

Feminist Eco-nomies: Living Life Differently in the 21st Century

ARTSCI 1137.xx

1 Credit

Day, Time, Place TBA
(Course Meets Once Weekly)

Professor: Katherine Borland

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Office Hours: By appointment

Course Description: Feminists have long argued that we can rebuild our world in ways that attend to the needs of diverse actors, both human and nonhuman, if we learn to think and act differently. In this course, we will explore a feminist reworking of economic theory that recognizes the ways in which economy is not separate from but integral to all our interactions. We will experiment with new ways of living that open up spaces of difference in our economic system. Our attitude will be practical and eclectic. Rather than dismantling hegemony (a daunting and arguably unrealizable task), we will examine existing pockets of non-capitalist economic activity within our current global system as models for imagining hopeful possibilities that we might cultivate going forward. Throughout the course we will consider ultimate goals—for life, for society, for economy and ecology. The course is designed to test theory against practice: we will filter our readings through personal experience, reflection and experimentation.

Course Objectives:

1. To gain a practical understanding of theories of capitalism, socialism, and post-capitalism
2. To explore spaces on non-capitalist activity in the current global economic system
3. To personally and collectively experiment with forms of non-capitalist world-building
4. To reflect on ultimate goals: What is *the good life*?

Required Text:

Gibson-Graham, J.K., Jenny Cameron, and Stephen Healy. (2013). *Take Back the Economy: An Ethical Guide to Transforming Our Communities* (Univ. of Minnesota Press) Available at SBX

Grading: This course will be graded on an S/U scale (satisfactory, unsatisfactory). All work must be completed and meet minimum standards for students to be given the S grade. A rubric will be provided for the required reflective essays, so that students understand and have a model for a passing essay.

Required Activities:

1. This class is discussion-based. Students are expected to attend class and participate in the seminar discussions. Weekly reading is required.
2. Field trips and Workshops are essential parts of this class. Students are expected to attend and participate.

3. Two four page reflective essays (at mid-term and finals week). Alternate formats, such as digital stories, art installations, or performances are encouraged. Instructions for essays/projects will be provided in a hand-out on the first day of class.

Course Outline: Subject to Change depending on outside visitors/field experiences

Week	Format	Topic	Assignment
1	Discussion/sharing	Introduction to Course: How to participate in seminar discussions	Read: Take Back the Economy: Why Now? In <i>Take Back the Economy</i>
2	Practice Discussion	What is the good life? a good society? A healthy economy? A healthy ecology?	Read: Reframing the Economy: Reframing Ourselves <i>Take Back the Economy</i>
3	Discussion	How do we interact with the world economy in our daily lives?	First Exercise: Survey your friends about Paid and Unpaid Work Bring notes to class.
4	Discussion	Rethinking Homo Economicus	Read: Take Back Work: Surviving Well in <i>Take Back the Economy</i>
5	Discussion	Reimagining Work	Second Exercise: Construct Two Work Diagrams (yourself and a nonstudent worker in a profession you think you might want to join). Bring to class.
6	Guest Speaker: Ohio Sierra Club	Workshop and Discussion on Watershed Protection.	Write: First Reflective Essay. Due next class.
7	Film	<i>Revolutionary Medicine: The First Garifuna Hospital in Honduras</i>	Read: Take Back Business: Distributing Surplus in <i>Take Back the Economy</i>
8	Discussion	Dealing with Surplus	Read: Take Back the Market: Encountering Others in <i>Take Back the Economy</i>
9	Discussion	Dealing with Markets	Fieldtrip on The Hilltop details TBA
10	Discussion	Regenerating Postindustrial Landscapes: Possibilities and Challenges	Read: Take Back Property: Commoning in <i>Take Back the Economy</i>

11	Discussion: Possible Guest Speaker, <i>Arc of Appalachia</i>	Extending the Commons	Exercise: Find three alternative economies in Columbus. Bring notes to class.
12	Workshop/Discussion	Mapping local alternative economies	Read Take Back Finance: Investing in Futures in <i>Take Back the Economy</i>
13	Discussion	Revisioning Finance	Read Any Time, Any Place... in <i>Take Back the Economy</i>
14	Discussion	Final Wrap Up/Future Plans	Write final reflective essay, due finals week.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Students with Disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Biographical Paragraph:

Katherine Borland teaches undergraduate folklore courses, ethnography, service-learning and literature and global diversity GE courses in the department of Comparative Studies. In 2014, she won the Ratner Award for Innovative Teaching as well as the Comparative Studies Department teaching award. Currently, she is engaged in three major research projects, a study of the intersubjective dimensions of oral narrative, a study of diverse environmentalisms in Southeast Ohio, and a study of migration and settlement in The Hilltop neighborhood of Columbus that will result in devised theatre with community partners. The last two projects involve the participation of students in fieldwork and service learning classes. In addition to teaching, Dr. Borland directs the Center for Folklore Studies.