

Term Information

Effective Term Spring 2020

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4525
Course Title Feminist Critiques of Markets - Profiting from Inequality
Transcript Abbreviation Fem Cr of Markets
Course Description Should sexist forms of advertising be permissible? Should we be able to charge a higher price on the basis of gender or race? Should we refuse to buy from or sell to people if our moral commitments are incompatible? Feminist Critiques of Markets will engage feminist readings and critiques in the service of answering concerns like these at the intersection of gender, sexuality, race, & class.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Goal 1: Analyze texts.
- Outcome 1A: Compare texts and interpretive frameworks.
- Outcome 1B: Identify the core argument of advanced texts.
- Outcome 1C: Put theories in conversation with each other.
- Goal 2: Articulate clear and cohesive thoughts through writing.
- Outcome 2A: Demonstrate the components of clear writing.
- Goal 3: Articulate how categories of social difference, including, but not limited to, gender and sexuality, are created and upheld by differentials of power.
- Outcome 3A: Explain how social inequalities are maintained through interlocking multiple systems of power.
- Outcome 3B: Imagine new ways of cultivating interactions that create more just and equitable futures.
- Goal 4: Enact everyday practices with awareness of local/global interconnections.
- Outcome 4A: Recognize the local and global in everyday practices.
- Outcome 4B: Evaluate the impact of the local and global on everyday practices.

Content Topic List

- - Define feminist critique of markets
- - Feminist alternatives to gender-, race- and class-blind regulatory structures
- - Feminist pursuits of equality under conditions of neoliberalism and globalization
- - Homophobia and limits of free market exchange
- - Market dimensions of feminist activism (Ethical consumption)
- - Sexist, homophobic and racist advertising
- - Race based predatory market practices (Reverse redlining)
- - Lying and cheating under conditions of economic and social inequality
- - Gender and race-based discriminatory pricing and exclusion (Airbnb while Black and Pink Tax)
- - Privatization of public rights at the intersection of racism, xenophobia and global inequality (Mass incarceration, immigration, pollution)
- - Gendered goods and services (Breastmilk, reproduction and sex)

Sought Concurrence

Yes

Attachments

- WGSST 4525 Syllabus Tjon Soei Len SP20.docx: 4525 syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 4525 Political Science Concurrence.pdf: Political Science Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- 4525 Philosophy Concurrence.pdf: Philosophy Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- 4525 Business Concurrence.pdf: Business Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- 4525 Economics Concurrence.pdf: Economics Concurrence
(Concurrence. Owner: Stotlar, Jacqueline Nicole)
- 4525 Concurrence List.docx: Concurrence Sought List
(List of Depts Concurrence Requested From. Owner: Stotlar, Jacqueline Nicole)
- WGSS Curriculum Map.xlsx: WGSS Curriculum Map
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	09/06/2019 01:03 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/06/2019 01:34 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/09/2019 09:40 PM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/09/2019 09:40 PM	ASCCAO Approval



WGSST 4525 - FEMINIST CRITIQUES OF MARKETS: PROFITING FROM INEQUALITY

SPRING 2020

COURSE OVERVIEW

Classroom Information

Format of instruction: Active Learning

Meeting Days/Times: TBD

Location: TBD

Instructor

Instructor: Lyn Tjon Soei Len

First name: Lyn

Last Name: Tjon Soei Len

She/Her/Hers

Email address: tjonsoeilen.1@osu.edu

Phone number: (614) 688-3078

Office hours: Appointments can be made through calendly.com/tjonsoeilen. Please let me know if you cannot make it to my scheduled office hours, so that we can find an alternative time to meet.

My office: Arps Hall 146

Course description

Should sexist forms of advertising be permissible? Should we be able to charge a higher price on the basis of gender or race? Should we be allowed to lie when we sell goods to others? Does it

matter if we are poor and they are rich? Should we refuse to buy or sell goods from and to people if our moral commitments are incompatible?

In **'Profiting from Inequality: Feminist Critiques of Markets'** students will engage feminist readings and critiques in the service of answering these and related concerns at the intersection of gender, sexuality, race, and class. Viewed through a careful feminist lens, this course centers on the ways in which markets, market relations, and regulatory structures perpetuate and exacerbate social inequalities, often to the detriment of women, people of color, and other vulnerable groups. In this work, the course explores how ideas about gender, sexuality, race and class impact our intuitions regarding the appropriate scope of markets. These questions take special urgency as markets can shape power and privilege in society; can exacerbate or ameliorate inequalities; and can impact the lives that diverse groups of people are able to live. Even so, while most people agree that money should not be able to buy or facilitate some things, people deeply disagree with one another about what things should be excluded from markets and why. This course organizes student attention to feminist analyses of and responses to the conditions and contradictions of market relationships. In sustained study of the patterns of power and marginalization manifest in contemporary markets, students will become able to recognize how these market structures prioritize specific forms (e.g., cis-, male, white, etc.) of participation, often at the expense of others as full participants.

Care. Babies. Sex. Drugs. Friendship. Prison cells. The right to migrate. The right to pollute. This course investigates these hot topics and many more as we apply a feminist perspective to ask what should be for sale and how ought we structure the ways in which we buy/sell, with whom, and on what terms. In this, the course focuses upon case studies in order to illuminate market-based dimensions of feminist concerns about sexism, homophobia, racism and classism that are at the heart of the WGSS curriculum.

Course learning outcomes:

By the end of this course, students should successfully be able to:

- Compare texts and interpretive frameworks.
- Identify the core argument of advanced texts.
- Put theories in conversation with each other.
- Demonstrate the components of clear writing.
- Explain how social inequalities are maintained through interlocking multiple systems of power.
- Imagine new ways of cultivating interactions that create more just and equitable futures.
- Recognize the local and global in everyday practices.
- Evaluate the impact of the local and global on everyday practices.

Course materials

- We will be reading excerpts from the following books, which will be made available electronically on Carmen:

- 2010 Satz, *Why Some Things Should Not Be For Sale: The Moral Limits of Markets*
 - 2012 Sandel, *What Money Can't Buy: The Moral Limits of Markets*
 - 2016 Brennan and Jaworski, *Markets Without Limits: Moral Virtues and Commercial Interests*
 - 2018 Posner and Weyl, *Radical Markets*
- Additional required readings will be made available electronically on Carmen.
 - Students should ALWAYS bring and make sure that all assigned readings are accessible to them during class.

Grading and instructor response

Grades

Assignment or category	Points
<p>Attendance and Participation</p> <p>Consistent attendance and informed participation are important and expected. Informed participation means that you 1) have prepared for class (i.e., read the materials, thought about the arguments, and have done assigned homework); 2) actively and respectfully contribute to class discussions; 3) actively and respectfully listen to the contributions of others. Each student is allowed <i>two unexcused absences</i> without academic penalty. (At least 5 points are deducted if students miss 3 or more meetings).</p>	15
<p>Facilitate Class Discussion</p> <p>Small student teams will sign-up for a class meeting when they will facilitate a 10 minute class discussion on the assigned material. The team will discuss and prepare the materials prior to the class meeting and coordinate how they will facilitate class discussion.</p>	10
<p>Reading Quizzes</p> <p>There will be three short in-class reading quizzes over the course of the semester (5 points each). Quizzes will not be announced in advance as reading is expected and mandatory for each class. There are no opportunities to make up a quiz if a student is absent.</p>	15
<p>Mid-Term Exam</p> <p>On [date] there will be an in-class midterm examination. The exam will ask students to demonstrate their ability to apply the key concepts and central arguments of one or</p>	25

more of the competing views from our course materials. Instructions for preparation will be provided prior to the exam date.	
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<p>Final Assignment: 'A Feminist Critique of Markets'</p> <p>As a final project, students will write their own paper that will 1) discuss and analyze a current problem, issue or concern regarding markets and their limits from a feminist perspective; and 2) articulate their own, feminist vision on what a 'Just Market' looks like as illustrated through this issue. The paper requires a clear articulation of a problem and a coherent argument regarding the student's proposed solution and feminist vision for a 'just market'. The paper should engage key concepts and arguments from our course materials. Students will present the problem and their vision during a 3-minute presentation at the end of the semester (based on 3MT Presentation structures).</p> <p>Detailed instructions and a grading rubric will be provided for both the paper (25 points) and the presentation (10 points).</p> <p><i>(Online paper submission via Carmen.)</i></p>	35
Total	100

Late assignments

Unless you have communicated with me well in advance of the due date and I have approved an alternative timeline, late work will not be accepted.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+

73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

Grading and feedback

For written assignments you can generally expect feedback within 7 days.

E-mail

The best way to reach me is through email. I will reply to e-mails within 24 hours on school days.

Attendance, participation, and discussions

Student participation requirements

The course engages an active learning approach, which includes class discussion, in class group work, student presentations and debates. To engage in these learning activities, you will be expected to have read and engaged with the selected materials in preparation for the day of class. This is an important requirement, in order for all students to be able to realize the course objectives. You will be asked to make your engagement with the materials transparent through informed class participation that can be demonstrated in multiple forms (e.g. verbal and written) and multiple activities (e.g. class discussion and in class (group) work).

Discussion and communication guidelines

It is important to appreciate that we are collectively responsible for creating and nurturing a class climate that enables each student to pursue the course objectives. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Write using good grammar, spelling, and punctuation. I encourage peer-mentoring and peer-review.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. During class time, do not communicate with

others outside of the classroom unless absolutely necessary. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** Cite your sources to back up what you say. (For our course materials: list at least the author, title and page numbers. For online sources, include a link. Use an appropriate citation style for assignments.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copy into Carmen.

Course schedule

SECTION I: INTRODUCTION AND SETTING THE SCENE

[date 1/7] - Meeting 1: Welcome and Syllabus

[date 1/9] - Meeting 2: Foundations: Neoliberalism, Capitalism, and Free Markets (I)

2018 Posner and Weyl, Introduction: The Crisis of the Liberal Order (pp. Excerpt)

[date 1/14] - Meeting 3: Foundations: Neoliberalism, Capitalism, and Free Markets (II)

2001 Jaggar, Is Globalization Good for Women?

SECTION II: COMPETING VIEWS ON MARKETS AND THEIR LIMITS

[date 1/16] - Meeting 4: The Corruption of Meaning

1983 Walzer, Chapter 4: Money and Commodities in *Spheres of Justice* (pp. 100-109)

2000 Radin, excerpt "Market-Inalienability" in *Rethinking Commodification* (pp. 81-95)

2016 Brennan and Jaworski, Chapter 5: "Semiotic Objections" (pp. 45-50) and selections from Chapters 6-8.

[date 1/21] - Meeting 5: The Corruption of Character

2012 Sandel, How Markets Crowd Out Morals

<http://bostonreview.net/forum-sandel-markets-morals>

2016 Brennan and Jaworski, Chapter 9 "The Corruption Objection" (pp.87-89) and selections from Chapters 10-15.

[date 1/23] - Meeting 6: (In)Equality

2012 Satz, Egalitarian Response

<http://bostonreview.net/satz-egalitarian-response>

2010 Satz, Chapter 3: "The Market's Place and Scope in Contemporary Egalitarian Political Theory" (pp. 66-89)

2010 Satz, Chapter 4: "Noxious Markets" (pp. 100-110)

[date 1/28] - Meeting 7: (Un)Fairness

Tomasi 2012, Markets as Fairness

<http://bostonreview.net/tomasi-markets-as-fairness>

TBD

[date 1/30] - Meeting 8: No Limits?

2018 Posner and Weyl, Epilogue: After Markets?

2016 Brennan and Jaworski, Chapter 2: If You May Do It for Free, You May Do It For Money

[date 2/4] - Meeting 9: REVIEW SECTION II

Students will prepare questions about the competing views on markets and their limits discussed in Section II. Students will engage in exercises to compare differences between them and articulate interventions through feminist readings and critique.

SECTION III: CONSUMER RESPONSIBILITY**[date 2/6] - Meeting 10: Ethical Consumerism**

Hussain 2012, "Is Ethical Consumerism an Impermissible Form of Vigilantism?"

[date 2/11] - Meeting 11: Moral Limits of Consumption (I): A Seller's Moral Convictions

The Case of Chic Fil A (TBD)

The Masterpiece Cakeshop Case (TBD)

- Exam Instruction and Exercise

[date 2/13] - Meeting 12: Moral Limits of Consumption (II): How It's Made

The Case of Global Sweatshops (TBD)

Sustainability Case (TBD)

[date 2/18] - Meeting 13: MID-TERM EXAM**SECTION IV: MARKETS AND FORMS OF PERSUASION****[date 2/20] - Meeting 14: (Mis)Representation (I): Incentives, Advertising, and Nudging**

The Case of Sexist Advertising: Suit Supply (TBD)

2006 Grant, Ethics and Incentives: A Political Approach or 2015 Sunstein, The Ethics of Nudging

[date 2/25] - Meeting 15: (Mis)Representation (II): Poor Sellers, Rich Buyers

2020 Bagchi, Lying and Cheating, Or Self-Help and Civil Disobedience?

SECTION V: MARKETS AND DISCRIMINATORY PRICING**[date 2/27] - Meeting 16: Airbnb While Black**

Case (TBD)

Noble, Algorithms of Oppression (Excerpt TBD)

[date 3/3] - Meeting 17: Pink Tax

Case (TBD)

[date 3/5] - Meeting 18: REVIEW SECTION III-V

Students will prepare questions about how we apply competing views on markets and their limits to topics and cases discussed in Sections III-V. We will engage in exercises that highlight our feminist readings and critiques of course materials to prepare for the Final Assignment.

SPRING BREAK!**[date 3/17] - Meeting 19: Writing Workshop Final Assignment**

In class work on "Writing Handout & Worksheet"

SECTION VI: PRIVATIZATION OF PUBLIC RIGHTS/GOODS**[date 3/19] - Meeting 20: Mass Incarceration**

2010 Alexander, The New Jim Crow, Introduction & Chapter 5 (Excerpts TBD)

2012 Simmons and Hammer, "The Human Right to Dignity and Commodification of Prisoners", pp. 249-271

[date 3/24] - Meeting 21: Refugees and the Right to Immigrate

2012 Sandel, MLM Chapter 2, "Incentives" (Excerpt TBD)

2018 Posner and Weyl, Chapter 3 Uniting the World's Workers (Excerpt TBD)

2015 Schuck, "Creating a Market for Refugees in Europe"

<https://www.nytimes.com/2015/06/09/opinion/creating-a-market-for-refugees-in-europe.html>

2005 Becker, "Sell the Right to Immigrate"

<http://www.becker-posner-blog.com/2005/02/sell-the-right-to-immigrate-becker.html>

2005 Posner 2005, "Immigration reform"

<http://www.becker-posner-blog.com/2005/02/immigration-reform--posner-comment.html>

[date 3/26] - Meeting 22: The Right to Pollute

2012 Sandel, MLM Chapter 2, "Incentives" (pp. 19-43 revisit)

TBD

COMMODIFICATION OF PERSONS, BODIES, AND BODILY PRODUCTS

[date 3/31] - Meeting 23: Reproductive Labor

1997 Roberts, Killing the Black Body (Excerpt TBD)

2010 Satz, Chapter 5: "Markets in Women's Reproductive Labor" (pp.115-134)

2016 Brennan and Jaworski 2016, Chapter 4 (pp. 36-41) & Chapter 16 pp. 153-155

[date 4/2] - Meeting 24: Topic of Student choice

- Intimacy and Sex
- Blood and Breastmilk
- Kidneys
- Baby Buying
- Financial markets:
 - o Subprime mortgages and (reverse) redlining;
 - o Debt and student loans

Meetings 25 – 28 Presentations

[dates]

4/7

4/9

4/14

4/16

DUE DATE FINAL ASSIGNMENT: 4/24 5PM (SUBMISSION VIA CARMEN)

Other course policies

Academic integrity policy

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 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student Support Policies and Resources

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets

regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

From: [Caldeira, Gregory](#)
To: [Stotlar, Jackie](#)
Cc: [Tjon Soei Len, Lyn K.](#)
Subject: RE: response on concurrence
Date: Friday, September 6, 2019 12:09:17 PM

Thanks. Super. You have our concurrence. Is there a document I need to sign or use?

Best, Greg

From: Stotlar, Jackie <stotlar.1@osu.edu>
Sent: Friday, September 6, 2019 11:52 AM
To: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Cc: Tjon Soei Len, Lyn K. <tjonsoeilen.1@osu.edu>
Subject: RE: response on concurrence

Hi Greg,

Thank you for your response. The syllabus with the revised name is attached.

Best,
Jackie

Jackie Stotlar, MA

Academic Program Coordinator

The Ohio State University

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu / wgss.osu.edu

Pronouns: she/her/hers / Honorific: Ms.

Member & Conference Chair, [ASC Staff Advisory Council](#)

From: Caldeira, Gregory <caldeira.1@polisci.osu.edu>
Sent: Friday, September 6, 2019 11:16 AM
To: Stotlar, Jackie <stotlar.1@osu.edu>
Cc: Tjon Soei Len, Lyn K. <tjonsoeilen.1@osu.edu>
Subject: response on concurrence

Good morning. This has taken a while because several people were involved.

We have one request. Please change the title of the course to "Feminist Critiques of Markets," which is currently the subtitle. That would more clearly convey the content and more clearly associate it with WGSS-related subject matter. If you will have the title on the syllabus revised and the syllabus sent to me, I'll approve the concurrence.

This looks like a great course.

Greg

Gregory A. Caldeira

Chair, Department of Political Science

Distinguished University Professor

Dreher Chair in Political Communication and Policy Thinking

Professor of Law

2020 Derby Hall, Columbus OH 43017, caldeira.1@osu.edu

From: [Downing, Lisa](#)
To: [Stotlar, Jackie](#)
Cc: [Brown, Michelle](#)
Subject: Fwd: Concurrence request for WGSST 4525
Date: Thursday, September 5, 2019 1:29:59 PM
Attachments: [image001.png](#)
[4525 Philosophy Concurrence Request.pdf](#)
[WGSST 4525 Syllabus Tjon Soei Len SP20.docx](#)

Hi Jackie,

The revised version of the syllabus looks very good to me and I am happy to concur on behalf of Philosophy. I would like to explicitly note that Philosophy might in future look to develop a more general course on the ethics/morality of markets, especially in connection with the Philosophy, Politics, and Economics major, and especially if we manage to hire someone who works in Philosophy of Economics. (But there should be plenty of room at OSU for both courses!)

All best,

Lisa

Lisa Downing
Professor and Chair
Department of Philosophy
Ohio State University

Begin forwarded message:

From: "Brown, Michelle" <brown.930@osu.edu>
Subject: FW: Concurrence request for WGSST 4525
Date: August 26, 2019 at 2:09:17 PM EDT
To: "Downing, Lisa" <downing.110@osu.edu>

Hi Lisa,

I was wondering if you had a moment to review the concurrence request I had sent you from Women Studies?

Michelle

From: Stotlar, Jackie <stotlar.1@osu.edu>
Sent: Monday, August 26, 2019 2:08 PM
To: Brown, Michelle <brown.930@osu.edu>
Cc: Tjon Soei Len, Lyn K. <tjonsoeilen.1@osu.edu>; Winnubst, Shannon <winnubst.1@osu.edu>; Thomas, Mary <thomas.1672@osu.edu>
Subject: RE: Concurrence request for WGSST 4525

Hi Michelle,

I'm reaching back out today with a revised syllabus for WGSST 4525, retitled "Profiting from Inequality: Feminist Critiques of Markets." In addition to the revised syllabus, the

topic content list has also been revised to emphasize the explicitly feminist nature of the course:

- Define feminist critique of markets
- Feminist alternatives to gender-, race- and class-blind regulatory structures
- Feminist pursuits of equality under conditions of neoliberalism and globalization
- Homophobia and limits of free market exchange
- Market dimensions of feminist activism (Ethical consumption)
- Sexist, homophobic and racist advertising
- Race based predatory market practices (Reverse redlining)
- Lying and cheating under conditions of economic and social inequality
- Gender and race-based discriminatory pricing and exclusion (Airbnb while Black and Pink Tax)
- Privatization of public rights at the intersection of racism, xenophobia and global inequality (Mass incarceration, immigration, pollution)
- Gendered goods and services (Breastmilk, reproduction and sex)

Would you please pass this on to your faculty for review? I've attached a new concurrence form to reflect the new title of the course and an update concurrence timeline request of September 9. Please let us know if we can answer any questions.

Best,
Jackie

Jackie Stotlar, MA

Academic Program Coordinator

The Ohio State University

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies

286G University Hall, 230 N. Oval Mall, Columbus, OH 43210

614-292-1268 Office

stotlar.1@osu.edu / wgss.osu.edu

Pronouns: she/her/hers / Honorific: Ms.

Past President, [AGPA](#)

From: Brown, Michelle <brown.930@osu.edu>

Sent: Wednesday, August 14, 2019 8:29 AM

To: Stotlar, Jackie <stotlar.1@osu.edu>

Subject: RE: Concurrence request for WGSST 4525

Will do!

From: Stotlar, Jackie <stotlar.1@osu.edu>

Sent: Tuesday, August 13, 2019 4:56 PM

To: Brown, Michelle <brown.930@osu.edu>

Cc: Tjon Soei Len, Lyn K. <tjonsoeilen.1@osu.edu>

Subject: Concurrence request for WGSST 4525

Hi Michelle,

I hope this email finds you well! I'm reaching out today with a concurrence request for a new course, WGSST 4525: Not for Sale – Justice, Markets & Morality, taught by Dr. Lyn Tjon Soei Len (cc'ed here). Would you please pass this on to appropriate faculty member to review the course for concurrence from Philosophy? I've attached the projected syllabus and a concurrence request form for the faculty member to fill out and return via email. In keeping with the two week concurrence response timeline, we are requesting a response by Tuesday, August 27.

Please let me know if you have any questions or if I can provide any additional information about this course. Thank you!

Best,
Jackie



Jackie Stotlar, MA

Academic Program Coordinator

College of Arts and Sciences Department of Women's, Gender and Sexuality Studies

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Pronouns: she/her/hers / Honorific: Ms.

Past President, [AGPA](#)

From: [Bendoly, Elliot](#)
To: [Stotlar, Jackie](#)
Subject: Re: Concurrence request for WGSST 4525
Date: Friday, August 2, 2019 8:58:02 AM
Attachments: [image001.png](#)

Happy to provide concurrence.

Distinguished Prof. of Management Sciences
Fisher College of Business, The Ohio State U.

On Aug 2, 2019, at 8:52 AM, Stotlar, Jackie <stotlar.1@osu.edu> wrote:

Good morning Dean Bendoly,

I hope this email finds you well. I'm reaching out today with a concurrence request for a new course, WGSST 4525: Not for Sale – Justice, Markets & Morality, taught by Dr. Lyn Tjon Soei Len (cc'ed here). Would you please review the course for concurrence from the Fisher College of Business? I've attached the projected syllabus and a concurrence request form for you to fill out and return. In keeping with the two week concurrence response timeline, we are requesting a response by Friday, August 16.

Please let me know if you have any questions or if I can provide any additional information about this course. Thank you for your time.

Best,
Jackie

<image001.png>

Jackie Stotlar

Academic Program Coordinator

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<WGSST 4525 Syllabus Tjon Soei Len SP20.docx>

<4525 Business Concurrence Request.pdf>

**WGSST 4525: Feminist Critiques of Markets – Profiting from Inequality
Concurrence List**

- Political Science
- Economics
- Philosophy
- Fischer College of Business