
cooperative curriculum on campus

grace lihn • *cooperatives at cal*
university of california, berkeley

learning objectives

- share my experience with starting a co-op class
- identify obstacles and opportunities in starting your own
- create a students network interested in introducing coops to a broader audience

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SPEED CIRCLE:

*why education on
cooperatives?*

THE ROCHDALE PRINCIPLES



*The Rochdale principles adopted by the Pioneers
in 1844 and to-day recognised throughout the world
are*

1. Open membership.
2. Democratic control (one man, one vote).
3. Distribution of surplus in proportion to trade.
4. Payment of limited interest on capital.
5. Political and religious neutrality.
6. Cash trading.
7. Promotion of education.

what is the precedent?

PINCHOT UNIVERSITY, MURPHY INSTITUTE
@ CUNY, UMASS AMHERST, BERKELEY

Certificate in Cooperative Management

Pinchot University's **Certificate in Cooperative Management** program offers a deep dive into the world of cooperative management, exploring the unique characteristics, opportunities and challenges of the cooperative sector.

The International Co-operative Alliance (www.ica.coop) represents close to one billion individual members. Cooperatives generate partial or full-time employment for at least 250 million people worldwide, and make up 12% of the entire employed population of the G20 countries. The 2,000 co-operatives in the 65 countries surveyed by the World Cooperative Monitor totals 2.6 trillion USD.

Although we hear relatively little about the cooperative sector in the United States, it is actually the country with the largest number of members represented by the International Co-operative Alliance. There are nearly 30,000 cooperatives in the United States, with 256 million members and over two million jobs.

Pinchot's 12-credit, four course sequence provides:

- an introduction to the history and principles of the international cooperative movement, as well an overview of the industry sectors and cooperative types most common in the US;
- a thorough exploration of the legal, governance, and finance issues unique to the cooperative sector. Students will examine issues related to membership, member investment, dividends, profit sharing, personal exit strategies, multiple classes of stock, outside investors, and financing strategies;
- an examination of the general topic of managing in a democratic workplace, with a particular focus on the special challenges of employee engagement and empowerment in the cooperative sector. Topics covered include leadership, coaching, meeting facilitation, collaborative decision-making, and conflict management;
- an opportunity to undertake a "real world" project in the cooperative sector.

ACADEMICS

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Joseph S. Murphy Institute for
Worker Education and Labor
Studies (JSMI)

Community and Worker Ownership Project

SHARE:   

The Community and Worker Ownership Project (CWOP) is a new initiative at the Murphy Institute intended to support a range of efforts percolating around the nation and the city focused on worker-owned cooperatives, economic democracy, and community planning. In this age of burgeoning inequality and pervasive challenges to political and workplace democracy, this project seeks to support undertakings in worker participation and control, as well as grassroots leadership in community development. The Project will provide research, public forums, training and education in collaboration with University partners and a broad array of organizational stakeholders, including unions, worker centers, community-based organizations, businesses and worker cooperatives. Through this project, we will serve as a resource where these efforts can be studied, promoted, organized and taught.

Department of Economics

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Introduction

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Opportunities

Certificate in Applied Economic Research on Cooperative Enterprises

The certificate is credit-based, involving 15 credits of coursework and an approved 6-credit field-based research internship with, or related to, a cooperative enterprise. Students gain experience in doing applied economic research in the context of collaboration with faculty, other students, and owner/managers of cooperative firms.

A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Learn more about co-ops at the International Cooperative Alliance (ICA) website: ica.coop

Eligibility

The certificate is open to undergraduate students matriculated at UMass Amherst.

Requirements

Education 187
Cooperatives and Community Development: Education for Ownership
UC Berkeley School of Education
Language, Literature, Society and Culture
Fall 2005

Instructor: Mary Jo Bauen, Ed.D.
Email: bauen@earthlink.net
Home: 510-482-2518
LLSC office: Tolman 5529, LLSC phone: 643-2496

Office hours: immediately following class or by phone.

Class meetings: Thursdays 3-6 pm, 2070 Valley Life Science Building

Education 187, “Cooperatives and Community Development: Education for Ownership” will introduce students to the history, theoretical principles, practice and context of worker-owned cooperatives. The course will cover broader theories of economic democracy, workplace democracy, cooperation, and community development, and will apply these theories to evaluate contemporary socioeconomic conditions. EDUC 187 will explore the critical role of education in creating and sustaining member-owned, democratically controlled organizations.

Format

Weekly topics draw from readings, video, and student experience. Guest speakers from worker cooperatives will share expertise as worker-owners. Students will facilitate weekly participatory seminars on assigned readings. We will make at least one field trip to a Bay Area Coop. As a final project, students will work in small groups to develop a plan for a cooperative business or a community coop.



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GROUP DISCUSSION:

*what would you
want in a class on
cooperatives?*

Cooperatives:

Alternative Business Models for a Resilient Economy

ESPM 98/198: 2 Units

UC Berkeley • Fall 2015



Course Description

Cooperatives: *Alternative Business Models for a Resilient Economy* will showcase the ability of cooperative business structures — whether they be consumer, worker, or residential — to offer solutions to some issues in contemporary society. The class will assert that cooperative principles of **diffuse ownership and democratic governance** are invaluable in **addressing environmental and social injustices that the institutions of unfettered capitalism have exacerbated** in pursuit of increased profit for managers and shareholders.

Berkeley, California just happens to be at the heart of the cooperative movement, **famous for some of the most successful cooperatives in history**, ranging from the 20th century *Consumers' Cooperative of Berkeley* — a cooperative grocery network that, at its peak, maintained a membership of over 100,000 — to the Berkeley Student Cooperative, which continues to house a substantial portion of campus undergraduates after 80 years. Given recent economic downturns, increasing income inequality, and Berkeley's important place in cooperative history, this class is uniquely positioned to provide students a firm grounding in what the past, present, and future of cooperatives can offer for the **environmentally sustainable, economically resilient, and socially just** communities of tomorrow.





Week 3 Lesson Plan: Cooperative Structure!

Last week we... learned about the history of co-ops, part II #capitalism

Today we... will learn about **organizational structure in cooperatives**

Next week we... will delve into the contemporary worker co-op movement with guest practitioners

GETTING YOURSELF READY

Materials:

- coffee!
+ spoons, tasting cups
- paper to pass out
(types + specific + example)
- cardboard
- markers
- construction paper
- glue

Your Preparation:

- paper to pass out
- coffee

Agenda (w/ times):

1. Logistics
2. Check-in activity
3. BREAK (demo)
4. Structure activity
 - a. Structure (15)
 - b. Business specifics (15)
 - c. Partnerships

GETTING YOUR STUDENTS READY

Objective:

SWBAT differentiate between cooperative structures and design their own imaginary cooperative.

Proving Behavior:

Students will create their own cooperative/business, cooperatively.

Purpose:

Students must build a foundational understanding of cooperatives in order to critically analyze sustainable entrepreneurship and envision resilient economies.

Reading response assignment in preparation:

Students reflect on their identity: background, goals, and reasons for attending this class.

OPENING THE LESSON

[Jeff] Logistics (4:15-4:25)	Discuss new classroom platform Piazza; review how to see your progress on reading responses in the Progress Spreadsheet; looking forward to individual projects.
[Maddi] Check-in: Identity tree activity (4:25-4:40)	<p><i>Let's ground ourselves in today's class. We all bring to this space different experiences and bodies of knowledge so we are potentially each here for a different reason. What roots us in this class? What branches of our identity bring us to this class?</i></p> <ul style="list-style-type: none">• Visual component: Draw a tree on your paper and write about different experiences and aspects of your identity that bring you to this space. <p>5 minutes to think and write, and then 3 minutes to share with a partner.</p> <p>**CONSTRUCTIVE LISTENING: 1m30 for each partner.</p> <p>As a class: Talk about how we all bring different things to the table and how diversity is really what can make communities and larger systems resilient.</p>
Break (4:40-4:45)	coffee tasting demo

SEMINAR

Structure activity: Today, we will delve into the structure of different types of cooperatives -- such as worker-owned co-ops, consumer co-ops, producer co-ops, and housing co-ops -- in comparison with "traditional" business structures.

Organizational Structure (4:45-5:00)	Map out the organizational structure of your institution type and determine the reasons for adopting this type of structure. What are the benefits and challenges? Can you think of examples of businesses that utilize this structure?
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Co-op Case Study Project

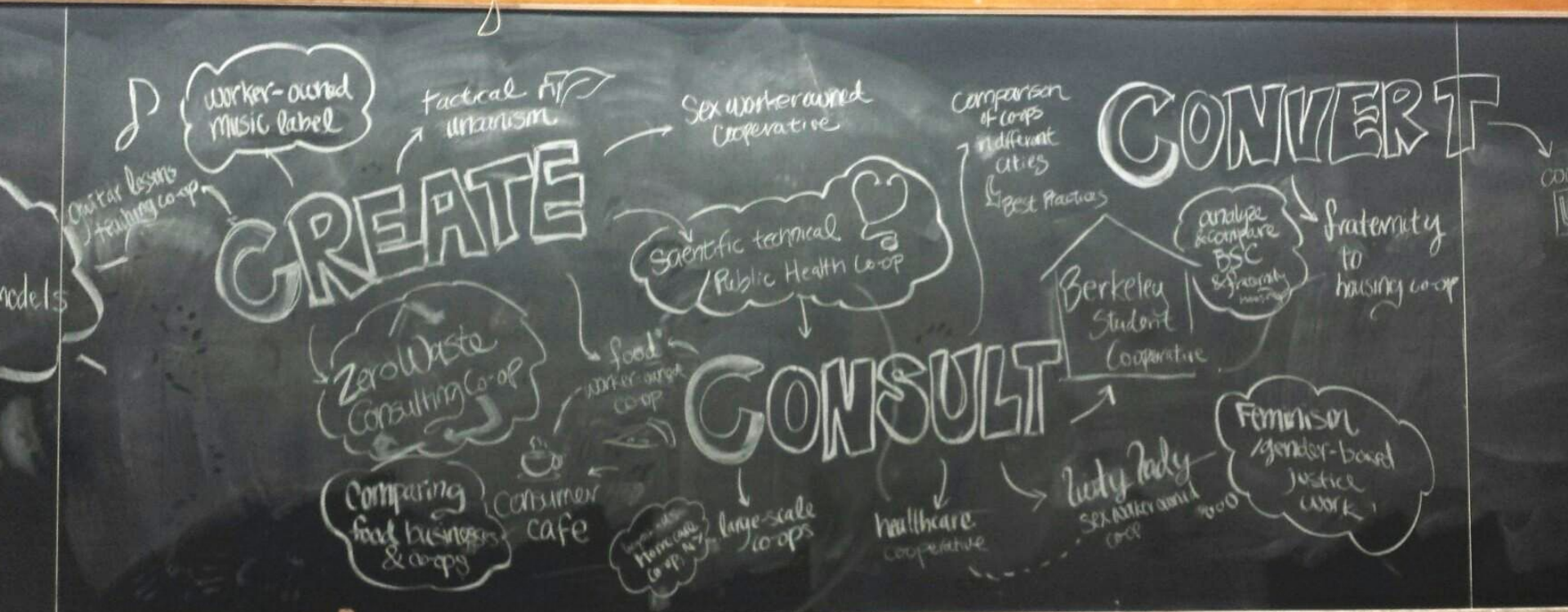
Project Types:

- Type #1: **Create:** Create a new cooperative.
- Type #2: **Consult:** Analyze an existing cooperative.
- Type #3: **Convert:** Transform an existing, non-cooperative business into a coop.

Project Ideas List

(add your project to the list!)

- Feminism / justice (create)
- Science / biology (create)
- Grocery (consult)
- Zero Waste Consulting (create)
- Cooperative housing + fraternities (consult & convert?)
- Cooperatize Uber (AirBnB, sharing economy groups? convert)
- Worker owned music label that has a space with shows, education
- Farmer/restaurant worker coop (create or transform)



Incorporating Anti-Oppression Education

Actions ▼

Week 13: Envisioning a better world? Cooperatives & Community Resilience

hello best class!

We've spent some class time learning about cooperative history, creating our own cooperative business models, and learning about cooperatives of scale. This week, we would like you to reflect on how cooperatives can be spaces for [anti-oppression](#) and education. That is, how can co-ops be used for social justice?

If we are to create co-ops that truly foster community (social and economic) resilience, we need to think about a business's role in systems of privilege and oppression. As [Tim Wise](#) points out, "Until we're in a place where we can hear people of color [speak out against racism] without us getting defensive and us getting pissed as white folks, we're really not in a place of equity."

In light of what is happening against Black students at [Mizzou](#) and [Yale](#), it's important for us as a class to think critically about the structural issues at hand. What does anti-oppression look like within cooperative and educational spaces? Do co-op businesses serve a duty to community empowerment, especially that of marginalized groups?

Here are a couple videos to get your thoughts rolling:

[Heather Hackman, "Social Justice" \(part 1\) + "Social Justice" \(part 2\)](#)

To learn more about anti-oppressive practices in social justice work, please read the Introduction, Core Themes (p. 4-7), and Radical Agenda (p. 23) of "[An Overview of Anti-Oppressive Practice](#)".

And finally, here's a sneak peek of some of the guest speakers for Monday's class: [DIG Cooperative](#), [Sustainable Economies Law Center](#), [Sine Hwang Jensen](#) (scroll down to see Sine's bio), and others!

have a good rest of your week!
grace lihn & the facilitator team
*cooperatives: alternative business models
for a resilient economy*

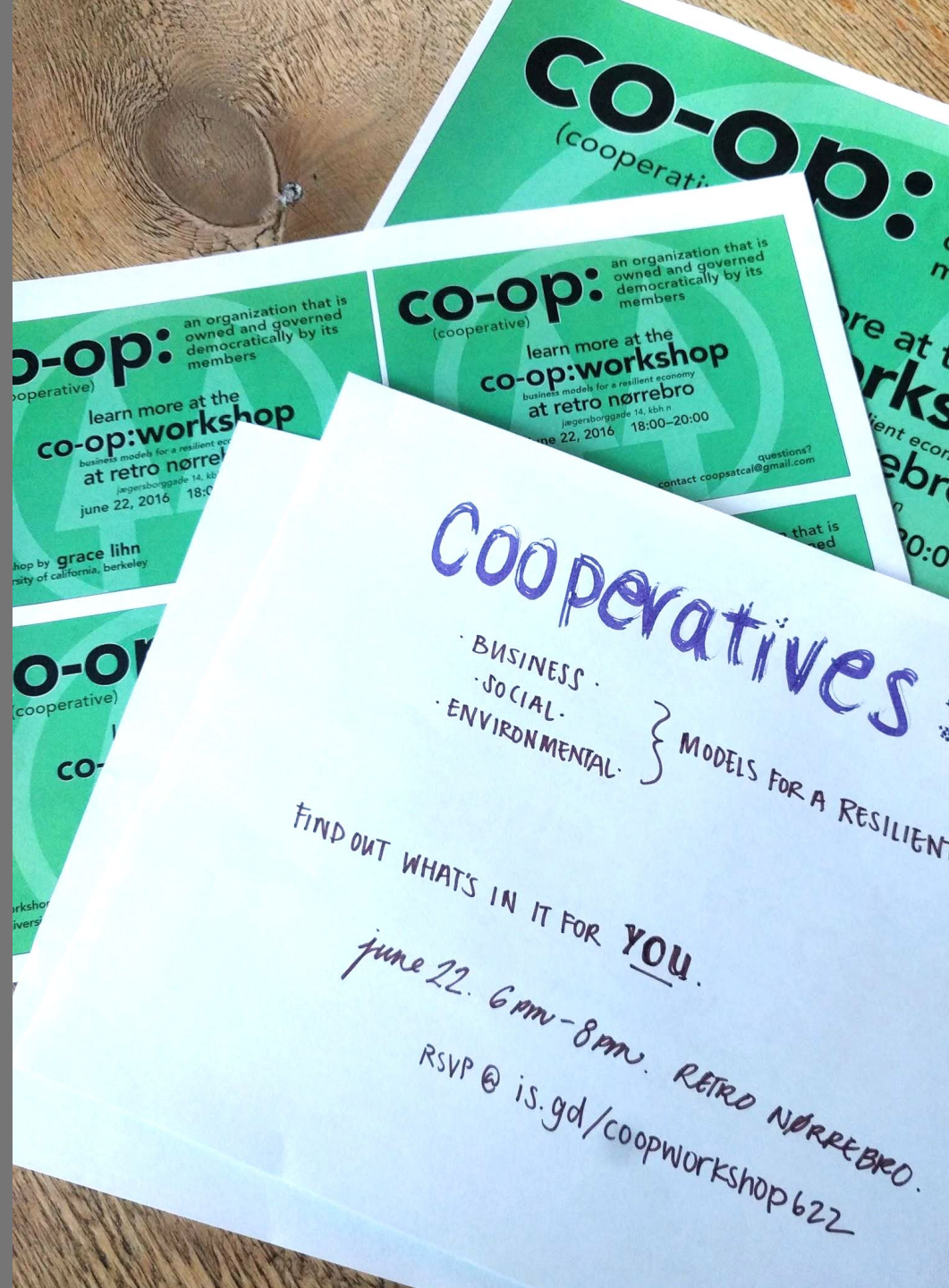
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growing the
movement



Association for the
Advancement of
Sustainability in
Higher Education
(AASHE) Conference
**Minneapolis,
Minnesota**

Copenhagen Denmark



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**what could coop
education look like
on your campus?**

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**how can we
continue the
conversation?**