Course description
This class explores possibilities and opportunities for strengthening our communities by building self-reliance, solidarity and a more democratic economy.

We begin with looking at our big problems, such as lack of access to healthy food, and the struggle for healthy and safe places to live and work. Many of these issues stem from an inequitable economy, as evidenced by the loss of social safety nets and the lack of opportunity for everyday well-being. In order to tackle these problems thoughtfully and effectively, we will consider an inspiring range of alternative economic tools and ways of thinking; creative and innovative methods such as time banks, worker owned cooperatives, participatory budgeting, social entrepreneurship, and community finance models.

The growing movement of worker–owned cooperatives exemplifies the real-world opportunities of the solidarity economy; reflecting values, cultures and communities of cooperation, building relationships of mutual support, tackling shared responsibility and democratic decision-making. These opportunities serve to strengthen the diversity of local cultures and environment, as well as epitomize a commitment to valuing and celebrating our shared humanity.

We explore the principles of solidarity and “just sustainability” in class, by learning from individuals and groups who are thriving examples of organizing new and creative forms of conceiving public space, cultivating and consuming food, promoting self-sufficiency, developing equitable economic models, and fostering healthy, just communities. We’ll examine and imagine our own place in the movement.

Many local, regional, national and international initiatives are actively working to answer this call for a just new economy and sustainable future. In this course we will examine the current state of economic justice, assess and deconstruct the problems and root causes in financial systems, distinguish between the multiple perspectives of economic opportunity, investigate and analyze potential solutions, and create new pathways. Our course activities will include group discussion, reading reflections, access to new media, project construction, conversations with guest speakers, and writing support.

1 http://solidaritynyc.org
Undergraduate Learning Objectives

• Critical and analytical thinking ability;
• The ability to understand issues from multiple perspectives;
• The ability to connect learning to lived experience;
• Social and intercultural awareness;
• Civic and community engagement;
• Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Learning Objectives

• The ability to articulate and evaluate founding principles such as: human rights, justice, community-based organizing, and democratic decision-making, that will lead to deeper deconstruction of related problems and causes.
• The ability to identify and evaluate economic policies and practices that result in inequities of wealth, lack of fulfillment of basic needs and services, and removal of democratic rights.
• The ability to identify and synthesize ideas and practices that are evolving as solutions to social and economic inequities.
• The ability to identify numerous programs, initiatives and organizations that are working with sustainability, democratic economy and justice, and to analyze their viability, success and nature.

Evaluation criteria

• You must meet the program and course objectives.
• Your work will be evaluated on the quantity and quality of research; your facility with the various concepts and ideas presented; and the structure and clarity of your written and oral presentations.
• Students will be assessed by the quality of class participation, e.g. thoughtfulness of questions, clarity of comments, ability to make associations, engage with class material, and respectfully participate in all course activities, discussions, and experiences.
• Students will be expected to complete regular reading reflection papers, presentations, proposal, draft and final project, on time and within the described format.
• In order to receive credit for the course, it is required that you meet at least once with a tutor in the Teaching and Learning Center

Prerequisites: There are no prerequisites for this course.
Repeat policy: Students who have earned credit in this course may not repeat the course for credit.
Required texts and readings: See Class Topic and Assignment Schedule

(Texts and additional readings listed below will be available on Sakai as PDF’s)
Assignments (due via email and/or in the Sakai Dropbox):

1. **Readings** (see schedule below)

2. **Reflection papers**: two reflection papers are assigned. Reflection papers require students to respond to assigned readings and class discussions through their own observations and reflections. Reflection papers will be submitted on Sakai or via email. These papers (approx. 350 words) should identify main themes in the assigned readings or videos and integrate with your own thinking and reactions. The papers should demonstrate how the experience is affecting your thinking, changing your approach, and developing your own inquiry.

2. **Final Research project** will be developed during the quarter, as a summation and integration of work developed throughout the course, to include a paper and a presentation. By week 5 students will have chosen a topic - a project, organization, or effort that addresses key course content.

   The project includes 1) a proposal in Week 5, 2) a presentation in Week 9, and 3) a final paper to be submitted by the Friday of our Week 10 class. Late papers will not be accepted.

   **a. Proposal for the Final Research Project:** Total of 300 words; including

   1) two - three sentences describing project;

   2) two or more paragraphs summarizing what your current knowledge is and what you need to learn; and

   3) a bibliography of 2 or 3 potential sources for your project (not including our course readings).

   **b. In-Class Presentation** will provide an opportunity for students to design, prepare, and present on our course and their personal research. They will create a presentation of the key ideas and information in the final project paper, and show clear understanding of the mission and actions of the project, organization, or effort. Presentations will be due Week 9. Presentations will be approximately 5-7 minutes long, including 1) an introduction to the topic, 2) a summary of research findings, and 3) evidence of how the project, organization, or effort creates change.

   Presentations must have written notes, and must be rehearsed for timing, and for comfort with the topic.
c. Final Project Paper Format (due on Friday of Week 10):

Final written project: 8 – 10 pages (1,750+ words)

• 12 point font
• 1 inch margins
• Cover page with your name, the date of submission, the course name and number and your project title.
• Table of Contents
• Have a minimum of 5 sections not including a bibliography, for example:
  1) Introduction (to include the thesis statement), 2) Background/History/ Research, 3) Stakeholders, 4) Solutions, 5) Conclusion.
• Number the sections
• Use 2 or more references to our readings (and cite)
• Use 2 or more other resources (and cite)

Teaching and Learning Center Requirement:

In order to receive credit for the course, it is required that you meet at least once with a tutor in the Teaching and Learning Center. You can met in person or by phone, to learn more about the tutors and to set up an appointment, go to <http://www.antiochla.edu/campus-life/teaching-learning-center/>

The recommendation is for a tutoring session between weeks 5 and 8, so that your topic is set and you can have the most support for your final project. The tutor will send me an email confirming that you have met, but you must request that.
# Class Topic and Assignment Schedule

<table>
<thead>
<tr>
<th>Week /Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Deliverables</th>
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</table>
| **Week 1**       | **Wednesday 7/5**                                                      | Pre-class view video: Gar Alperowitz on *The Next American Revolution* (4 minutes)  
[https://vimeo.com/60275490](https://vimeo.com/60275490)  
Optional – View website  
|                  | **Topics**                                                            | **Readings**                                                                                                                                                                                             |              |
|                  | Introductions, Syllabus, Expectations, Course Overview; Background, definitions and theories: solidarity economy, sustainability, justice | **DUE week 2**  
| **Week 2**       | **Wednesday 7/12**                                                    | **DUE week 3**  
*Food, Finance & Climate* by Vandana Shiva  
(PDF on Sakai)  
Cities Building Community Wealth (PDF on Sakai) Pages 4 - 51  
Cultivating Food Justice “Community Food Security ‘For Us, By Us’” (PDF on Sakai) Chapter 7, pages 149 - 159 |              |
|                  | **Topics**                                                            | **Readings**                                                                                                                                                                                             |              |
|                  | Linking economic, social and environmental conditions: *Spatial justice, food justice, well-being, public health* | **DUE: Reflection Paper #1**  
(weeks 1 – 3, readings and/or videos) |              |
| **Week 3**       | **Wednesday 7/19**                                                    | **DUE week 4**  
The Rise of the New Economy Movement  
[https://www.youtube.com/watch?v=zTeiHlEqDr4](https://www.youtube.com/watch?v=zTeiHlEqDr4) |              |
|                  | **Topics**                                                            | **Readings**                                                                                                                                                                                             |              |
|                  | Rise of the Alternative Economy: Addressing disparity; *Community wealth building, Capital and Community* | **DUE week 4**  
The Rise of the New Economy Movement  
[https://www.youtube.com/watch?v=zTeiHlEqDr4](https://www.youtube.com/watch?v=zTeiHlEqDr4) |              |
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<th>Week /Date</th>
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<tr>
<td>Week 5</td>
<td>Alternative Economy: Addressing disparity</td>
<td>DUE week 5</td>
<td>DUE week 5 Project Proposal (see description on Page 3) Please be prepared for a discussion of final project proposals</td>
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<tr>
<td>Wednesday 8/2</td>
<td><em>Intro to cooperatives and solutions</em></td>
<td>How America's Largest Worker Owned Co-Op Lifts People ...</td>
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<td><em>Think Outside the Boss</em></td>
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<td>Introduction Pages 1 -10</td>
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<td><a href="https://www.academia.edu/1829531/Think_Outside_the_Boss_How_to_Create_a_Worker-Owned_Business">https://www.academia.edu/1829531/Think_Outside_the_Boss_How_to_Create_a_Worker-Owned_Business</a></td>
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<td>Video: Brendan Martin, Founder and President of The Working World, <em>reflects on the history of the great lie of finance</em> and how we can use capital as a tool for liberation</td>
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<td><a href="https://www.youtube.com/watch?v=Q72LaC35GB0">https://www.youtube.com/watch?v=Q72LaC35GB0</a> (22 minutes)</td>
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<td>Week 6</td>
<td>Alternative Economy: Finance, Worker Ownership, Solidarity; <em>Occupy Sandy</em></td>
<td>DUE week 6</td>
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<td>Wednesday 8/9</td>
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<td>Advance Memphis Report</td>
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<td><em>Working and Rebuilding Together: Worker cooperatives as an economic development tool</em></td>
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<td>Pages 1 – 33 PDF</td>
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<td><em>Worker-Owned Cooperatives: Direct Democracy in Action</em></td>
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<td>Direct Democracy in Action PDF (5 pages)</td>
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<td>Week 7</td>
<td>Alternative Economy; <em>Worker-Owned Cooperatives</em> guest speaker – LA Coop Lab</td>
<td>DUE week 7</td>
<td>Reflection Paper #2 DUE</td>
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<td>Wednesday 8/16</td>
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<td><em>Who Says You Can’t Change the World? Gift Economies (PDF on Sakai)</em></td>
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<td><em>Who Says You Can’t Change the World? Get Involved (PDF)</em></td>
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<td>Cavanaugh and Broad: <em>It’s the New Economy, Stupid</em> (PDF on Sakai)</td>
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<td>Week 8</td>
<td>Alternative Economy; The unbanked, credit unions, finance alternatives, lending Circles</td>
<td>DUE week 8</td>
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<td>Wednesday 8/23</td>
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<td>Rebecca Solnit: <em>The Age of Capitalism is over</em> (PDF on Sakai)</td>
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<td>Jonathan Tasini: <em>How a California Public Bank could fix the freeways, send kids to college and ambush Wall Street</em></td>
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<td>Week 9</td>
<td>Final Presentations</td>
<td>DUE week 9 What Then Can I Do? Ten Ways to Democratize the Economy <a href="http://www.garalperovitz.com/what-then-can-i-do/">http://www.garalperovitz.com/what-then-can-i-do/</a></td>
<td>Final Presentations</td>
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<tr>
<td>Wednesday 8/30</td>
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<td>Week 10</td>
<td>Conclusions and Closing</td>
<td>OPTIONAL: Abell, Hillary. Worker Cooperatives: Pathways to Scale. Pages 1 – 48 PDF or link</td>
<td>Final Paper Due on Friday 9/8/17</td>
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<tr>
<td>Wednesday 9/6</td>
<td>Meeting</td>
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**Additional Readings Bibliography**

Abell, Hillary. *Worker Cooperatives: Pathways to Scale.*


Alkon, Alison and Julian Agyeman. *Cultivating Food Justice: Race, Class and Sustainability.*


Durden, Stephanie and Maggie Haight, Laura Hanson, Kimberly Harris, Francisco Perez, Daniel Sanchez, Sarah Ray, Laura Tatum
*Working and Rebuilding Together: Worker Cooperatives as an Economic Development Tool.*


South Los Angeles Declaration of Health and Human Rights.


**Additional Links and Online Resources**

http://www.ccheonline.org/Library
http://www.chc-inc.org/
http://www.decolonialfoodforthought.com/
http://livefoods4life.wordpress.com/
http://www.inmotionmagazine.com/chiapas.html
http://revolutionaryautonomouscommunities.blogspot.com/
www.southcentralfarmers.com
Worker co-op bibliography and resources (*Courtesy of the LA Coop Lab*)

**BOOKS**


**VIDEOS**


Can We Do It Ourselves? Patrik Witkowsky. Produced in 2015.
[http://topdocumentaryfilms.com/can-we-do-it-ourselves](http://topdocumentaryfilms.com/can-we-do-it-ourselves)

[https://www.youtube.com/watch?v=-cyP1tR45qU](https://www.youtube.com/watch?v=-cyP1tR45qU)

San Francisco Bay Area, are successful worker-owned businesses, and members of NoBAWC. Incubating Worker Cooperatives: [http://prosperacoops.org/toolkit](http://prosperacoops.org/toolkit) (webinar)

Own the Change: [https://www.youtube.com/watch?v=8G1-SYMatNc](https://www.youtube.com/watch?v=8G1-SYMatNc)

*Own the Change: Building Economic Democracy One Worker Co-op at a Time.*
Part I - http://www.youtube.com/watch?v=NORmQ8zaL1c
region of Spain.
Part II - http://www.youtube.com/watch?v=TpdoNzXGmxM&feature=related
Evergreen Cooperatives Introductory Video: http://www.blib.tv/file/2749165

OTHER COURSE AND UNIVERSITY POLICIES

Attendance Policy
University policy states: “students are expected to attend all class sessions and, for online courses, participate in online discussions as required in the syllabus. If a student attends less than 80% of class sessions, the student will earn no credit for the course. If a student anticipates an absence for religious observance, work obligations, or any other reason, the student consults with the instructor before or during the first week of class to request an accommodation in the form of makeup assignments. In some cases, however, accommodation may not be possible if in the instructor’s judgment the absence would be disruptive to the learning process. In these cases the judgment of the instructor is final.” (See AULA General Catalog, http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies)

You are expected to attend all class sessions. If an absence is unavoidable, please contact me about a make-up assignment. Per University policy, you will not receive credit if you miss more than two classes.

Letter grade equivalent policy
AULA instructors and evaluators are required by the University to provide grade equivalents for students who request them. (See AULA General Catalog, http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/#gradeequivalents
Letter grade equivalents will be given for this course. If you want a grade equivalent, please request it in writing by week two.

Extra Credit policy
To obtain one additional credit, University policy requires that you prepare a written contract with me specifying an additional assignment, project, or paper requiring approximately 33 additional hours of work beyond what is required in the syllabus. The unit must be added formally by the end of the Add/Drop period using the Add form in the Office of the Registrar, so please consult me about your extra unit during week one, so that we can finalize the plan by the end of week two.

Incomplete policy
Per University policy, students must complete all course work by the deadlines stated in this syllabus. “If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. Faculty members are neither obligated nor encouraged to award Incompletes. When a student receives an Incomplete, all outstanding course or project work must be submitted before the end of the sixth week of the subsequent quarter.” (See AULA General Catalog, http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/#incompletework

If you are unable to submit all of your assignments as required in the syllabus, please communicate with me for approval of an Incomplete and to make arrangements to submit all outstanding assignments by the sixth week of the subsequent term, as required by University policy.
Information Literacy and Research Requirements
All students are expected to develop an understanding of how to find and use resources appropriate for academic inquiry and scholarship. Please see specific expectations in the assignment section. Use the librarian and tutors for help and support with research and for information literacy instruction.

Student Conduct policy
Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom.” See AULA General Catalog, http://aulacatalog.antioch.edu/policiesregulationsandprocedures/academicpolicies/#studentconduct for university policy.

Plagiarism policy
University policy describes plagiarism as “the representation of someone else’s writing, graphics, research, or ideas as one’s own. Paraphrasing an author’s ideas or quoting even limited portions of the work of others without proper citation are also plagiarism, as is cutting and pasting materials from the Internet into one’s academic papers. Extreme forms of plagiarism include submitting a paper written by another person or purchased from a commercial source.” (See AULA General Catalog, http://aulacatalog.antioch.edu/policiesregulationsandprocedures/formsofprobationandtheiconsequences/)

Reasonable Accommodation for Students with Disabilities
Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students who need to request disability accommodations should email or call Yaru Wang, disabled student services coordinator (dss.aula@antioch.edu or 310-578-1080 x 209) at the outset of their enrollment, if possible, since reasonable accommodations are not retroactive.

Sexual Harassment Policy
The Undergraduate Studies Division is firmly committed to each student’s dignity and to eliminating all forms of sex discrimination and harassment of students. No student should have her or his learning experience at AULA contaminated by the experience of being treated as a sexual object by an instructor or any other employee. We strongly urge any student who believes that an Antioch employee has crossed the line to speak to your advisor, to the Undergraduate Studies Division leadership, the Provost, the Director of Human Resources, or the President about your concerns.

Antioch University’s policy “Title IX, Sex Discrimination, Sexual Harassment, and Sexual Violence” provides definitions of prohibited and inappropriate behaviors, the process for reporting and investigating complaints, and the sanctions levied against those employees or students found to be in violation of these policies. This policy can be found in the Antioch University Resource Archive at http://aura.antioch.edu/policies_400_6x/12/.

Additionally, please see the AULA General Catalog for the policy on dual relationships: http://aulacatalog.antioch.edu/policiesregulationsandprocedures/universitypolicies/relationshipsintheworkplace/.

Antioch University Policies:
Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the
expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy.

To access academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/