



## Syllabus ECO 727 – Political Economy of Gender

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### 1. Course Description

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The Political Economy of Gender course aims to debate the role of gender in capitalism. We will look at how capitalism uses, reinforces, and/or mitigates gender norms in order to expand capitalist accumulation. We will also explore the different roles played by gender, race, and class in developed and underdeveloped countries and consider the gendered effects of the international division of labor. We will use a few classic texts but mostly focus on current debates on capitalism, care, labor, race. We will study Intersectional, Marxist-Feminists and Social Reproduction Theory approaches. We will also discuss a gender perspective on economic policy, as well as feminist economics alternatives to capitalism.

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### 2. Texts & Other Media

- Banks, Nina. 2020. "Black Women in the United States and Unpaid Collective Work: Theorizing the Community as a Site of Production." *The Review of Black Political Economy* 47 (4): 343–62. <https://doi.org/10.1177/0034644620962811>.
- Barreto, Raquel. 2020. "Amefricanity: The Black Feminism of Lélia Gonzalez'." Translated by Rafael Mófrea Saldanha. *Radical Philosophy* 209, 15–20.
- Bhattacharya, Tithi. 2017. "How Not to Skip Class: Social Reproduction of Labor and the Global Working Class." In *Social Reproduction Theory: Remapping Class, Recentering Oppression*, edited by Tithi Bhattacharya, First published. London: Pluto Press.
- Blau, Francine D., and Lawrence M. Kahn. 2017. "The Gender Wage Gap: Extent, Trends, and Explanations." *Journal of Economic Literature* 55 (3): 789–865. <https://doi.org/10.1257/jel.20160995>.
- England, Paula. 1993. "The Separative Self: Androcentric Bias in Neoclassical Assumptions." In *Beyond Economic Man: Feminist Theory and Economics*, edited by Marianne A. Ferber and Julie A. Nelson. Chicago: The University of Chicago Press.
- Esquivel, Valeria. 2021. "Feminist Economics." In *Companion to Feminist Studies*, edited by Nancy A. Naples, 1st edition. Hoboken, NJ: Wiley-Blackwell.

- Federici, Silvia. 2017. "Notes on Gender in Marx's Capital." *Continental Thought and Theory* 1 (4): 150 years of Capital): 19–37.
- Ferber, Marianne A. 2003. "A Feminist Critique of the Neoclassical Theory of the Family." In *Women, Family, and Work*, edited by Karine S. Moe, 9–24. Malden, MA, USA: Blackwell Publishing Ltd. <https://doi.org/10.1002/9780470755648.ch2>.
- Ferguson, Susan J. 2020. *Women and Work: Feminism, Labour, and Social Reproduction*.
- Folbre, Nancy. 2006. "Measuring Care: Gender, Empowerment, and the Care Economy." *Journal of Human Development* 7 (2): 183–99. <https://doi.org/10.1080/14649880600768512>.
- Fraser, Nancy. 2017. "Crisis of Care? On the Social-Reproductive Contradictions of Contemporary Capitalism." In *Social Reproduction Theory: Remapping Class, Recentering Oppression*, edited by Tithi Bhattacharya, First published. London: Pluto Press.
- Ghosh, Jayati. 2009. "Migration and Gender Empowerment: Recent Trends and Emerging Issues." *Human Development Research Paper*.
- International Labour Office. 2018. *Global Wage Report 2018/19: What Lies behind Gender Pay Gaps*.
- McNally, David. 2017. "Intersections and Dialectics: Critical Reconstructions in Social Reproduction Theory." In *Social Reproduction Theory: Remapping Class, Recentering Oppression*, edited by Tithi Bhattacharya, First published. London: Pluto Press.
- Noble, Rachael, Rachel Walker, Lila Caballero, and Asha Herten. 2020. "Advancing Feminist Economic Alternatives for a Fair, Green, Gender Equal World." [https://actionaid.nl/wp-content/uploads/2020/11/Feminist-Economic-Alternatives\\_Vol-1.pdf](https://actionaid.nl/wp-content/uploads/2020/11/Feminist-Economic-Alternatives_Vol-1.pdf).
- O'Hagan, Angela. 2017. "Gender Budgeting in Scotland: A Work in Progress." *Administration* 65 (3): 17–39. <https://doi.org/10.1515/admin-2017-0022>.
- Pearson, Ruth, and Diane Elson. 2015. "Transcending the Impact of the Financial Crisis in the United Kingdom: Towards Plan F—a Feminist Economic Strategy." *Feminist Review* 109 (1): 8–30. <https://doi.org/10.1057/fr.2014.42>.
- Power, Marilyn. 2004. "Social Provisioning as a Starting Point for Feminist Economics." *Feminist Economics* 10 (3): 3–19. <https://doi.org/10.1080/1354570042000267608>.
- Quick, Paddy. n.d. "A Marxist-Feminist Critique of Social Reproduction Theory."
- Rios, Flávia. 2019. "América Latina: The Conceptual Legacy of Lélia Gonzalez (1935–1994)," no. Dosier: El Pensamiento de Lélia Gonzales, un legado y un Horizonte.
- Sabbag Fares, Lygia, and Ana Luíza Matos de Oliveira. 2022. "Free to Choose? The Gendered Impacts of Flexible Working Hours in Brazil." *Review of Radical Political Economics*, June, 048661342210899. <https://doi.org/10.1177/04866134221089993>.
- Saffioti, Heleieth Iara Bongiovani. 1978. *Women in Class Society*. New York: Monthly Review Press.
- Tejani, Sheba. 2019. "What's Feminist about Feminist Economics?" *Journal of Economic Methodology* 26 (2): 99–117. <https://doi.org/10.1080/1350178X.2018.1556799>.

Supplementary resources:

Video lectures on Feminist Economics <https://www.youtube.com/watch?v=okH4spiccz4>

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### 3. Assignments and Grading

Assignment	Due date	Instructions	Grade
Collective Google Doc	Monday before the class	Read the mandatory reading and the presentation reading and based on both texts <b>either</b> write a question <b>or</b> answer someone's question on the collective google doc	20%
Presentation	See presentation schedule	See below	30%
Final Paper	05/16	Write an article integrating a feminist perspective to your dissertation. This article should stand alone but the objective is to incorporate it in your final dissertation	50%

- Presentation:
    - Instructions
      - 30 minutes
      - 12 to 15 slides
      - Font 36 for title and 24 (min) for content
      - Short sentences, maximum 2 lines
      - Use your own words, citations must cite the source
      - You should be able to explain the concepts – not only read what is on the slide
      - Study your topic and rehearse your presentation until you can talk about it without reading
    - What should my presentation address?
      - What is the chapter about (problem)?
      - What is the theory/theories used to understand the problem?
      - Present an additional resource (not from the article) about the topic
      - What are the main take-aways?
      - What is your opinion?
      - Prepare 1 or 2 questions to discuss with the class
  - Final Paper
    - 2000-2500 words + Bibliography
    - Papers must be well written. They must have introduction, development, and conclusion.
    - Use APA citation: <https://guides.lib.jjay.cuny.edu/c.php?g=288322&p=7472824>
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### 4. Classroom guidelines

- **Come to class! If you need to miss more than one class this semester, please talk to me.**
- If you miss a class, please check in with a classmate for a summary of what we covered and possible assignments.
- There will be no make-up classes or assignments.

- Email – From Monday to Friday, I will do my best to respond to you within 48 hours. I'll not respond emails on weekends.
  - Email to schedule office hours
  - Please check Blackboard announcements and your email regularly, as I will communicate with you through these mediums.
  - Laptops will not be allowed in class: first because taking notes by hand is, for many, a far more effective way of digesting material than those afforded by laptops or cellphones and they physical presence blocks the development of a cohesive discussion group, which is our main goal. For those same reasons, I ask that you put your phone on airplane mode and away during class unless I request you to use it for an activity
  - Prepare for class: complete all the readings in advance.
  - Participate in class! And allow others to participate as well. Ask questions, others probably have that same question! Please, be kind to each other. Please let me know if you have concerns about how class discussion is unfolding. Our objective is to have a safe classroom space for all!
  - **No picture, audio, or video recording in class.** This aims to facilitate free-flowing conversations and to protect the privacy of students and the instructor. I will share my slides with you all.
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## 5. Course Schedule

[https://docs.google.com/spreadsheets/d/1VsR-ZwZBBpvEEiR4vN\\_CSaTlobndFDmY-Gogh4uHZXw/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1VsR-ZwZBBpvEEiR4vN_CSaTlobndFDmY-Gogh4uHZXw/edit?usp=sharing)

*\*NOTE: The instructor has the ability to update and/or change the course schedule.*

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## COLLEGE POLICIES

### Academic Integrity

*(copied from the 2021-2022 Undergraduate Bulletin)*

*The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at*

[http://www.cuny.edu/about/administration/offices/la/Academic\\_Integrity\\_Policy.pdf](http://www.cuny.edu/about/administration/offices/la/Academic_Integrity_Policy.pdf).

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

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### Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take-home assignment or examination
- Using notes during a closed-book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit

- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, smart phones, tablet devices, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam
- Intentionally obstructing or interfering with another student's work

Falsification of records and official documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization
- Falsifying information on an official academic record
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, I.D. card or other college document

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## **Attendance**

*(copied from the 2021-2022 Undergraduate Bulletin)*

Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may result in the loss of financial aid. The number of absences that constitute excessive absence is determined by the individual instructor, who announces attendance guidelines at the beginning of the semester in the course syllabus. Students who register during the Change of Program period after classes have begun are responsible for the individual course attendance policy, effective from the first day of the semester.

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### **Extra Work During the Semester**

*(copied from the 2021-2022 Undergraduate Bulletin)*

Instructors are not obligated to offer extra-credit work in any course. Any extra-credit coursework opportunities offered during the semester for a student to improve his or her grade must be made available to all students at the same time. The term "extra credit work" refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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### **Americans with Disabilities Act (ADA)**

*(copied from the 2021-2022 Undergraduate Bulletin)*

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities, and provide appropriate supporting documentation. The Student Disabilities Services Coordinator may consult with appropriate college officials such as the instructor or Provost to determine the appropriateness of the requested accommodation consistent with the program requirements. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and they are encouraged to do so.

- Carrie Dehls is the Human Resources Benefits Coordinator. Employees may reach her at [cdehls@jjay.cuny.edu](mailto:cdehls@jjay.cuny.edu) or at 212.237.8504.
- Malaine Clarke is the Director of Accessibility Services. Students may reach her at [maclarke@jjay.cuny.edu](mailto:maclarke@jjay.cuny.edu) or at 212.237.8185.
- Silvia Montalban is the College's 504/ADA Compliance Coordinator, She can be reached at [smontalban@jjay.cuny.edu](mailto:smontalban@jjay.cuny.edu) or at 646.557.4409.

Additional information about this CUNY policy can be accessed at:

<http://www.jjay.cuny.edu/accessibility-services-appeal-process>