles, Samuel, and Herbert Gintis. 2002. The inheritance of inequality. <i>Journal of Economic Perspectives</i>, 16(3): 3-30. 	
Mar 27	Alternative approaches – Labor market segmentation, stratification, and social construction of identity	<ul style="list-style-type: none"> • William A. Darity. 2005. Stratification economics: The role of intergroup Inequality.” <i>Journal of Economics and Finance</i> 29(2): 144-53 • Creed, WE Douglas, Maureen A. Scully, and John R. Austin. 2002. Clothes make the person? The tailoring of legitimating accounts and the social construction of identity. <i>Organization Science</i>, 13(5): 475-496. 	<ul style="list-style-type: none"> • Coleman, James S. 1988. Social Capital in the Creation of Human Capital. <i>American Journal of Sociology</i>. 94: s95-s120 • Banerjee, L. 2015. Of Disasters, Status, and Health. <i>The Review of Black Political Economy</i>, 42(1-2), 111-133. • Fukuda-Parr, Sakiko, James Heintz, and Stephanie Seguino. 2017. Introduction, in Sakiko Fukuda-Parr, James Heintz, and Stephanie Seguino (eds). <i>Critical and Feminist Perspectives on Financial and Economic Crises</i>. London and New York: Routledge. 	
Apr 1	Inequalities and labor market outcomes	<ul style="list-style-type: none"> • Deshpande, Ashwini and William Darity Jr. 2016. “Caste Based Discrimination in India,” in Kaushik Basu and Joseph Stiglitz (eds), <i>Inequality and Growth: Patterns and Policy</i> (p248-273). London: Palgrave Macmillan. https://link.springer.com/chapter/10.1057/9781137554598_8 • Zaw, Khaing, Darrick Hamilton, and William Darity. "Race, wealth and incarceration: results from the national longitudinal survey of 	<ul style="list-style-type: none"> • Elson, Diane. 2018. Intersections of gender and class in the distribution of income. <i>The Japanese Political Economy</i>, 44(1-4): 7-24. • Thorat, Sukhdeo and Katherine S. Newman. 2010. <i>Blocked by Caste: Economic Discrimination in Modern India</i>. New Delhi: Oxford University Press [selected parts] • Scoville, James G L. 1991. Towards a model of caste economy, in James G Scoville (ed), <i>Status Influences in Third World Labour Markets, Caste,</i> 	

		<p>youth." <i>Race and Social Problems</i> 8, no. 1 (2016): 103-115.</p> <ul style="list-style-type: none"> • Perez, Caroline Criado. 2019. <i>Invisible Women: Exposing data bias in a world designed for men</i>. London: Random House 	<p><i>Gender and Custom</i>. Berlin and New York: Walter de Gruyter)</p> <ul style="list-style-type: none"> • Akerlof, George. 1976. The economics of caste and of rat race and other woeful tales. <i>Quarterly Journal of Economics</i>, XC(4): 599-617. 	
Apr 3	Non-wage work	<ul style="list-style-type: none"> • Folbre, Nancy. 2014. <i>Who Cares? A Feminist Critique of the Care Economy</i>. New York: Rosa Luxemburg Stiftung. • Folbre, Nancy, and Julie A. Nelson. 2000. "For Love or Money--Or Both?" <i>Journal of Economic Perspectives</i>, 14(4): 123-140. 	<ul style="list-style-type: none"> • Folbre, Nancy. 2018. Care penalty and Gender inequality, in Susan L. Averett, Laura M. Argys, and Saul D. Hoffman (eds.) <i>The Oxford Handbook of Women and the Economy</i>. Oxford: Oxford University Press. • Folbre, Nancy. 1986. Cleaning house: New perspectives on households and economic development. <i>Journal of Development Economics</i>, 22(1): 5-40. 	
Apr 8	Non-wage work	<ul style="list-style-type: none"> • Fraser, Nancy. 2017. Crisis of Care? On the Social-Reproductive Contradictions of Contemporary Capitalism, in Tithi Bhattacharya (ed.) <i>Social Reproduction Theory</i> (pp. 21-36). London: Pluto. 	<ul style="list-style-type: none"> • Beneria, Lourdes. 1979. Reproduction, Production and the Sexual Division of Labour, <i>Cambridge Journal of Economics</i>, 3(3): 203-225. • Ghosh, Jayati 2009. <i>Never Done and Poorly Paid: Women's Work in Globalising India</i>. New Delhi: Women Unlimited. 	
Apr 10	Affirmative action	<ul style="list-style-type: none"> • Bagde, Surendrakumar, Dennis Epple, and Lowell Taylor. 2016. Does affirmative action work? Caste, gender, college quality, and academic success in India. <i>American Economic Review</i>, 106(6): 1495-1521. 	<ul style="list-style-type: none"> • West Cornel. 1993. Chapter 5: Beyond affirmative action: Equality and identity in <i>Race matters</i> (pp. 61-68). Boston: Beacon Press 	

		<ul style="list-style-type: none"> • Ta-Nehesi Coates. 2014. The Case for Reparations, <i>The Atlantic</i> https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ 	<ul style="list-style-type: none"> • Thorat, Sukhadeo. 2004. On reservation policy for private sector. <i>Economic and political weekly</i>, 39(25) 2560-2563. <p>Deshpande, Satish, and Yogendra Yadav. 2006. Redesigning affirmative action: Castes and benefits in higher education. <i>Economic and Political Weekly</i>, 41(24): 2419-2424</p>	
Apr 15	Resistance and Political Strategies	<ul style="list-style-type: none"> • Cinzia Arruzza. 2017. Chapter 10: From social reproduction feminism to the women's strike," in Tithi Bhattacharya (ed.) <i>Social Reproduction Theory</i> (pp. 192-196). London: Pluto. • Taylor, Keeanga-Yamahtta. 2016. Chapter 7: From #BlackLivesMatter to black liberation in Keeanga-Yamahtta Taylor (ed.) <i>From #BlackLivesMatter to Black Liberation</i> (pp. 191-291). Chicago: Haymarket Books. 	<ul style="list-style-type: none"> • J. K. Gibson-Graham. (1993). Waiting for the revolution, or how to smash capitalism while working at home in your spare time, <i>Rethinking Marxism</i>, 6(2): 10-24. • Lerche, Jens 2008. Transnational advocacy networks and affirmative action for Dalits in India." <i>Development and Change</i>, 39 (2): 239-261. 	
Apr 17	Resistance and Political Strategies	<ul style="list-style-type: none"> • Arruzza, Cinzia, Nancy Fraser, and Tithi Bhattacharya. 2019. <i>Feminism for the 99%: A Manifesto</i>. London and New York: Verso. • Keeanga-Yamahtta, Taylor. 2018. How Do We Change America? The quest to transform this country cannot be limited to challenging its brutal police. <i>The New Yorker</i>. https://www.newyorker.com/news/our-columnists/how-do-we-change-america • Federici, Silvia. 2011. Feminism and the Politics of the Commons in David Boiller and Silke Helfrich (eds) <i>The Wealth of the Commons: A</i> 	<ul style="list-style-type: none"> • Rodney, Walter. 1974. Interviews: Walter Rodney. <i>The Black Scholar</i>, 6 (3): 38-47. • Federici, Silvia. 2004. Chapter 4, in <i>Caliban and the Witch: Women, The Body, and Primitive Accumulation</i> (pp. 219-243). New York: Autonomedia. 	

		<p><i>World Beyond Market and State</i>. Amherst: Levellers Press. http://wealthofthecommons.org/essay/feminism -and-politics-commons</p>	
Apr 22	BUFFER!		Submit work-in- progress paper
Apr 24	FINAL PRESENTATIONS		
Apr 29			
May 1			
May 14	FINAL PAPER DUE		

COURSE POLICIES

Blackboard. The Blackboard website is the central repository for the course. I will use it to communicate to the class as a group, accept and grade response paper submissions, and post materials for the course. Make sure that you regularly check both it and the email account associated with Blackboard.

Grading scale. Letter grades for the course will be based on a standard 100-point scale as determined by the following ranges: A (≥ 93 through 100), A- (≥ 90 through < 93), B+ (≥ 88 through < 90), B (≥ 83 through < 88), B- (≥ 80 through < 83), C+ (≥ 78 through < 80), C (≥ 73 through < 78), C- (≥ 70 through < 73), D+ (≥ 68 through < 70), D (≥ 63 through < 68), D- (≥ 60 through < 63), and F (less than 60).

Inclusivity. Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability, or any identity category, is a valued and equal member of the group. We all bring different experiences to this class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Office of the Dean of Students.

Religious Observances. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. Please review the course requirements at the beginning of the semester to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks,

Etiquette. Please do not use devices during class for non-class-related activities. Several methodologically strong academic studies show that using laptops during class to browse social media, shop, catch up on email, etc., distracts other students, lowers the quality of classroom interaction, and affects the multi-taskers grades and comprehension. I reserve the right to ask you to close laptops during face-to-face meetings.

COVID and this course. Please follow W&M requirements and guidelines about COVID safety, which are available here:

https://www.wm.edu/about/administration/emergency/current_issues/coronavirus/

If/when you need to miss class, please let me know as soon as possible and follow up with me about your plans to catch up on what you missed. I anticipate that the class will be held largely in-person, but I also anticipate certain adjustments, like making class recordings available to students who notify

that they are missing class due to COVID, or *temporarily* holding class by Zoom if a high proportion of students cannot attend on a given day, or if I am sick/exposed.

Honor Code. Academic integrity is at the heart of W&M, and we all are responsible for upholding the ideals of honor and integrity. The [Student Handbook](#) includes your responsibilities as a student and the full Code. I expect your full participation and observance of the Honor Code.

[STUDENT WELLBEING](#)

W&M recognizes that students juggle different responsibilities and can face challenges that make learning difficult. If you or someone you know is experiencing a challenge related to an emotional, psychological, physical, medical, material or accessibility concern, I encourage you to reach out to resources on campus. For psychological/emotional stress, please consider reaching out to the [W&M Counseling Center](#) (757-221-3620, 240 Gooch Dr., 2nd floor). For physical/medical concerns, please consider reaching out to the [W&M Health Center](#) at (757-221-4386, 240 Gooch Drive). For additional support or resources, please contact the Dean of Students by submitting an [online Care Report](#) or by phone or email (757-221-2510, deanofstudents@wm.edu). For a list of many other resources available to students, see [Health and Wellness Resources for Students](#).

Student Accessibility Services. W&M accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please visit www.wm.edu/sas.

[COURSE RESOURCES](#)

Writing Resources Center. A great resource to assist you with your final research papers, mid-term media product, and final presentations. Feel free to book a time with them to meet and chat here: <https://www.wm.edu/as/wrc/>