

**Political Economy and Social Movements: Race, Class, & Gender**  
**Winter 2013**  
**2<sup>nd</sup> Quarter of a 2-quarter Program**

<i>faculty</i>	<i>office</i>	<i>phone</i>	<i>e-mail</i>
Peter Bohmer <a href="http://blogs.evergreen.edu/bohmerp">http://blogs.evergreen.edu/bohmerp</a>	Lab II 2271	867-6431	bohmerp@evergreen.edu
Michael Vavrus <a href="http://blogs.evergreen.edu/vavrusm">http://blogs.evergreen.edu/vavrusm</a>	Lab I 3013	867-6638	vavrusm@evergreen.edu

*Office Hours* (or by appointment): Peter – Fridays, 4:15-5:30 p.m.  
Michael – Tuesdays, 4:45-6:00 p.m.

**I. PROGRAM DESCRIPTION (revised for Winter)**

We will examine the nature, development and concrete workings of modern capitalism and the interrelationship of race, class and gender in historical and contemporary contexts. 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 and key issues such as education, the media and the criminal justice system. Students will learn communication skills related to public debate and social change.

In fall, the U.S. experience will be the central focus, whereas winter quarter will have a global focus. We will begin with the colonization of the U.S., and the material and ideological foundations of the U.S. political economy 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 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. Resistance will be a central theme. We will study microeconomics principles from a neoclassical and political economy perspective. Within microeconomics, we will study topics such as the structure and failure of markets, work and wages, poverty, and the gender and racial division of labor.

In winter, we will examine the interrelationship between the U.S. political economy and the changing global system, and U.S. foreign policy. We will study 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 trade agreements and regional organizations. This program will analyze the response of societies such as Venezuela and Bolivia and social movements such as labor, feminist, anti-war, environmental, indigenous and youth in the U.S. and internationally in opposing the global order. We will look at alternatives to neoliberal capitalism including socialism, participatory economies and community-based economies and strategies for social change. We will study macroeconomics, including causes and solutions to the high rates of unemployment and to economic instability. We will introduce competing theories of international trade and finance and examine their applicability in the global South and North. In winter quarter, as part of the 16 credits, there will be an optional internship for up to two credits in organizations and groups whose activities are closely related to the themes of this program or the opportunity to write a book review on a relevant political economy topic.

Students will engage the material through seminars, lectures, films, workshops, seminar response papers, synthesis papers based on program material and concepts, and take-home economics examinations.

### Regular Meeting Times

<i>Tuesday</i>	<i>Wednesday</i>	<i>Friday</i>
<b>11:00-2:00</b> lecture, film, and/or workshop <b>Sem 2 E1105</b>  <b>2:30-4:30 p.m.</b> book seminar <b>Sem 2: A3107-Michael; A 3109 (Peter)</b>	<b>10:00 - 11:30</b> economics presentation  <b>11:45 -1:00</b> workshop, presentation  <b>Sem 2 D1107</b>	<b>10 a.m. - 1:00 P.M.</b> 10:00-11:00 (a) economic seminar 11:15 -1:00 (b) book seminar <b>Sem 2: A3107-Michael; A 3109 (Peter)</b>  <b>2:00-4:00 p.m.:</b> lecture, film, and/or workshop <b>Sem 2 E1105</b>

Exceptions:

1. *Weeks 2 & 8* Friday afternoon (2-4:00) no class meeting.
2. *Week 5, Thursday & Friday, Feb. 7-8* faculty will be meeting with students for mid-quarter individual conferences.
3. *Week 8, Class meeting on **MONDAY, Feb. 28, Week 8, 3-6:00 p.m.** location to-be-announced*
4. *Week 8, Tuesday: late start, beginning at 12:30 p.m.*
5. *Week 9, Thursday, noon: Take-home quiz due to seminar faculty's office*
6. *Week 10, Wednesday, class is extended to 2:00 p.m.*
7. *Week 10, Friday, 10-4:00 p.m., Lecture Hall 5*

## II. BASIC DEFINITIONS

Note: In this program we are referring to texts as either “political economy” or “economics.” “Political economy” texts are those assigned on Tuesdays and Fridays. “Economics” text are those assigned on Wednesdays.

*economics:* “The study of how scarce resources are or should be allocated. Microeconomics examines how production and consumption are organized, what is produced and who benefits. Macroeconomics considers how aggregates such as output, employment, and the general price level are determined.” (source: *Oxford Dictionary of Economics*, 2<sup>nd</sup> edition, 2002)

*political economy:* “The original name of what is now known as economics...It can be argued that it is actually a better name for the subject, as it draws attention to the political motivation of economic policies: policy makers and lobbyists are often more concerned with the income distribution than with the efficiency effects of policies.” (source: *Oxford Dictionary of Economics*, 2<sup>nd</sup> edition, 2002)

*social movement:* (a) “a collective, organized, sustained, and noninstitutional challenge to authorities, powerholders, or cultural beliefs and practices” (source: *The Social Movements Reader: Cases and Concepts*, 2003)

(b) “a loose collectivity acting with some degree of organization, temporal continuity, and reliance on noninstitutional forms of action to promote or resist change in the group,

society, or world order of which it is a part" (source: *Readings on Social Movements: Origins, Dynamics and Outcomes*, 2010)

*political or social protest*: "refers to the act of challenging, resisting, or making demands upon authorities, powerholders, and/or cultural beliefs and practices by some individual or group" (source: *The Social Movements Reader: Cases and Concepts*, 2003)

### III. REQUIRED READINGS/"TEXTS"

Program readings/"texts" include required books. *Films and current news accounts* used in the program are another form of "text" as are *lectures*.

#### **Required Books:**

David Bacon, *Illegal People: How Globalization Creates Migration and Criminalizes Immigrants* (2008)

Jim Stanford, *Economics for Everyone: A Short Guide to the Economics of Capitalism* (2008)

Yanis Varoufakis, *The Global Minotaur: America, the True Origins of the Financial Crisis and the Future of the World Economy* (2011)

Staughton Lynd, *Accompanying: Pathways to Social Change* (2013)

Nancy Folbre, *Greed, Lust and Gender: A History of Economic Ideas* (2010) – selected chapters

Arthur MacEwan & John Miller, *Economic Collapse, Economic Change: Getting to the Roots of the Crisis* (2011)

Team Colors Collective (editors), *Uses of a Whirlwind: Movement, Movements, and Radical Current in the U.S.* (2010)

Robin Hahnel, *Of the People, By the People* (2012)

Heather Moore and Josh Kahn-Russell's pamphlet, *Organizing Cools the Planet*

Gregory Wilpert, *Changing Venezuela by Taking Power* (2006)

Howard Zinn, *A Peoples History of the United States (P.S.)* (2010) – chapter 23

pdf on Moodle site:

- excerpts from David McNally, *Global Slump: The Economics and Politics of Crisis and Resistance*
- 2 chapters from Chris Spannos (editor), *Real Utopia*, by authors Cynthia Peters & Steve Shalom
- Peter Bohmer on Venezuela

EACH STUDENT SELECTS ONE OF THE FOLLOWING:

Chris Williams, *Ecology and Socialism: Solutions to Capitalist Ecological Crisis* (2010)

OR

Eric Holt-Gimenez & Raj Patel, *Food Rebellions!: Crisis And The Hunger For Justice* (2010)

For economic terminology, go to <http://www.economicsforeveryone.com/node/22> to download PDF glossary

### IV. REQUIREMENTS, POLICIES, AND ASSIGNMENTS

#### **1. Attendance & Participation**

Habits of punctuality and completion of assignments on time are critical for your success in this course. Students are expected to attend and participate in all course activities, arrive on time and leave when class ends. If a student must be absent due to a valid reason, he/she will need to negotiate the absence by contacting the faculty in advance of the absence. Every absence will require make-up work and unexcused absences may result in loss of credit.

*If you have a legitimate excuse, you still must e-mail your completed assignment to your faculty as Word attachment by the due date & time.*

**Note:** All papers are due at the beginning of class.

**2. Cell phones, computers, and other electronic devices**

Cell phones must be turned off for all program activities. For use of electronic devices, see your faculty for approval.

**3. Class "breaks" and food**

We will take a break at least once during each class meeting period. You may bring food into the classroom as long as you do not leave food waste and containers in the classroom when finished AND your eating/drinking is not distracting to you and to others nor take away from seminar participation.

#### **4. Typeface, margins, numbering pages, and collating pages for assignments**

- All assignments must be typed & should use a 12 point font such as Times or Times New Roman.
- Your documents margins should be set at 1" top/bottom/left/right margins.
- Each page must be numbered at the bottom. Use either your "footer" or the insert page number command.
- The pages of your papers must be stapled.

#### **5. The colleges "Social Contract" & information on "Student Conduct"**

Go to the following sites to learn more about Evergreen's Social Contract , <http://www.evergreen.edu/about/social.htm>> & "Student Conduct < <http://www.evergreen.edu/studentaffairs/studentconduct.htm>>

#### **6. A note in regards to bringing your readings to class**

You are expected to bring readings to class on the day the reading is assigned – see Weekly Schedule. *You will need to print out pdf copies for seminar.*

### **V. AWARD OF CREDIT**

Students receive credit for fulfilling program requirements and meeting college level standards. Credit will be awarded at the end of the quarter for full participation in all program activities and for satisfactory completion of all the work of the program. At Evergreen, it is possible for a student to attend regularly yet receive reduced credit because of unsatisfactory performance or missing work.

### **VI. ASSIGNMENTS**

#### **1. Seminar Discussion Paper**

The primary purpose of this paper is to help you be prepared to raise text-based questions, topics, and issues that can stimulate seminar discussion. Additionally, the paper is an opportunity for you to briefly analyze the reading in relation to the themes of this program as well as including how the reading has affected your own thinking and development about political economy in our current era.

SEE DETAILED EXPECTATIONS THAT FOLLOWS THE WEEKLY SCHEDULE AT THE END OF THIS SYLLABUS. REFER TO WEEKLY SCHEDULE FOR DUE DATES.

#### **2. Economics Paper (for Friday seminars)**

This paper is in two parts for most of your Friday seminars. The first part attends to your economic readings that you started on most Wednesdays while the second part focuses on your political economy text. Thus, *your paper will be in two sections.*

SEE DETAILED EXPECTATIONS THAT FOLLOWS THE WEEKLY SCHEDULE AT THE END OF THIS SYLLABUS. REFER TO WEEKLY SCHEDULE FOR DUE DATES.

#### **3. Economics Question**

On most Wednesdays you are expected to bring a question you have about the content of the economics reading that you want clarified and/or discussed. You are expected to *incorporate your question into your Friday "Economics Paper."*

Due: Wednesdays, Weeks 1-9

#### **4. Film Notes and Summary Paragraphs** (SEE DETAILED EXPECTATIONS THAT FOLLOWS THE WEEKLY SCHEDULE)

Your notes and summary are intended to help you recall film content and to make connections to other program content.

Due: On day of film showing + place in your portfolio

SEE DETAILED EXPECTATIONS THAT FOLLOWS THE WEEKLY SCHEDULE.

#### **5. Quizzes**

You will have two quizzes. You will respond to sets of prompts that are based on your readings, lectures, films, and other program experiences. The purpose of these assignments is for you to develop your ability to clearly and coherently focus on key concepts and historical events.

Approximately one week prior to the quiz date you will receive a copy of a pool of items. *The pool of items will be distributed the Friday, Week 3 & Wednesday, Week 8.* Students are encouraged to study together for these quizzes.

The in-class quiz will be “open book” with your notes. Responses must be handwritten, i.e., no computers allowed in class. The “Take home” quiz should be typed.

In-Class Quiz: Week 4, Friday, February 1, 10:00 a.m.

Take-Home Quiz: Week 9, Thursday, noon, to your seminar faculty’s office

#### **6. Synthesis Paper**

You will complete 2 short synthesis papers. *You will receive writing prompts for each of these assignments, on Wednesdays of Week 4 & Week 9.* The expected length of the paper is 4-5 pages + 1 page for sources used. No out-of-class material is necessary as the expectation is that you use program materials (readings, lectures, films) to write this paper.

3 copies of draft of 1<sup>st</sup> paper due: Week 5, Wednesday, February 6, 10:00 a.m.

Final copy of 1<sup>st</sup> paper due: Week 5, Thursday or Friday, Feb. 7-8, at time of your mid-quarter conference

Final copy of 2<sup>nd</sup> paper due: Week 10, 10:00 a.m., in your portfolio

#### **7. Internship or Book Review**

There are two options offered during Winter quarter that will count for 2 of your 16 credit total. One option is an internship in organizations and groups whose activities are closely related to the themes of this program. The other option is the opportunity to write a book review (or a similar research-based investigation) on a relevant political economy topic.

More information on this 2-credit arrangement will be distributed and discussed during Week 1. Regardless of the option that you choose, you will

(1) provide a brief report to your program learning community during Week 10 using presentation software and

(2) a typed report to your faculty: for Internships, 2-3 pages that relate your experience to program themes/readings + a paragraph from your supervisor commenting on your activity; for the Book Review, 4-5 pages that describe and relate your reading to program themes/readings.

Plan due: Week 1, Friday, 10:00 a.m.

Paper due: Week 10, Tuesday, 11:00 a.m.

Presentation due: Week 10 – schedule to-be-announced (Wednesday/Friday)

**8. Class Notes: Note-taking during seminar & class presentations/lectures/workshops**

You are expected to take notes during seminar and class presentations/lectures. You need to give a heading to your notes with a date. *Your handwritten notes, including any workshops, are expected to be organized in a separate section in your portfolio.*

Due: On day of program event + place in your portfolio.

## **9. Self-evaluation**

You will write a self-evaluation of the significant learning you have acquired for yourself in this program – holistically for Fall & Winter (if a continuing from Fall).

Due: Evaluation Week at time of your evaluation conference with your seminar faculty

## **10. Mid-quarter & end-of-quarter Portfolio**

Your portfolio is a collection of all assigned written work in this program. Your portfolio should include only your completed assignments, including those marked by your faculty. Do not include program material you did not create, e.g. syllabus, covenant, instructions, handouts, etc.

Your portfolio must be in a *3-ring notebook*. Each section should be divided by category of assignment; *dividers should have labels with the name of the category* on them (these materials are available for purchase at the college bookstore). The *cover page* and the front of your portfolio must have your name on it. A *table of contents* that lists the name of each section should follow your cover page. For your convenience, a checklist of assignments will be distributed Weeks 4 & 9.

Due: Week 5, Wednesday, February 6, 10:00 a.m. (include checklist)

Week 10, Friday, March 15, 10:00 a.m. (include synthesis paper & checklist)

**NOTE: Submit ALL of your work for the entire quarter in your end-of-the-quarter portfolio. Include mid-quarter checklist with faculty comments along with your end-of-quarter checklist.**

## **Addendum: A word on attending events related to the themes of this program**

As you are able to do so, you are encouraged to attend events/presentations/films outside this program that are related to the themes of this program. Information gained from such events/presentations/films may be incorporated into a seminar paper as an appendix. Given the nature of such events/presentations/films, participation in this kind of enrichment may be positively noted in your final narrative evaluation. As a learning community, we will attempt to keep one another informed of upcoming relevant events that may arise during the quarter.

## **Note about syllabus**

There may be slight modifications of this syllabus. Check the Moodle site on a weekly basis for any changes.

## VI. WEEKLY SCHEDULE

### Week 1

	Tues., January 8	Wednesday, January 9	Friday, January 11
<b>Topics/ Activities</b>	<b>11:00-2:00</b> 1. Overview of Winter Quarter 2. Politics of Immigration (Michael)  <b>2:30-4:30</b> seminar + internship/book review tentative plan	<b>10:00 a.m. - 1:00 p.m.</b> 1. Review Fall econ exam  2. Money, Banking, Finance (Peter)	<b>10:00-1:00</b> seminar  <b>2:00-4:00</b> 1. Economics of Immigration (Peter) 2. film "Harvest of Loneliness" (1 hr.) 3. Preview of Week 2
<b>Readings</b>	Bacon, Preface + Chapters 1-5	Stanford, Chapters 16-18	Bacon, Chapters 6-8 (or entire book if unable to have read Tuesday's assignment...)
<b>Assignments</b>		Bring (1) Fall econ exam + (2) a question you have about the economics reading	1. Economics Paper+Seminar Discussion Paper 2. internship/book review plan (1 paragraph)

### Week 2

	Tues., January 15	Wednesday, January 16	Friday, January 18
<b>Topics/ Activities</b>	<b>11:00-2:00</b> 1. Key concepts from <i>Global Minotaur</i> (Peter) 2. Varoufakis at Town Hall Seattle: "Debt Crises & World Economy" (1 hr.)  <b>2:30-4:30</b> seminar	<b>10:00 a.m. - 1:00 p.m.</b> 1. Fiscal Policy & Austerity (Peter)  2. The "Cold War" & U.S. Foreign Policy (Michael)	<b>10:00-1:00</b> Seminar  <b>No class 2-4:00 p.m.</b>
<b>Readings</b>	Varoufakis, Chapters 1-3	Stanford, Chapters 19-20	Varoufakis, chapters 4-6
<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	Economics Paper+Seminar Discussion Paper

**Week 3**

	<b>Tues., January 22</b>	<b>Wed., January 23</b>	<b>Friday, January 25</b>
<b>Topics/ Activities</b>	<p><b>11:00-2:00</b></p> <p>1. Peter Dorman, guest lecture "Economic Development" (tentative) 2. "The Promised land (1967-1968)"</p> <p><b>2:30-4:30</b> Seminar</p>	<p><b>10:00 a.m. - 1:00 p.m.</b></p> <p>1. "Free Trade" &amp; Related International Institutions (Peter)</p> <p>2. European Union &amp; Fixed Currency (Michael)</p>	<p><b>10:00-1:00</b> Seminar</p> <p><b>2:00-4:00</b></p> <p>1. film: "Harvest of Empire" (93 mins.) 2. Distribution of quiz items 3. review of Week 4</p>
<b>Readings</b>	Varoufakis, 7-9	1. Stanford, Chapters 21-23 2. MacEwan & Miller, Appendix B (pgs. 221-226)	1. McNally, chapter 6 + conclusion (see Moodle site for pdf copy) 2. Stanford, Chapter 24
<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	Economics Paper+Seminar Discussion Paper

Monday, January 21: College closed for Martin Luther King Day

**Week 4**

	<b>Tues., January 29</b>	<b>Wed., January 30</b>	<b>Friday, February 1</b>
<b>Topics/ Activities</b>	<p><b>11:00-2:00</b></p> <p><u>11:00-11:50</u> Rise &amp; Challenge of Neoliberalism (Peter)</p> <p><u>noon</u> film: "Freedom Riders"</p> <p><b>2:30-4:30</b> Seminar</p>	<p><b>10:00 a.m. - 1:00 p.m.</b></p> <p>1. Gender &amp; the Welfare State (Michael)</p> <p>2. Distribute synthesis paper prompt</p> <p><u>11:30</u>: Monica Peabody, guest speaker from POWER, "Poor People Organizing" (tentative)</p>	<p><b>10:00-1:00</b></p> <p><u>10-11:15</u>: In-class quiz <u>11:30-1:00</u>: Seminar</p> <p><b>2:00-4:00</b></p> <p>film: "Romero"</p>
<b>Readings</b>	Lynd, chapters 1-3	1. Folbre, chapters 18-20	1. Lynd, chapter 4-end 2. Team Colors Collective, Preface, Foreword, & Introduction: pgs. xv-xxv, 1-14
<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	In-class quiz - material through Week 4

**Week 5**

	<b>Tues., February 5</b>	<b>Wednesday, February 6</b>	<b>Thurs., February 7</b>	<b>Friday, February 8</b>
<b>Topics/Activities</b>	<b>11:00-2:00</b> 1. Ellen Short-Sanchez, guest speaker on Popular Education (tentative) 2. film: "You Gotta Move"  <b>2:30-4:30</b> Seminar +sign-up conferences	<b>10:00 a.m. - 1:00 p.m.</b>  <u>10-11:15</u> Writer's Workshop <u>11:30-1:00</u> U.S. Economy & Economic Crisis	<i>Individual students mid-quarter conferences with their seminar faculty</i>	<i>Individual students mid-quarter conferences with their seminar faculty</i>
<b>Readings</b>	Team Colors Collective, pgs. 15-17, 37-46, 57-108	MacEwan & Miller, Preface, Part I, Appendix A (pgs. ix-x, 1-32, 213-220)	turn in synthesis at your	paper with draft conference
<b>Assignments</b>	Seminar Discussion Paper	1. Bring a question you have about the economics reading 2. Draft of Synthesis Paper 3. Submit Portfolio with "checklist" to your seminar faculty	final synthesis paper	+ draft

**Week 6**

	<b>Tues., February 12</b>	<b>Wednesday, February 13</b>	<b>Friday, February 15</b>
<b>Topics/Activities</b>	<b>11:00-2:00</b>  <u>11:00-11:50</u> 1. World Trade Organization (Michael) <u>noon</u> film: "This is What Democracy Looks Like" (87 mins.)  <b>2:30-4:30</b> Seminar	<b>10:00 a.m. - 1:00 p.m.</b>  Post-WWII Economic History (Peter)  <u>11:30-1:00</u> film: "Under the Stack" with introduction from filmmaker Ann Fischel (tentative)	<b>10:00-1:00</b> Seminar  <b>2:00-4:00.</b> 1. Global Feminism (Michael)  Selma James interview (20 mins.)  Preview of Weeks 7
<b>Readings</b>	Team Colors Collective, pgs. 109-124,163-222	MacEwan & Miller, Part II (pgs. 33-64)	Team Colors Collective, pgs. 227-244, 283-294, 305-346

<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	Economics Paper+Seminar Discussion Paper
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**Week 7**

	<b>Tues., February 19</b>	<b>Wed., February 20</b>	<b>Friday, February 21</b>
<b>Topics/ Activities</b>	<p><b>11:00-2:00</b> Robin Hahnel, author (tentative)</p> <p><b>2:30-4:30</b> Seminar</p>	<p><b>10:00 a.m. - 1:00 p.m.</b></p> <p>1. film: "Inside Job" (1hr. 50 mins.) 2. Debt Speculation &amp; Financial Meltdown (Peter)</p>	<p><b>10:00-1:00</b> Seminar</p> <p><b>2:00-4:00</b> film: "A Place Called Chiapas"</p>
<b>Readings</b>	Hahnel, Chapters 1-15	MacEwan & Miller, Part III (pgs. 65-118)	<p>1. Hahnel, Chapters 16-18</p> <p>2. essays from <i>Real Utopia</i> (see Moodle) by a. Cynthia Peters b. Steve Shalom</p>
<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	Economics Paper+Seminar Discussion Paper

Monday, February 18, college closed for "President's Day"

**Week 8**

	<b>Monday, Feb. 25</b>	<b>Tues., February 26</b>	<b>Wednesday, Feb. 27</b>	<b>Friday, March 1</b>
<b>Topics/ Activities</b>	<p><b>3-6:00 p.m.</b> <i>Facing up to Climate Change:</i> Special on-campus program Location to-be-announced</p>	<p><b>12:30-1:30</b></p> <p>Bret Weinstein, guest speaker on climate change and social movements (tentative)</p> <p><b>2:30-4:30</b> Seminar</p>	<p><b>10:00 a.m. - 1:00 p.m.</b></p> <p>1. Distribute quiz items for Week 9 2. China &amp; the Global Economy (Peter)</p> <p><u>11:30-1:00</u> panel on "Food Justice," Community Alliance for Global Justice</p>	<p><b>10:00-1:00</b> Seminar + organizing workshop</p> <p><b>No class 2-4:00 p.m.</b></p>
<b>Readings</b>		Williams, Introduction, Chapters 1-5 (pgs. 1-169) OR Holt-Gimenez & Patel, Foreword + Chapters 1-7 (pgs. ix-xi, 1-129)	MacEwan & Miller Part IV (pgs. 119-160)	<p>1. <i>Organizing Cools the Planet</i> [<u>note</u>: focus on organizing strategies]</p> <p>2. Williams, Chapters 6-8 + Conclusion (pgs. 70-239) OR Holt-Gimenez &amp; Patel, Chapters 8-10 (pgs. 130-184)</p>

<b>Assignments</b>	attend presentation & take notes	Seminar Discussion Paper	Bring a question you have about the economics reading	Economics Paper+Seminar Discussion Paper
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**Week 9**

	<b>Tues., March 5</b>	<b>Wednesday, March 6</b>	<b>Thursday, March 7</b>	<b>Friday, March 8</b>
<b>Topics/ Activities</b>	<p><b>11:00-2:00</b></p> <p>1. Revolutions/Counter-Revolutions &amp; Hope in Latin America (Peter)</p> <p>2. film: "The Revolution Will Not Be Televised"</p> <p><b>2:30-4:30</b> Seminar</p>	<p><b>10:00 a.m. - 1:00 p.m.</b></p> <p>1. Distribute Synthesis Paper #2 prompt</p> <p>2. Alternatives to Financialization (Peter)</p> <p><b>11:30</b></p> <p>3. Molly Gibbs, guest speaker, Transpacific Partnership and Resistance (tentative)</p>	<p><b>noon</b></p> <p>Turn in Take-home quiz to your seminar faculty's office</p>	<p><b>10:00-1:00</b> Seminar</p> <p><b>2:00-4:00</b></p> <p>1. Preview of Week 10</p> <p>2. Political Economy of Venezuela (Peter)</p>
<b>Readings</b>	Wilpert, revised forward (posted on Moodle) + Introduction, chapters 1-4 (pgs. 1-149)	MacEwan & Miller, Part V (pgs. 161-211)		1. Wilpert, Chapters 5-6 + Epilogue (pgs. 151-235) <i>optional</i> : Appendix (pgs. 237-266) 2. Bohmer on Venezuela (see Moodle)
<b>Assignments</b>	Seminar Discussion Paper	Bring a question you have about the economics reading	Take-home quiz	Economics Paper+Seminar Discussion Paper

*Wednesday, March 6: 1:00-4:00 All-campus Mentoring Day, 4-6:00 Spring Academic Fair*

**Week 10**

	<b>Tues., March 12</b>	<b>Wednesday, March 13</b>	<b>Friday, March 15</b>
<b>Topics/ Activities</b>	<p><b>11:00-2:00</b></p> <p>film: "The Milagro Beanfield War"</p> <p><b>2:30-4:30</b></p> <p>1. Seminar</p> <p>2. Sign-up for evaluation conferences</p>	<p><b>10:00 a.m. - 2:00 p.m.</b></p> <p>Presentations</p>	<p><b>10:00-4:00 <u>in Lecture Hall 5</u></b></p> <p>1. Potluck Brunch</p> <p>2. Presentations</p> <p>3. Revisiting our program</p>
<b>Readings</b>	<p>1. Team Colors Collective, pgs. 346-362</p> <p>2. Zinn, Chapter 23</p>		
<b>Assignments</b>	<p>1. Seminar Discussion Paper</p> <p>2. Internship/Review paper</p> <p>3. Presentation (schedule forthcoming)</p>	Presentation (schedule forthcoming)	<p>1. Item for potluck</p> <p>2. Presentation (schedule forthcoming)</p> <p>3. End-of-quarter Portfolio to include <u>synthesis paper #2</u></p>

**Week 11: March 18-22 Evaluation Week**

Individual Evaluation Conferences⇐ bring copy of your (1) *Student Self-Evaluation* to your conference <<http://www.evergreen.edu/evaluations/studentselfevaluation.htm>> & (2) *Student Evaluation of Faculty* to give to your faculty or Program Secretary, Pam Udovich, Lab I-1020 <<http://www.evergreen.edu/evaluations/studentevaluationfaculty.htm>>.

**Political Economy and Social Movements: Race, Class, & Gender  
Fall 2012**

**Requirements for Reoccurring Assignments**

**\*\*See Weekly Schedule for Due Dates\*\***

- Seminar Discussion Paper
- Economics Paper
- Film Notes and Summary Paragraphs

## Seminar Discussion Paper

### Purpose/Overview:

The primary purpose of this paper is to help you be prepared to raise text-based questions, topics, and issues that can stimulate seminar discussion. Additionally, the paper is an opportunity for you to briefly analyze the reading in relation to the themes of this program as well as including how the reading has affected your own thinking and development about political economy in our current era.

### When due:

You are required to have in hand your seminar preparation paper at the *beginning of class* on the day the paper is due. You should arrive to class having read that day's entire assigned reading and with your copy of the assigned reading(s).

The paper must be *single-spaced*, typed - maximum 1 page.

Your paper should be in the following format:

<u>Your Name</u>	<u>Title of Reading (pages/chapters)</u>
<u>Week #/date</u>	
(1) 2-3 <i>text-based questions/topics</i>	
<ul style="list-style-type: none"><li>• Follow each question/topic with a brief explanation as why this is a constructive question/topic to pursue for a seminar discussion, especially as it relates to the themes of this program.</li><li>• Include page numbers for each of your questions/topic so that your seminar can access the information for which you based your questions/topic</li></ul>	
(2) 1-paragraph analytic overview of the reading in relation to the themes of this program and how the reading has affected your own thinking and development about political economy as related to our current era.	

## Economics Paper

This paper is due selected Fridays and is generally based on the reading assigned on the previous Wednesday. Divide your paper into 2 sections with *each section maximum 1-page*, single spaced.

### SECTION 1:

In the first section of your paper, attend to your economics reading that was assigned for the Wednesday of the week the paper is due (see below). Include the following in your economics section:

- Explanation of your understanding of key concepts and why they matter – *incorporate your Wednesday economics question here*
- What you would like to understand better from Wednesday's presentation and reading
- How the reading challenges or deepens your understanding of current economic issues and perspectives

### SECTION 2:

See Seminar Discussion Paper requirements.

## Film Notes & Summary Paragraphs

Films are another form of a text that you will be studying in this program. Thus, the purpose of this assignment is to help you recall film content and to make connections to other program content.

When a film is scheduled and projected, you are expected to take hand-written notes during the film. Do not use a computer or any other electronic recording device for your note taking as that approach actually distracts from the actual viewing of the film. Don't worry about the legibility of your notes; it's just important that you can read what you've written. This strategy allows you to be able to keep your eyes on the film while you are writing your notes.

At the conclusion of the film and when the lights are turned on, you are expected to hand-write

- (a) a summary of your notes and
- (b) make any appropriate connections to other program content: When making *connections*, ask yourself, "How does this relate to what we have been learning in this program?"

Students are expected to remain respectfully quiet during this process so that students can begin the process of consolidating their notes into a more coherent whole. Cognitively, it is critically important for you do this while you are still in the classroom.