

John Jay College of Criminal Justice CUNY, Fall 2022
ECO 207.02: Movements for Economic Justice (49638)
Mondays and Wednesdays 3:05 PM – 4:20 PM, Westport 121W

Instructor: Nathaniel Wright

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Office Hours: Mondays, 1:45PM - 2:45PM and Thursdays, 4:30 - 5:30 PM, HH 225 (you will probably need to knock)

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 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 the movements that shaped our laws, policies, and the structure of the global economy, but also to learn how and when the marginalized people can gain power through collective action, whether their aim are reformist, radical, or revolutionary.

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

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

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.

Grading:

Participation _____	10%	
Meeting with Peer Success Coach _____	05%	
Journal Entries/Response Papers _____	20%	
Group Projects _____	25%	
Midterm Exam _____	20%	(10/26/22)
Final Exam _____	20%	(12/12/22)

Participation

This class will be predominantly student-centered, and the class structure will be discussion based. Our meetings every Monday and Wednesday will be 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 on time and prepared to share your thoughts on the readings and contribute to discussions (doing the reading is essential). You should try to speak in every class, whether it be with a question, comment, reaction, or argument. At the very least make sure you're substantively contributing to class discussions at least once a week. To receive a good participation grade for the class, I need to see you actively engaging with your classmates during class, and in the group projects. All good faith questions, comments, and ideas are welcome.

Cell phones must be turned off before the class begins. Notes must be taken with a paper and pen: using a computer during class, even for the purpose of taking notes, is not permitted. In addition, you may not make any electronic recordings, either video or audio, of the lecture.

Meeting with Peer Success Coach

Every student is required to meet the peer success once to discuss his/her/their plans at John Jay. Your coach will provide with all the necessary details on how to set up the meeting. Everyone who does meet the coach will receive a full 5% towards their final grade.

Response Papers

There will be weekly journal entries/response papers that you will submit via blackboard, which will be 200-300 words in length. Your response papers will need to be uploaded to blackboard as a word document (.doc or .docx). Response papers need to be submitted before the beginning of class on the day they are do. You will receive no credit for a late response paper.

A good response paper should **NOT** provide a detailed summary of the text. Summaries may be useful for you, but the goal of these papers is for you to think about the entirety of the text and what is important about it. A response paper is low stakes writing, which means you don't need to adhere any sort of essay form. It also means you should not be afraid to write something emotional, provocative, or even controversial (within reason). Sometimes I will provide you with questions to

respond to, but most of the time it will be up to determine how to respond to the reading.

Exams

There will be two exams: a midterm and final. Each will meet in our regular classroom during regular class time. The exams will consist of short answer questions and one essay question, all of which will be based on the readings, lectures, and class discussions. If you are keeping up with the course reading and engaging during class, preparing for exams should be fairly straight forward. The midterm will be held on Wednesday, October 26th, and the final exam will be held on Monday, December 12th.

Group Project

For your mid-term assignment, you are expected to explore a movement for economic justice contained within the past 250 years. This movement should be guided by an underlying economic injustice occurring to a particular group of people, who then collectively campaigned for change.

Within your research, please make sure to answer the following:

- **Identify the cause of your movement for justice:**
 - What were the economic conditions that led to the movement?
 - What were the historical, economic, and philosophical reasonings for the injustice to exist in the first place?
- **Connect this movement to a contemporary one. If your movement is contemporary or ongoing, connect it to a historical movement:**
 - What links these movements together?
 - Are the underlying conditions the same?
 - Does identifying the conditions help us to recognize what needs to change to resolve the injustice?
- **All research should culminate in an Annotated Bibliography with 10-15 sources.**

Each student will be responsible for individually creating four entries of his/her/their group's annotated bibliography and will submit them individually.

Detailed instructions for the correct form of an annotated bibliography, and how to select appropriate sources, will be provided.

Once you have completed your research and identified the answers to the above questions, you will be required to give a **20–25-minute** presentation to the class. You should use PowerPoint or an equivalent software to give your presentation. Multimedia sources can be used if it effectively and uniquely contributes to your examination of injustice.

Once your presentation is completed, your group must then guide a class discussion on your movement for justice for **20 additional minutes**. Your group should come with at least 5 prepared questions for the discussion, and at least one question per group member. Each member should ask their question—after which, they must guide the conversation on that topic (call on students, follow up with other questions or comments that moves the discussion).

Please keep in mind the following:

- Each student is required to participate in the presentation and guided discussion.
- Do not just read your PowerPoint slides: slides should provide a context and structure to your presentation, not be overly dense.

- During the guided discussion, your group oversees the class, not your professor. Thus, you are expected to fill gaps in conversation or silent moments with follow up questions, comments, or thoughts. You are also expected to call on students and encourage a robust discussion between all members of the class.

Grade Breakdown:

Your Collective Group Project is worth **25% of your total grade** for the class. Within that:

Research proposal: 5 points; **20%**

Presentation: 15 points; **60%**

Research Annotated Bibliography: 5 points; **20%**

Policies

Office Hours

Due to the nature of this course being 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 me. My office hours are Mondays from 1:45pm – 2:45 PM and Wednesdays from 4:30 -5:30 PM. Please email me if you would like to meet but can't make either of these hours and we will arrange a meeting for another time.

Blackboard

Any changes to readings (which are likely), 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.

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

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.

Academic Integrity (copied from the 2020-2021 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.

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.

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

Attendance (copied from the 2020-2021 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.

Extra Work During the Semester (copied from the 2020-2021 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.

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 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 or at 646.557.4409.

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