

**POLITICAL ECONOMY AND SOCIAL MOVEMENTS:
RACE, CLASS AND GENDER
THE EVERGREEN STATE COLLEGE
FALL 2009**

“Sit down and read. Educate yourself for the coming conflicts”

- Mary Harris “Mother Jones”

“The most potent weapon of the oppressor is the mind of the oppressed”

- Steven Biko

“It takes one minute to tell a lie and ten minutes to refute it.”

- Noam Chomsky

“However troubling reality may be, human dignity is not affirmed in fleeing it. Rather dignity lies in seeing reality for what it is—and acting responsibly in the face of it.

- James Peck in *Chomsky Reader*

“Pessimism of the intellect and optimism of the will.”

- Antonio Gramsci

“Do we not also owe it to him (Gramsci), out of respect for the kind of fortitude and political passion he exhibited, to transform that phrase in such a way as to seek an optimism of the intellect that, properly coupled with an optimism of the will, might produce a better future?”

- David Harvey in *Spaces of Hope*

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COURSE DESCRIPTION:

In this program, we will examine the nature, development and concrete workings of modern capitalism as well as the interrelationship of race, class and gender in historical and contemporary contexts. In fall quarter, the U.S. experience will be the central focus, whereas winter quarter will have a global focus. Recurring themes will be the relationship among oppression, exploitation, social movements, reform and fundamental change, and the construction of alternatives to capitalism, nationally and globally. We will examine how social change has occurred in the past, present trends, and alternatives for the future. We will also examine different theoretical frameworks such as liberalism, Marxism, feminism, anarchism and neoclassical economics, and their explanations of the current U.S. and global political economy.

In fall quarter, we will begin with the colonization of Native North America, and the material and ideological foundations of the U.S. political economy, including the historical development of capitalism from the 18th century to the present. We will explore specific issues including the slave trade, racial, gender and economic inequality, the labor movement and the western push to "American Empire." We will also carefully examine the linkages from the past to the present between the economic core of capitalism, political and social structures, and gender, race and class relations. We will also study microeconomics principles from a neoclassical and a political economy perspective. Within microeconomics, we will study various topics and concepts such as the structure and failure of markets, work and wages, and the gender and racial division of labor.

In winter quarter, we will examine the interrelationship between the U.S. political economy and the changing global system, as well as U.S. foreign policy. We will study the causes and consequences of the globalization of capital and its effects in our daily lives, international migration, the role of multilateral institutions and the meaning of various trade agreements and regional organizations and alliances. This program will also analyze the response of feminist, environmental and peace movements in opposing this emerging global order in countries such as Venezuela and Bolivia. We will look at alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies. We will study macroeconomic theory and policy and examine key components of Keynesian economics. We will study the determinants and impact of inflation and unemployment and various indicators of economic well-being. Students will be introduced to competing theories of international trade and finance in the context of examining their applicability in the global South and North.

Credits: 16 per quarter.

Program is preparatory for careers and future studies in political science, economics, education, labor and community organizing, law and international solidarity.

FALL SCHEDULE:

Tuesday

10AM-12PM

Lecture/Film

LONGHOUSE 1007C

1:00PM-3PM

Economics Workshop/Lecture

SEM 2 E1105

3:15PM-5:00PM

Book Seminar

Peter- SEM 2 A3107

Savvina- SEM 2 A3109

Larry- SEM 2 D3107

Wednesday

10AM-1PM

Lecture/Film

SEM 2 E1105

Friday

10AM-12:30PM

Lecture/Film

SEM 2 E1107

1:30PM-2:45PM

Economics Workshop

SEM 2 E1107

3:00PM-4:30PM

Book Seminar

Peter- SEM 2 A3107

Savvina- SEM 2 A3109

Larry- SEM 2 D3107

ECO-N-VERGENCE

Northwest Gathering on the Economic and Ecological Crises

Friday to Sunday, October 2, 3 and 4, Portland, Oregon

Noam Chomsky is keynote speaker at a three-day conference to address the economic and ecological crises that confront us.

This will be an important and historical event. We are making available the opportunity to attend this event as part of the program experience and expect all students to make every effort to attend and learn from this event. The conference is described below. Students who are not able to participate should read Dean Baker's *Plunder and Blunder* (listed on the recommended list of readings) and write a three-page report on the book. Other students are encouraged to read this book also. Dean Baker will be one of the speakers at the event.

Cost of tickets for the entire conference for students is \$20 plus transportation. We are looking for inexpensive housing cost.

“The worst economic crisis since the Great Depression continues. While Wall Street banks were bailed out of a mess created by their own irresponsible behavior, nothing effective has been done to stem the tide of layoffs, foreclosures, and small business and personal bankruptcies. As a result older generations watch hard earned savings vanish, younger families live in fear of layoffs and bills they cannot pay, immigrants face detention and deportation, and students despair of finding jobs when they graduate. Meanwhile, global temperatures continue to rise, glaciers continue to melt, and rain forests continue to be destroyed in absence of an effective plan to prevent what threatens to become cataclysmic climate change.

This October Noam Chomsky will be joined at the First Unitarian Church of Portland and PSU by other speakers including Mark Weisbrot, Derrick Jensen, Barbara Garson, Tom Palley, Veronica Dujon, David Korten, Barbara Dudley, Mary King, John Bellamy Foster, and Kristen Sheeran to explore how to make positive changes within our communities and respond effectively to the twin crises facing humanity. In addition to plenaries there will be dozens of panels, workshops, and other events each day. Forty organizations (and counting) are busy organizing the conference including Portland Jobs With Justice, Coalition for a Livable Future, Oregon Fair Trade Campaign, Economics for Equity and the Environment, Pineros y Campesinos Unidos del Noroeste, PDX Peace Coalition, Rural Organizing Project, Alliance for Democracy, Climate Solutions, Portland OASIS, Peoples Food Coop, and Olympia Movement for Justice and Peace.”

Web site: www.econvergence.org

BOOKS AND READINGS:

Naomi Klein, *The Shock Doctrine*

Howard Zinn, *A People's History of the United States*

Ron Takaki, *A Different Mirror*

Howard Sherman, E.K. Hunt, Reynold Nesiba, Phillip O'Hara, and Barbara Weins-Tuers, *Economics: An Introduction to Traditional and Progressive Views* (S&H Economics text)

US Constitution, Declaration of Independence (on-line)

Rius, *Marx for Beginners*

Robert Tucker, *Marx-Engels Reader*, 2nd ed. (selected readings)

Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*

Sharon Smith, *Subterranean Fire: A History of Working Class Radicalism in the United States*

Dick Cluster, *They Should Have Served that Cup of Coffee*

Manning Marable, *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006*, 3rd ed.

Other short selected handouts to be given out in class. Other articles will be available on Electronic Reserve at the TESC Library website. Details will be given out in class.

The following readings are **recommended only** for the class, and will not be seminared upon:

- Joan Powell, ed., *Education for Action: Undergraduate and Graduate Programs That Focus on Social Change*, Food First, 4th edition
- Jennifer Willsea, ed., *Alternatives to the Peace Corps*, Food First, 12th edition
- Dean Baker, *Plunder and Blunder*

COURSE REQUIREMENTS

All course requirements are important, but special attention should be given to bold print.

A) **This is a serious class for serious people. At a minimum this means that all participants should attend each day and have their own text for seminars and do the work on time. The subject matter is deep and important.**

B) **Portland, Oregon Conference, October 2-4, 2009.**

ECO-N-VERGENCE

Northwest Gathering on the Economic and Ecological Crises

Friday to Sunday, October 2, 3 and 4, Portland, Oregon

www.econvergence.org/

Description on page 2-3.

C) **Regular, i.e. consistent, attendance and participation** in the seminar and class activities. Please be **on time** for each session. This is a full time program and students should expect to do at least 40 hours a week of work in the program, in and out of class. It is not advisable that students work more than 20 hours a week at an outside job and take a program full time. **Engagement:** Evergreen programs are not simply a collection of classes, but a deeper effort to form a learning community. We learn from each other, and are therefore responsible to each other to participate in the learning community. Participation is defined as active listening, speaking, and thinking. Communication and attendance are vital to build relationships among students, and between students and faculty.

All-program Attendance: Attending seminars and all-program activities is a critical aspect of participating in the learning community. As Woody Allen once said: "80 percent of success in life is just showing up." Many students make great efforts to coordinate their transportation, jobs and family in order to attend class. In fairness to students who attend, there will be a sign-in sheet at all-program lectures, films, workshops, etc. for students to initial. Since attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will likely lead to reduced credit. Three occasions of tardiness will equal one absence; it is in your own interest to be on time since class instructions are usually at the beginning. Absences will be excused under extenuating circumstances (documented in an e-mail or phone message to your seminar's faculty member, preferably in advance).

D) **Careful reading of the course material, both the books and the films.** In order to help facilitate careful and critical reading, each student will write a **Seminar Preparation Paper**.

Format for Tuesday Seminar Preparation Papers

Beginning Week 2, for each Tuesday seminar an assigned reading, you should arrive to class (a) having read the entire assigned reading, (b) with your copy of the

assigned reading, and (c) a 1 1/2 to 2-page, *single-spaced*, typed & stapled response. The paper's primary purpose is to help you be prepared to raise ideas and stimulate seminar discussion. Bring 2 copies, one for you and one for your faculty.

<u>Your Name</u>	<u>Title of Reading</u>	<u>Week #</u>
(1) <i>Significant quotes</i> (include page #s); each item of quoted material from the assigned text shall be followed by 1-2 sentences that discuss your interpretation of the significance of the quoted material; range of quotes should give an indication of the scope or range of the reading assignment.		
(2) <i>Key new areas of learning</i> for you		
(3) <i>Key concepts, ideas, and/or patterns</i>		
(4) Issues <i>from the text</i> that you'd like to discuss in seminar that comes from the reading		
(5) Intellectual critiques of the readings		

NOTE: Your paper should capture your thoughts about several particular ideas, concepts, or issues presented in the text that warrant further discussion during the seminar. The paper is text-centered and *not about* your particular likes/dislikes of the author's ideas or style of writing. **Due: Each assignment is due at the beginning of the Tuesday seminar.**

E) Synthesis Essays: In the fall quarter you will write two synthesis essays. A synthesis essay requires you to relate the themes of different readings to each other in a clear analysis and argument. Your essay should draw convincingly from all or nearly all of the recent readings, as well as lectures, films, and prior program readings. It should work with the program materials to show your reasoning, evidential support, and careful judgment in the development of your thesis. These essays are used to verify that students have understood the themes of the readings and lectures. You will be given questions and topics at least a week in advance to be able to write your answers. Please take care in your writing. This means treating your readers with respect by drafting, organizing, revising, and proofreading your essay. It should be presented with appropriate grammar, sentence structure, citations, and the usual bibliography. It should have page numbers and a title. See Evergreen Library's [Citation & Style Guide](http://academic.evergreen.edu/curricular/stilllooking/reference/Citation%20Guides/citationguideschicago.htm) page. <http://academic.evergreen.edu/curricular/stilllooking/reference/Citation%20Guides/citationguideschicago.htm>. If the paper does not meet the paper guidelines, you may be required to submit a second draft.

The essays will be due on Tuesday of week 5 (October 27th) and Friday of week 9 (December 4th)

F) There will be many handouts in this class and students should keep them in a weekly folder for easy reference.

G) The faculty team has worked very hard to integrate the **Economics** portion of the class with the rest of the **Political Economy and Social Movement** focus. The current economic crisis makes it abundantly clear that having economic literacy is an important component in being an informed citizen/resident of society. Make sure that the reading assignments for the Tuesday and Friday economic workshops are completed on time as well as the **written assignments that will be due to be turned in on a regular basis on Fridays. There will be a mid-term take-home assignment that will be due on Friday of week 6, November 6th. The assignment will be handed out at least a week in advance. There will be a final Economics paper that will be due on December 11. Further details will be discussed in class.**

H) Social Movement Project: In our studies in PESM, we will attempt to work in an actual social movement activity, especially in the second (winter) quarter. In the fall quarter, students should identify a social movement project (local, national, or international) and participate for at least 20 hours-during the winter quarter- and report on this activity to their current seminar. This activity can constitute actual participation or a short research paper that can be presented to the seminar. **The organization to be studied or worked with should be identified by week 7 (November 11th).** Further details will be given in class.

I) Media Monitoring. A significant part of the course over the two quarters will be the development of a critical analysis of the media and the control of information. **Therefore each student should keep current on world events by reading the *New York Times*.** Pay particular attention to the front-page section and the business section. Also please pay particular attention to the regular (such as Thomas Friedman, Paul Krugman, Bob Herbert, Maureen Dowd, and others) and guest op-ed columnists who try to sway public opinion. Please keep track of who the reporters are who follow different parts of the world, such as Latin America, Central Asia, the Middle East and Iraq. We will attempt to integrate the news into our regular seminar discussions. The *New York Times* is available by a discounted student subscription, for free on campus, or on-line.

If at all possible, students should listen to the news program “Democracy Now,” from 9AM-10AM, Monday-Friday, KAOS radio, 89.3, as they prepare for class. “Democracy Now” is also archived on the Internet and can be listen to later at www.democracynow.org.

If possible, please consult www.commondreams.org on a regular basis and watch a regular TV news program (such as CNN or Fox) for about an hour a week, which may contradict much of the information presented in class.

J) Each student should provide the faculty with a current email address. Students may receive email marked FYI that should be perused at their convenience, and also may receive breaking news (given the current crisis) that may be very relevant for the class. That mail will be marked PLEASE READ. If so (no more that one article per week) that article should be read for the seminar, if at all possible.

K) Incompletes and partial credit will be given at the sole discretion of the faculty

and only will be awarded for genuine unavoidable reasons. It is the expectation that all students will complete all of the work and receive full credit. All work for credit in this class must be turned in on time or by the last day of week 10 (if any extension is given.) Habitually late work will be noted in the evaluations and may result in a loss of credit. Incompletes will be given only at the discretion of the faculty team. Students on financial aid should be aware that they must receive at least 75% of credits attempted to receive their financial aid for the next year (this is a federal law and TESC policy and cannot be changed by the faculty.) Students continuation into the winter quarter is contingent upon satisfactory completion of the fall quarter.

(L) Evaluation: Your evaluation will consist of your seminar leader’s written evaluation of your work, your self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

M) Other issues:

- (1)** All-program work (and seminars) requires collaborative and cooperative efforts from both faculty and students. Students should familiarize themselves with the [Evergreen Social Contract](#) and the [Student Conduct Code](#) regarding issues such as plagiarism, and other issues. Normal adult behavior, of course, is expected and disruptive or disrespectful behavior will be grounds for being asked to leave the program.
- (2)** In all program activities, **please make sure your cell phones are turned off.** Laptops are to be used only for taking notes. *Laptops are not to be used at all in seminars*, in order that all students participate in discussion.
- (3) Accommodations:** Please let your faculty know at the **beginning** of the quarter if there are any reasonable accommodations that you will need that will be coordinated through Evergreen's [Access Services](#).

SEMINAR: Seminar attendance, preparation, and participation is also considered very important to your individual success, as well as to the collective success of the group. We will not be dealing with settled questions, and the various authors will not always be in agreement or use the same theoretical frameworks. We will be considering topics of immense relevance to the lives of each and every one of us as well as to the larger society. The faculty anticipate lively and respectful discussion, differences, and controversy. The seminar will be a collaborative, exploratory undertaking and is the place where most of the integration, insights, and intellectual breakthroughs will be made. We are looking forward to engaged and vital seminar groups.

The seminar is essentially a Book and Text seminar (movies are part of the texts); therefore each student should bring the day’s reading material to the class. It is

important that the seminar discussion stay on topic with the text as the main source of the discussion.

A few years ago the Guardian (USA newspaper) ran a series on political study groups. One observation in that series that can be very helpful in our discussions follows:

In taking up the study of any work—whether a book as a whole, or even a chapter in it – the group as a whole should attempt to answer the following six questions as the basis for developing a full and well-rounded discussion of the work in question:

1. *What were the circumstances under which this work was written in the first place, and why did the author write it?*
2. *What is the main point of the work?*
3. *What are the secondary points?*
4. *What points made by the author are unclear?*
5. *Why are we studying it today? What is its particular relevance for us?*
6. *What points made by the author are either wrong (in my opinion) or no longer applicable?*

OTHER INFORMATION

1) TESC promotes a “fragrance free” policy. This includes products that smell “good”—this is a serious health issue for some community members. This policy can be read at <http://www.evergreen.edu/policies/g-air.htm>. For the health and learning environment of others, please pay attention to this.

2) Snow days and inclement weather tends to happen during the fall and winter quarters. The college makes every attempt to stay open and if the college is officially open, the faculty will make every attempt to be at the class. The best way to stay informed is to listen to local radio or call the college automated system at 867-6000 and press 1. You will get the information quickly. If you are traveling some distance, you should make a judgment whether it is safe for you to travel.

3) College bookstores (nationally) have a policy to under-order the number of books for classes because many students buy their textbooks online-**also our bookstore returns books to the publishers during the sixth week. We recommend that you get your books during the first weeks of class, either at the bookstore or online. Books are often cheaper on-line.**

4) **A Web Site** for the class has been established for the class at www.evergreen.edu/xxx??

CLASS SCHEDULE:

WEEK 1: Introduction to Program: Overview of Political Economy

9/28-10/2 READINGS: Klein, *The Shock Doctrine*, Ch. 1-3, 4-5, 10-12
S&H, et al., Econ. p. x-xii

TUESDAY AM: Introduction to Class Syllabus-Faculty Introductions

TUESDAY Economic Workshop:

Peter and Savvina- "Introduction to Current
Economic Conditions"
S&H, et al., Econ., p. xi-xii

TUESDAY Seminar: Introduction to Seminar and begin
Klein, Introduction, Part 1-4

At 1:30PM Lisa Sullivan of SOA Watch will give a
lecture on the "Current situation conditions in
Honduras." Attendance is highly encouraged.
Location TBA. www.soaw.org/

WEDNESDAY AM: Logistics of Travel to Portland 10/2-10/4
Video: "Independent Media in a Time of War"
Faculty Panel Discussion on
"Forms of Social Movements and Resistance"

FRIDAY AM: Guest lecture by Mark Weisbrot, co-director of the
Center for Economic Research on the "Current
Economic Situation." <http://www.cepr.net/>

**We will leave for Portland Oregon for
EcoNvergence Conference at 1PM.
ECO-N-VERGENCE
Northwest Gathering on the Economic and
Ecological Crises, Friday to Sunday, October 2-4
www.econvergence.org/**

Week 2: Ideologies and Liberalism and Its Critics

10/5-10/9 READINGS: Klein, *The Shock Doctrine*
Macpherson: Introduction to Locke
Zinn: Ch.1, 2, 7, Afterword, and section at end of latest
Zinn book, P.S.- p. 1-16
Takaki: Ch. 1, 2, p. 441-446
S&H, et al., Econ. Skim Ch. 1-3, Read Ch. 4-8

TUESDAY AM: Portland Conference Debriefing
“Shock Doctrine” video (7 min)
Larry- Begin lecture on “History and Liberalism”

TUESDAY Economic Workshop
Savvina- “Modes of Production: Feudalism:
Colonialism and the Transition to Capitalism”
S&H, et al., Econ. Text. Ch. 4, 5, 6

TUESDAY Seminar: Klein, Part 5-7, Conclusion
Macpherson on Locke (handout)

WEDNESDAY AM: Larry- Finish lecture on “History and Liberalism”
Peter- “Competing Ideologies”

FRIDAY AM Savvina- “What is Feminism?”
Video- “Edward Said on Orientalism”

FRIDAY Economics Workshop:
Peter- “Classical Political Economy: Smith and
Malthus”
S&H, et al., Econ. Ch. 7, 8

FRIDAY Seminar: All Zinn and Takaki readings for the week

Week 3: **Racism, Sexism and Liberalism**

10/12-10/16 READINGS: Zinn, Ch. 3, 4, 5, 6, 7, 8
Takaki, Ch. 3, 4, 5, 6, 7, 8, 9
Declaration of Independence, US Constitution
Available on line at:
<http://www.usconstitution.net/const.html>
Mary Wollstonecraft, A Vindication of the Rights of Women
(on electronic reserve)
S&H, et al. Econ. Ch. 9, 11-14, 16 and appendices

TUESDAY AM: Larry- “Political Economy of Racism”

TUESDAY Economic Workshop:
Peter- “Rise of Corporate Capitalism and its
Critiques”
S&H, et al., Econ. Ch. 9, 11, 12, 13

TUESDAY Seminar: Zinn 3-5, Takaki,
D of I, U.S. Constitution

WEDNESDAY AM: Peter on “Economics of Racism of Inequality”

Video: TBA

FRIDAY AM: Guest Speaker, Alan Parker on “Native American History and Politics” and Larry on “Mexican/Chicano History”

FRIDAY Economics Workshop:
Peter and Savvina- The US and Global Capitalism
S&H, et al., Econ. Ch. 14, 16

FRIDAY Seminar: Wollstonecraft reading
Zinn, Ch. 6, 7, 8

Week 4: Marx and Introduction to Class Analysis (continued to week 5)

10/19-10/23 READINGS: Rius, *Marx for Beginners*
Tucker, *Marx-Engels Reader*
Readings and page numbers are in the Tucker book
Preface and Introduction, p ix-xlii
Preface to the Contribution to the Critique of Political Economy, p. 3-6
Communist Manifesto, p. 469-500
Wage, Labor and Capital, p. 203-217
F. Engels, *Letters on Historical Materialism*, p. 760-768
Heidi Hartmann, “The Unhappy Marriage of Feminism and Marxism: Towards a More Progressive Union” available on electronic reserve
S&H, et al., Econ. Ch. 10, 20

TUESDAY AM: Larry-“Introduction to Marx and Class Analysis”

TUESDAY Economics Workshop:
Peter- “On Marxist Economics”
S&H, et al., Econ. Ch. 10

TUESDAY Seminar: Rius, *Marx for Beginners*
Tucker, *Preface and Introduction* and
Marx, *Preface to Con. to Critique of PE*

WEDNESDAY AM: Larry – Finish lecture on Marx
Video: “Profit and Nothing But”

FRIDAY AM: Peter-Marx Economics Workshop
Read for Preparation: *Wage, Labor and Capital*
S&H, et al., Ch.20

FRIDAY Economics Workshop:
Reading: H. Hartmann
Savvina- “Feminism and Marxism”

FRIDAY Seminar: *Communist Manifesto*
Letters on Historical Materialism

Week 5: **Marx and Introduction to Class Analysis Continued (Tuesday) and**
10/26-10/30 **Begin Labor History and Movements (continued to week 6)**

READINGS: **Finish Marx Readings for TUESDAY**
F. Engels, *Socialism: Utopian and Scientific (683-717)* and
Marx, *The Possibility of Non-Violent Revolution and*
Critique of the Gotha Program (522-531)
Zinn, Ch. 9, 10, 11, 12
S&H, et al., Econ. Ch. 17, 18, 19

TUESDAY AM: Faculty Panel Discussion on “Marx, Marxism and
its Critics”

TUESDAY Economic Workshop:
Savvina- “Poverty and Inequality”
S&H Econ. Ch. 17, 18, 19

TUESDAY Seminar: Marx Economics in Tucker, *Marx-Engels Reader*,
Part of *Capital, Vol. 1: “The Fetishism of*
Commodities and the Secret Thereof” (p. 319-329)
Marx, *The Possibility of Non-Violent Revolution*
and Critique of the Gotha Program
Zinn, Ch. 9, 10, 11, 12

FIRST SYNTHESIS PAPER DUE, TUESDAY, 10/27

Labor History and Movements (continued to week 6)

For Wednesday and Friday:

Smith, *Subterranean Fire*, Ch. 1, 2, 3
Zinn, Ch.13, 14
Takaki, Ch. 10, 11
S&H, et al., Econ. Ch. 21

WEDNESDAY AM: Peter- “Labor History”
Video: “Salt of the Earth”

FRIDAY AM: Peter Lecture on “Labor History and Movements Today”
Video: “Union Maids”

FRIDAY Economic Workshop:
Savvina- “Market Power, Global Corporations and the Decline of Anti-Trust Laws”
S&H, et al., Econ. Ch.21

FRIDAY Seminar: Smith, Ch. 1, 2, 3
Zinn, Ch. 13, 14
Takaki, Ch. 10, 11

Week 6: Labor History and Movements Continued and the Great Depression

11/2-11/6

Readings: Sharon Smith, *Subterranean Fire*, Ch. 4, 5, 6
Zinn, Ch. 15, 16
Takaki, Ch. 12, 13, 14
S&H, et al., Econ. Ch. 26-27, Appendices 27.1-27.2, and 28

TUESDAY AM: Peter- “The Economics of the Great Depression and The New Deal: Lessons for Today”

TUESDAY Economic Workshop:
Savvina- “Supply and Demand”
S&H, et al., Econ. Ch. 26, begin Ch. 27, 27.1

TUESDAY Seminar: Smith, Ch. 4, 5, 6
Zinn, 15, 16

WEDNESDAY AM: Video: “Grapes of Wrath”
Faculty Panel on the Great Depression

FRIDAY AM: “Challenges of Labor” Panel
Video-Frontline on “The Crash” (1999)

FRIDAY Economics Workshop:
Savvina- “Elasticity and Consumption Theory”
S&H, et al., Econ. Continue Ch. 27 and 28

FRIDAY Seminar: Smith, Ch. 7, 8, 9
Takaki, Ch. 12, 13, 14

**ECONOMICS MIDTERM ASSIGNMENT DUE, FRIDAY,
NOVEMBER 6TH**

Week 7: Feminism and Political Economy

11/9-11/13 READINGS: Estelle Freedman, *No Turning Back*
S&H, et al., Econ. Ch. 22, 24, 25

TUESDAY AM: Savvina- "Overview of Feminism as a Movement"

TUESDAY Economic Workshop:
Peter- "Political Economy of Gender, Race and
Inequality"
S&H, et al., Econ. Ch.22, 24

TUESDAY Seminar: Freedman, p. 1-202

WEDNESDAY AM: Video: "Portrait of Teresa"
Savvina- "Feminist Economics"

FRIDAY AM: Therese Saliba on "Third World Feminism"

FRIDAY Economics Workshop:
Peter and Savvina- "Economic Democracy"
S&H, et al., Econ. Ch.25

FRIDAY Seminar: Freedman, p. 203-348

**IDENTIFY SOCIAL MOVEMENT GROUP TO WORK WITH,
FRIDAY, 11/11**

Week 8: Recent Historical Social Movements

11/16-11/20 READINGS: Dick Cluster, *They Should Have Served That Cup of Coffee*
Zinn, Ch. 17, 18, 19, 22
S&H, et al., Econ. Ch. 29, 30, 31

TUESDAY AM Peter- The Political Economy of Social Movements
of the Post WWII period

TUESDAY Economic Workshop:
Savvina- "Production Theory"
S&H, et al., Econ. Ch. 29, 30

TUESDAY Seminar: First half of Cluster book, Introduction, Ch. 1-4
Zinn, Ch. 17, 19

WEDNESDAY AM: Video- "You Got to Move"
Faculty Panel Discussion

FRIDAY AM: The Anti-War Movement
Faculty Panel on Anti-War Movement
Video- “Sir! No Sir!”
Article- Bruce Franklin-“The Anti-War Movement
We are Suppose to Forget” from *Chronicle of
Higher Education*
<http://www.geocities.com/elethinker/RG/forget.htm>

FRIDAY Economic Workshop:
Peter- “Neoclassical Theory and Wage Income
Distribution”
S&H, et al., Econ. Ch. 31

FRIDAY Seminar: Second half of Cluster book, Ch. 5-8, Conclusion
Zinn, Ch. 18, 22

THANKSGIVING BREAK 11/23-11/27

Week 9: Race, Reform and Rebellion
11/30-12/4 READINGS: Manning Marable, *Race, Reform and Rebellion*
Zinn, Ch. 20, 21, 23
Takaki, Ch. 15
S&H, et al., Econ. Ch. 32, 33, 34

TUESDAY AM: Video- “A Place of Rage”
Guest lecturers, Anna Schlecht and Dayla Perez

TUESDAY Economic Workshop:
Peter- “Prices, Wages, Rents and Perfect
Competition”
S&H, et al., Econ. Ch. 31.1 and 32

TUESDAY Seminar: Marable, Prologue and Ch. 1-6
Zinn, Ch. 20, 21

WEDNESDAY AM: Peter- “Radicalism, Reformism and/or Revolution”
Video- “Eyes on the Prize: Attica and Fred
Hampton”

FRIDAY AM: Faculty Panel Discussion- “Racism and Anti-
Racism in the 21st Century”
Video- “Chicano: Taking Back the Schools”

FRIDAY Economic Workshop:
Savvina- “Market Power”
S&H, et al., Econ. Ch. 33 and 34

FRIDAY Seminar: Marable, Ch. 7-10
Zinn, Ch. 23
Takaki, Ch. 15

SECOND SYTHESIS PAPER DUE, FRIDAY, 12/4

Week 10: Towards Rejection, Resistance and Replacement

12/7-12/11

READINGS: Zinn, Ch. 24, 25
Takaki, Ch. 16, 17
S&H, et al., Econ. Ch. 35, 23

TUESDAY AM: Larry- “Political Economy of the Future”

TUESDAY Economic Workshop:
Peter- “Market Failures”
S&H, et al., Econ. Ch. 35

TUESDAY Seminar: Zinn, Ch. 24, 25
Takaki, Ch. 15

WEDNESDAY AM Student lead class on “Revolutionary Culture and Cultural Resistance”

FRIDAY AM: Faculty Panel on the lessons of the first quarter and plans for the second

FRIDAY Economics Workshop:
Savvina- “Political Economy of the Environment”
S&H, et al., Econ. Ch. 23

FINAL ECONOMICS PAPER DUE, 12/11

FRIDAY Seminar: Program Potluck and Discussion

IMPORTANT DUE DATES

TUESDAYS- Tuesday Seminar Preparation Papers

FRIDAYS- Economic Workshop Problems

WEEK 5- TUESDAY 10/27- First Synthesis Paper Due

WEEK 6- FRIDAY 11/6- Economics Midterm Assignment Due

WEEK 7- FRIDAY, 11/13- Identify Social Movement Group to be Worked With in the Winter Quarter

WEEK 9- FRIDAY 12/4- Second Synthesis Paper Due

WEEK 10- FRIDAY 12/11- Final Economic Paper Due

EXTRA BOOK LIST

Many books and combinations of readings were considered for this program. The books and readings chosen were considered to be the best at the present time for the program, and they will be the primary focus of the seminar discussions. However, sometimes students have read some of the texts or want to go beyond the assigned readings. Below is a list of books and readings that can be extra readings for the weekly topics, if students want to read beyond the assigned text.

Week 1

Naomi Klein- *No Logo*

Other books by Naomi Klein

George Orwell- *1984*

David Harvey, *A Brief History of Neoliberalism*

Other books by David Harvey

Eric Schlosser, *Fast Food Nation*

Amy Goodman and David Goodman- *Standing Up to the Madness: Ordinary Heroes in Extraordinary Times*

Other books by Amy Goodman

Noam Chomsky- *Failed States: The Abuse of Power and the Assault on Democracy*

Noam Chomsky- *Hegemony or Survival: America's Quest for Global Dominance*

Other books by Noam Chomsky

Other books by Howard Zinn

Week 2

John Locke- *Second Treatise of Government*

E.K. Hunt- *Property and Prophets*

Cynthia Kaufman- *Ideas for Action: Relevant Theory for Radical Change*

C.B. Macpherson- *The Political Theory of Possessive Individualism: Hobbes to Locke*

Other books by C.B. Macpherson

Carole Pateman- *Participation and Democratic Theory*

Week 3

Nikhil Pal Singh- *Black is a Country: Race and Unfinished Struggle for Democracy*

Richard Drinnon- *Facing West: The Metaphysics of Indian Hating and Empire Building*

W.E.B. Debois- *Black Reconstruction In America*

Other books by W.E.B. Debois

Eric Foner- *Reconstruction: America's Unfinished Revolution, 1863-1877*

Other books by Eric Foner

Johanna Brenner- *Women and the Politics of Class*
Maria Mies- *Patriarchy and Accumulation On a World Scale: Women in the International Division of Labor*

Week 4

The rest of Tucker's *Marx-Engels Reader*
Andrew Collier- *Marx: A Beginners Guide*
Erich Fromm- *Marx's Concept of Man*
Harry Cleaver- *Reading Capital Politically*
Paul Baran and Paul Sweezy- *Monopoly Capital: An Essay on the American Economic and Social Order*
Paul Baran- *The Political Economy of Growth*
Robert Heilbroner- *Marxism: For and Against*

Week 5

Cedric Robinson- *Black Marxism: The Making of the Black Radical Tradition*
C.L.R. James- *The C.L.R. James Reader*, ed. Anna Grimshaw
Harry Braverman- *Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century*
Jeffery Perry- *Hubert Harrison: The Voice of Harlem Radicalism, 1883-1918*
Priscilla Murolo, A.B. Chitty, Joe Sacco (Illustrator)- *From the Folks Who Brought You the Weekend: A Short Illustrated History of Labor in the United States*
Michael Yates- *Naming the System: Inequality and Work in the Global Economy*

Week 6

Richard Boyer and Herbert Morais, *Labor's Untold Story*
Studs Terkel- *Hard Times: An Oral History of the Great Depression*
John Kenneth Galbraith- *The Great Crash of 1929*
John Steinbeck- *The Grapes of Wrath*
Michael Bernstein- *The Great Depression: Delayed Recovery and Economic Change in America, 1929-1939*
Alan Brinkley- *The End of Reform: New Deal Liberalism in Recession and War*
Paul Krugman- *The Return of Depression Economics and the Crisis of 2008*
John Bellamy Foster and Fred Magdoff, *The Great Financial Crisis: Causes and Consequences*

Week 7

bell hooks- *Feminist Theory: From Margin to Center*, other books by bell hooks
Allison Jaggar- *Feminist Politics and Human Nature*
June Jordan- *Some of Us Did Not Die*
Other books by June Jordan
Carole Pateman- *The Sexual Contract*
Other books by Carole Pateman
Nancy Folbre- *Invisible Heart: Economics and Family Values*
Marianne Ferber and Julie Nelson- *Beyond Economic Man: Feminist Theory and Economics*

Week 8

Clayborne Carson- *In Struggle: SNCC and the Black Awakening of the 1960s*

Joy James- *The Angela Davis Reader*

Other books by Angela Davis

Francis Fox Piven and Richard Cloward- *Poor People's Movements: Why They Succeed, How They Fail*

Charles Payne- *I Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

Week 9

Rodolfo Acuna- *Occupied America: A History of Chicanos*

Francisco Rosales- *Chicano: The History of the Mexican American Civil Rights Movement*

Manning Marable- *How Capitalism Underdeveloped Black America*

Thomas Sugrue- *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North*

Barbara Ransby- *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*

Week 10

David Bacon- *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants*

T.V. Reed, *The Art of Protest: Culture and Activism from the Civil Rights Movement to the Streets of Seattle*

Michael Perelman- *The Confiscation of American Prosperity: From Right-Wing Extremism and Economic Ideology to the Next Great Depression*

Rashid Khalidi- *Sowing Crisis: The Cold War and American Dominance in the Middle East*

Rashid Khalidi- *The Iron Cage: The Story of the Palestinian Struggle for Statehood*

Biographies and Autobiographies of Saul Alinsky, Hanan Ashrawi, Steve Biko, Grace Lee Boggs, Rachel Corrie, Noam Chomsky, Angela Davis, Dorothy Day, David Dellinger, Frederick Douglass, W.E.B. DuBois, Daniel Ellsberg, Emma Goldman, Antonio Gramsci, Herbert Harrison, Myles Horton, Mother Jones, Martin Luther King Jr., Rosa Luxemburg, Stoughton Lynd, Karl Marx, Rosa Parks, Assata Shakur, Malcolm X, Howard Zinn.

Extra Economics Texts:

James Heintz, Nancy Folbre, The Center for Popular Economics, and United For a Fair Economy- *The Ultimate Field Guide to the US Economy: A Compact and Irreverent Guide to Economic Life in America*; Samuel Bowles, Richard Edwards, and Frank

Roosevelt- *Understanding Capitalism: Competition, Command, and Change*;

Neva Goodwin, Julie A. Nelson, Frank Ackerman, and Thomas Weisskopf-

Microeconomics in Context; Real World Micro: A Microeconomics Reader from Dollars & Sense, 15th ed.; Real World Macro: A Macroeconomics Reader from Dollars & Sense,

25th ed.