

# Environment and Development

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## Course Description

This course considers change which will improve conditions for all and be beneficial to the long run survival and future of the planet earth and our human species; change in the direction of harmonious social relationships and ecological balance with nature. Emphasis will be on the flexibility of culture; that equity and balance are as possible as inequality and imbalance; that constructive living and social structures are equally as achievable as destructive ones.

We will discuss action strategies which groups can and are using to achieve constructive living by self reliant participation in productive activities on local levels and beyond.

*At each meeting each student will be responsible for one paragraph containing the most important points about the readings and topics of discussion. These will be collected sporadically. The semester readings should help you discover some strategies to involve people in self-reliant participation in improving their situations; keep a list of them as they appear in the readings.*

We will be reading about 50-80 pages per meeting day. Section 01 meets Mon- 2-4:30. Section 02 meets Tues 2-4:30.

### Required Readings:

Danaher, Kevin ed. *Corporations Are Gonna Get Your Mama: Globalization and the Downsizing of the American Dream*. Monroe, Maine: Common Courage Press. 1996

Mittal, A. *Economic Human Rights (News and Views)*. Oakland, CA: Food First, Institute for Food and Development Policy. 1997

Langevin & Rosset. *Land Reform From Below (Background)*. Oakland, CA: Food First, Institute for Food and Development Policy. 1 997

Wallis, Victor. Lester Brown, "The World Watch Institute, and the Dilemmas of Technocratic Revolution". *Organization and Environment*. Vol 10 #2 June 1997

Harrison, Paul. 1992 *The Third Revolution: Population, Environment and A Sustainable World*. Penguin Books.

MacLeod, Greg. *From Mondragon to America: Experiments in Community Economic Development*. Sydney, Nova Scotia: UCCB Press. 1 997

### Optional Readings:

Whyte Wm Foote and Kathleen. *Mondragon: The Growth and Dynamics of the Worker Cooperative Complex*. ILR Press: Cornell University.

Korten, David C. 1990 *Getting to the 21st Century: Voluntary Action and the Global Agenda*. Kumarian Press.

Kasmir, Sharryn. *The Myth of Mondragon: Cooperatives, Politics, and Working-class life in a Basque Town*. SUNY Press. 1996 *Co-op America Quarterly Green Pages*

General Schedule: Be prepared to discuss ideas from the readings listed.

I. First week: Mon Jan. 26 or Tues Jan 27 - Introduction to the course and *The Greening of Cuba*: A film on sustainable agriculture.

II. Feb 2 or 3 - Feb 23 or 24- *Corporations are Gonna Get Your Mama*. One section each week:

Feb 2 or 3 Foreword, Introduction and Sec.I: Corporate Power and the Global Economy

Feb 9 or 10 Sec. II: Redefining The National Interest

February 16 Presidents' Day - no classes I would like to keep both classes on the same schedule - if the Monday class reads to keep up we will let both classes have a day off from reading for Patriots' Day on April 20 and 21.

Feb 16 or 17 Sec. III: Mother Earth & the Corporate Imperative

Feb 23 or 24 Sec. IV: Resistance and Alternatives

Assignment # 1: Write a report that highlights the major points in each section (counting the foreward and introduction as one section) of *Corporations are Gonna Get Your Mama*. Due March 2nd or 3rd.

III. March 2nd or 3rd - Read the following 3 pamphlets:

*Economic Human Rights: The Time Has Come* by A. Mittal

*Land Reform From Below: The Landless Workers Movement in Brazil* by Langevin and Rosset

Lester Brown. *The Worldwatch Institute, and the Dilemmas of Technocratic Revolution* by Victor Wallis

Assignment # 2: In these articles what do the authors suggest are the new dimensions of environmental politics and what is the task of ecological educators if they are to pursue real solutions? Design a practical project that might fit these above criteria. *Pay special attention to strategies for self-reliant participation here and throughout the semester*. Due March 9th or 10th. Using these same criteria we will also be trying to solve some of the problems raised in the next text: *The Third Revolution*.

IV. March 9 or 10 - April 20 - 21 - Read *The Third Revolution* which deals with issues of ecological imbalance and inequality. The links between Technological Development, Community Organization and Environmental Action. Problems and possible solutions.

Mar 9 or 10: Preface, Prologue and Chapters 1 - 4

Mar 16 or 17: Chapters 5 - 9

March 20- 30th: Spring Vacation

Mar 30 or 31st: Chapters 10 - 15

April 6 or 7: Chapters 16 - 19

April 13 or 14: Finish the book Chapter 20 & Appendices and Executive Summary

Film: Challenge to End Hunger.

April 20 - 21: The promised no reading day!

Assignment # 3: How could the solutions the author suggests especially in chapters 19 and 20 become more sophisticated if we look again at the new dimensions of environmental politics and the task of ecological educators noted in Assignment # 2. Write about the more sophisticated solutions you find by looking at the material from this point of view. How can we encourage self-reliant participation? Due April 20 or 21.

V. April 27 or 28 - May 11 or 12: Read selections from: *From Mondragon to America: Experiments in Community Economic Development*. A new approach. Which direction: hunger or plenty; corporate or cooperative community? Current strategies and action programs to maintain or regain equity.

Film: BBC Documentary on Mondragon

> *Note especially what strategies Mondragon*

*uses to involve people in self-reliant participation in improving their situations.*

Final Assignment # 4: Make a list of strategies to involve people in self-reliant participation in improving their situations (or) summarize sections from the book. From Mondragon to America.