Professor Sasha High
Email: ahigholmsted@jjay.cuny.edu

Office Hours: Office hours are on Mondays and Wednesdays from 12:00-1:30pm. Please don’t hesitate to email me if you have a question or need to set up an alternative appointment time. I will respond within 24 hours on weekdays.

Course Description
At the heart of every justice movement lies an economic argument. This course helps students to act locally and think globally about economic issues that affect their lives, their communities, and their planet. To experience the power of collective economic action students will work cooperatively to accomplish shared goals. Topics and case studies will include historic and contemporaneous social movements including the Labor Movement for an Eight Hour Workday, The Civil Rights Movement embodied by the 1963 March on Washington for Jobs and Freedom, the fight for a $15 minimum wage, and the Movement to Reverse Global Warming. The aim of this course is not only to grapple with important movements that shaped our laws, policies, and the structure of the global world, but also to discover how our own voices have power when communities come together, communicate, and collaborate for justice.

Course Tenets:
- *Inquiry*: demonstrate an understanding of the economic arguments supporting social justice movements.
- *Habits of Mind*: understand one’s own role in the creation of knowledge
- *Collaboration*: develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals
- *Community Awareness*: develop understanding of opportunities, resources, and service available in the campus community

Learning Outcomes
- Gain a sense of the broad outlines of economic campaigns for change, with an understanding of how they relate to our own movements for justice.
- Learn how to question, research, and argue about economic movements for justice with consideration to their historical and cultural roots.
- Engage critically with a variety of texts, placing them in relationship to each other and learning how to connect their key arguments and ideas into your own life and the world around you.

Required Texts & Other Media

Other readings/media will be listed in the course syllabus and available in Blackboard at least two weeks in advance.

**Grading** Grades will be assigned as follows:

Collective Group Project: 25%
Journal Entries: 25%
Community Engagement Survey: 15% (5% of grade is to meet with Transfer Peer Success Coach)
Final Paper/Project: 25%
Class Participation: 10%

This class will be predominantly student-centered, and the class structure will be almost entirely discussion based. Our meetings every Tuesday and Thursday will be a safe zone, a place that encourages you to find your voice and express your thoughts and experiences with the subjects we learn about. It is therefore imperative that you come to class prepared to share your thoughts on the readings and contribute to robust discussions. To receive participation for the class, I need to see you actively engaging with your classmates during class, and in the group projects.

**Transfer Peer Success Coach**
Your coach is a well-accomplished John Jay student dedicated to supporting your success this semester (and beyond). They will keep you informed about upcoming events and opportunities, college policies and deadlines, and is knowledgeable about the services and resources available at the college. They can assist you in following through on a plan to reach your academic and postgraduate goals, including recommending action items, and help you deal with challenges. As a part of your Community Engagement Survey project, you will be required to schedule a half hour meeting for some time in the first half of the semester.

**Policies**

**Plagiarism Policy**
No form of plagiarism will be tolerated in this class. While pasting direct passages from other pieces of work into your papers is obviously prohibited, lack of clear citations can lead even the best student to accidentally plagiarize. Please avoid this by clearly marking all quotes. If you are paraphrasing an argument found in a reading, be sure to finish your sentence with your citation in parenthesis, as even summarizing someone else's work can be considered plagiarism. Any form of plagiarism will result in a zero for the assignment.

Students should be aware of John Jay’s policy on academic honesty. It is available online at [http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf](http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf).

**Americans with Disabilities Act (ADA)** (copied from the 2020-2021 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 or at 212.237.8504.

Malaine Clarke is the Director of Accessibility Services. Students may reach her at maclelkar@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 or at 646.557.4409.

Additional information about this CUNY policy can be accessed at:
http://www.jjay.cuny.edu/accessibility-services-appeal-process

Citation Style

One way to avoid plagiarizing is to cite your work properly, but often time in-text citations and reference lists can be a confusing task to navigate and quite time consuming. Once you get used to it, however, it becomes reflexive. It is important, therefore, to practice making your citation style consistent. As Economics is a social science, I encourage you to use APA. For information on how to cite in APA, please check out Owl Purdue. It is an excellent resource which will make citations and referencing much easier:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Attendance

All class meetings will be in person for Fall 2021. Students are expected to attend all class meetings as scheduled. CUNY is currently enforcing a mask mandate for all students on campus, so make sure you are wearing one in class unless direction changes. As a large percentage of your grade is based on in-class and group work, excessive absence may result in a failing grade for the course. If you cannot attend class, please email me beforehand.

Office Hours

Due to the nature of this course being very discussion and participation-heavy, I encourage you to reach out to me any time you want to talk—whether it’s regarding a confusion, a question, or just to bounce ideas off. My office hours are Mondays and Wednesdays from 12-1:30pm. Please email me if this time does not work, and I will reply within 24 hours to set up a time that works for both of us.

Blackboard

Any changes to readings, course meeting times, and any other important course information will be relayed via Blackboard. Please make sure you are constantly checking the course page in order to avoid missing vital information.
Course Schedule

All students are expected to complete all required readings before each class on Tuesdays. As such, all readings listed in the weekly course schedule must be completed prior to the class it is assigned for. Readings will average 20-50 pages a week. The readings will be mostly drawn from the required book, *Strike! 50th Anniversary Edition* by Jeremy Brecher, but there will also be articles, book excerpts, and videos/podcasts that you will need to do depending on the week. All additional readings will be posted as a PDF or link in Blackboard under Course Materials.

Readings are subject to change. Any changes or additions to readings will be announced via Blackboard and email at least one week in advanced.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Media</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 8/26</td>
<td>Introductions</td>
<td>No readings due before our first meet on 8/26</td>
<td>No assignments!</td>
</tr>
</tbody>
</table>
| Week 2 8/31-9/2 | Exploration of Current Social Movements | *Strike!* Preface, Forward, and Introduction  
• Please explore the New York Times, Gothamist, ProPublica & other news media for articles on Economic Justice Movements.  
Please chose one movement that strikes you as interesting and come to class with a summary on the movement to share with class. | Come to class with summary of your research by 8/31  
Journal due by end of day 9/3 |
| Week 3 9/7-9/9 | Abolition Movements          | *Chapters 1 and 7* from *The Economic Aspect of the Abolition of the West Indian Slave Trade and Slavery* by Eric Williams, Dale W. Tomich, and William, Jr. Darity | Complete readings by 9/7  
Journal due by end of day 9/10 |
| Week 4 9/14- 9/16 | Labor Movements in America   | *Strike!* “Prologue” and Chapter 1 “The Great Upheaval”  
• Mike Davis: Late Victorian Holocausts, Chapter 10 (p. 311-340) | Complete readings by 9/14  
Journal due by end of day 9/17 |
| Week 5 9/21-9/23 | Movements for an Eight-hour Workday | • *Strike!* Chapter 2 “May Day” and Chapter 3 “The Ragged Edge of Anarchy”
• *History Lesson - How the 8-Hour Day Was Won* By Kelly Whalen from PBS [https://www.pbs.org/livelyhood/workday/weekend/8hourday.html](https://www.pbs.org/livelyhood/workday/weekend/8hourday.html) | Complete readings by **due** 9/21
Journal due by end of day 9/24 |
| --- | --- | --- | --- |
• *Strike!* Chapter 4 “Nineteen Nineteen & Chapter 5 “Depression Decade | Complete readings by **9/28**
Journal due by end of day **10/1** |
| Week 7 10/5-10/7 | The Russian Revolution and the Turn of the 20th Century | • Reading TBD | Complete readings by **10/5**
Journal due by end of day **10/8** |
Journal due by end of day **10/15** |
• *Strike!* Chapter 6 “The War and Post-war Strike Wave”  
• Korstad & Lichtenstein “Opportunities found and lost: labor, radicals, and the early civil rights movement”  
| **Complete readings by 10/19**  
**Journal due by end of day 10/22** |
|---|---|---|
https://cuny-jj.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=1329272840006128&institutionId=6128&customerId=6120  
| **Complete readings by 10/26**  
**Journal due by end of day 10/29** |
| Week 11 11/2-11/4 | **Labor's Role in other Activism** | • *Strike!* Chapter 7 “The Unknown Labor Dimension of the Vietnam War-Era Revolt”  
• Michael Ezra “The Economic Dimensions of the Black Freedom Struggle”  
| **Journal due by end of day 11/2**  
**Journal due by end of day 11/5** |
| Week 12 11/9-11/11 | **Algerian Revolution and Decolonization around the World** | • Reading TBD  
• The Guardian article: [https://www.theguardian.com/world/2015/mar/04/east-india-company-original-corporate-raiders](https://www.theguardian.com/world/2015/mar/04/east-india-company-original-corporate-raiders)  
| **Complete readings by 11/9**  
**Journal due by end of day 11/12** |
| Week 13 11/16-11/18 | **Labor Diminished** | • *The Economist’s Hour* by Benjamin Appelbaum chapter 5 & 6  
• *Strike!* Chapter 8 “American Labor on the Eve of the  
| **Complete readings by 11/16**  
**Journal due by end of day 11/19** |
• Katz, M. *The Price of Citizenship: Redefining the American Welfare State* - Prologue and Chapter 1 | Complete readings by 11/23 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No class 11/25 due to Thanksgiving holiday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 15 11/30-12/2 | Reparations | “Strike!” Chapter 10 “Beyond One-Sided Class War” & Chapter 11 Striking for the Common Good”  
https://cuni-ji.primo.exlibrisgroup.com/permalink/01CUNY_[]/152na4r/cdi_askewsholts_vlebooks_9781136274756 | Complete readings by 11/30  
Journal due by end of day 12/3 |
<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>Justice: Sustainability</th>
<th>Journal due by end of day 12/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Assignment</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Due Date TBD</td>
</tr>
</tbody>
</table>