



Workplace Democracy

Fall Semester 2022

Course: 40995 CRN: 19498

Instructor: Michael Palmieri

Office: Bowman Hall 321, Room F

Hours: Monday and Wednesday 12:30-2pm, or by appointment.

Meeting: Tuesday and Thursday, 11am-12:15pm

Location: Bowman Hall, 122

Course Description and Learning Objectives

The course is motivated by the broad question: what role can workplace democracy and employee ownership play in creating an economy that works for all?

Workplace democracy and employee ownership take a multitude of forms and are receiving renewed attention from public officials, the business community, social movement leaders, and academics. Nearly 10% of the private sector workforce in the US is employed by an employee-owned company. Yet, this topic remains understudied, and misconceptions abound within both the general public and academia, and debates over the roll employee ownership can play in our economic system are still on going, with major questions still being researched. Is workplace democracy a socialist utopia, a more equitable form of capitalism, or a synthesis of both? What do we mean when we talk about workplace democracy and employee ownership? Is it simply a “pie in the sky” idea, or does it have a long history in the US, with existing examples today? What are the benefits associated with employee-ownership for workers, companies, and communities? And finally, is it possible to expand the number of companies practicing employee ownership and workplace democracy?

With the above questions in mind, this course will familiarize students with the foundational literature on workplace democracy and employee ownership, its linkages with democratic theory and economic equality, and its historical development within the US. The course will also cover the social, political, and economic effects of employee-owned firms for individuals, companies, and communities as well as the ecosystem of organizations working to make democratic workplaces and employee ownership more widespread.

This course will be conducted as a seminar, in which the students carry much of the burden for maintaining a productive line of analysis and discussion. There is a great deal of reading required for this course. You are expected to complete all assigned readings prior to attending each class session. **In addition, you are expected to:**

- Make active and informed contributions to seminar discussions and share in the responsibility for their content and conduct;
- Prepare for and lead analytical discussions on assigned readings;
- Participate in small-group work; and
- Produce high-quality academic work.

At the conclusion of the course students will be able to:

- Apply and evaluate contending theories within political science, sociology, and economics and how they apply to democratic and employee-owned workplaces
- Explain how workplace democracy and employee ownership is embedded in the liberal-republican tradition within the United States
- Communicate a thorough understanding of the various models of employee ownership in the United States and in other international contexts
- Assess the changing and evolving nature of government support for employee ownership by local, state, and national government and its relationship to the expansion of models of employee ownership.
- Identify the political, social and economic effects of employee ownership on individuals, companies, and surrounding communities
- Understand how organizational networks operate, specifically in the field of employee ownership.

Teaching Philosophy

I believe that all students are capable of success in the classroom. In my courses, and in this course, I aim to provide a variety of different formats for both presenting materials and gauging student learning. I believe in challenging students with rigorous coursework, while providing the resources and mentoring to help them succeed. I believe that instructors learn from students just as students learn from instructors. I aim to provide a classroom where students are willing to challenge the material discussed in class and fully participate in the learning experience.

Course Materials

Required Texts

Blasi, Freeman, and Kruse (2014). *The Citizens Share: Reducing Inequality in the 21st Century*. Yale University Press.

Additional Texts

Readings from the text will be complimented to further readings of popular press and academic articles, as well as selected chapters from books, scholarly reports and other materials. Links to or PDFs of these readings will be made available on Canvas, linked to in the syllabus or sent via email.

Grades

A	> 93 %
A-	90-93 %
B+	87-89 %
B	83-86 %
B-	80-82 %
C+	77-79 %
C	73-76 %
C-	70-72 %
D+	67-69 %
D	63-66 %
F	< 63 %

Course Policies

Deadlines, Late Work, and Being Human

Ok... so, we are living through a pandemic (or are we now endemic, or post-pandemic, or something in between?). You get the point; things are unclear and always evolving and I recognize that we are all human. I also recognize that we are all in this together.

Assignments are due on the due date/ time specified on the course schedule. My expectations are that deadlines for assignments and presentations will be met. I set deadlines to keep you on track. I also set them to allow myself time to engage with your individual and group progress and provide feedback in a timely fashion. The deadlines should not, however, be a source of undue stress.

I recognize that professional and personal commitments sometimes make it difficult to complete assignments on time (you will notice that some classes this semester will not be held in-person because of my own professional commitments). If you anticipate needing extra time on an assignment, please connect with me in advance of the due date. **If you need an extension, please ask.**

Additionally, while I ask that you turn in your best work, sometimes life gets in the way, and we must submit something that we know is not completely edited or as good as we would like. I would much rather have you turn in something that is a “work in progress” than wait and become overwhelmed by late assignments. Plus, if you turn something in after the scheduled deadline, feedback will likely be delayed. In short, a lower grade is always better than a 0.

Readings: Do the assigned readings before coming to the class for which they are assigned. Experience shows that there is a strong relationship between preparedness and grades. The lectures are designed to help internalize some of the concepts covered in the readings, but only at a high level. Students who have not completed the readings will get less from the lectures. Additionally, both the midterm and final assignments will be much easier if you have read prior to the assignments.

Course Design

I understand that students have different constraints and issues when it comes to internet access along with work life and personal/family life demands, demands which can be best met with the flexibility that partially online learning can offer. I also understand that you, as students, expect a level of engagement and interaction that comes with a college level course. With the pandemic still ongoing this class is designed purposefully designed in a way that if we move to “virtual” the course can continue with minimal disruption.

The design of this course aims to strike a balance between flexibility via online assignments, which allow you to attend to the demands of daily life during this pandemic, while still providing you with a level of engagement and group-based discussion and projects that will take place in-person.

Assignments

Assignment	Percent of Total Grade
1). Attendance	15%
3). Reading Responses/ In-class discussion	25%
2). Online and In-class Quizzes	10%
4). Mid-term: Employee Ownership Model	20%
5). Final Presentation: Employee Ownership Case Study	30%

A Note on Assignments

As you will see, both the midterm and final assignments build on one another. Moreover, completing one task makes the completion of the next much easier e.g., doing a thoughtful reading response will make quiz completion easier.

1). Attendance (15% of total grade)

Attendance will be taken each day in class both verbally and using a sign in sheet. If you do not email me prior to class, you will be marked absent.

2). Reading Responses and In-class Discussion (25%)

Before each class meeting you will hand in a response to that day’s readings. In addition to completing reading responses, students will be expected to participate in class discussion and activities.

Reading responses must be submitted before class 10:59 am prior to class on either Tuesday or Thursday, using Canvas. A prompt will be provided via Canvas at least 2 days before class for you to use as a guide in your reading responses. This prompt will be drawn from our main text, other assigned readings, or will pertain to current events that develop throughout the semester related to our readings. You can begin responding to this prompt as soon as it is posted, no need to wait until the due date to do so.

There is no assigned length to the responses. I am looking for quality not quantity (though most questions will require at least 3-5 sentences). In addition to responding to the prompt each response should include one or more question(s) that you have about the material that week. And do not be afraid to be critical about the work we read, if you have an issue with the argument a particular author is making, great – let’s hear about it! If the concept being discussed is not clear, you can write about that too! These responses will also allow me to ensure that you are engaging with the material and that our in-person classes answer any questions you may have.

For this to work, responses must be submitted before class begins.

***** In addition, it is expected that you bring a copy of your responses and to class, or have them accessible in some format (written, or digital). It will help further drive discussion.**

3). Online and In-class Quizzes (10%)

On Thursday/Friday before the following Monday class, a short quiz may be posted on Canvas. The quizzes must be completed before the following Friday when a new quiz may be posted.

The quizzes will not include “gotcha” questions. Instead, they will ask questions that relate to foundational concepts, ideas, and arguments made in that week’s readings. **Don’t stress about these quizzes**, they are designed to allow you to gain points, not lose them. Of course, these are “open book” quizzes and I encourage everyone to return to the readings and class notes while taking the quiz. The Canvas portal to complete these quizzes will be closed after a week (the following Friday).

4.) Mid-term: Employee Ownership Model (20%)

FINAL DRAFT DUE FRIDAY OCTOBER 21ST, 11:59PM

Throughout the semester we will discuss not only the political, economic and philosophical underpinnings of workplace democracy and employee-owned firms but real-world examples of the issues and problems worker-owned firms face, and the policies and practices designed to address them. For this project you will be able to choose a particular model of employee-ownership and further develop your understanding about firms using that model. The project will take the form of a 6-7-page paper and be carried out individually. These projects will later serve as the foundation for your final assignment.

Directions for Midterm Papers

1. **Choose a Model of Employee Ownership:** In this class we will cover various forms of employee ownership – worker cooperatives, employee stock ownership plans (ESOPs), employee-owned trusts (EOTs) as well as other forms. You must select one of the models to cover in your paper.
2. **Provide an Overview of its Prevalence:** How many companies have this form of employee ownership? How many workers are employed? What industries are these companies found within. How are they distributed geographically?
3. **Explain How that Model Works:** Provide an overview of how the model is governed internally, and how wealth is shared with employee-owners within the firm. (e.g. how do governance and financial rights function?)
4. **Provide History about the Model's Development:** Provide historical context for the model's development. Some models have longer histories than others, not all forms developed at the same time.
5. **Benefits and Drawbacks:** What are the benefits of this model? Are they easy or difficult to set up? How do employee's benefit from working at these companies?
6. **Identify one Support Organization:** Identify an organization that assists with the development of the model of employee ownership that you choose. Generally speaking, In what ways does it provide assistance and support (finance, education, advocacy, technical assistance etc.)? When was it created? How many staff members does it have? Where is it located?

*A Template and grading rubric for the midterm paper will be posted on Canvas in the coming weeks.

Midterm Papers should follow the guidelines below:

- 1) 6-7 pages in length not including cover page, graphs, images, and figures
- 2) 12-point Times New Roman font, double spaced, 1 inch margins.
- 3) APA Manual formatting, 7th edition.
- 4) Your name should be included in the header of your paper.
- 5) Text should be double-spaced and include page numbers in the bottom-right corner of the page.
- 6) Documents should be MS Word (compatible) format. (doc/docx/rtf)
- 7) Naming convention for files, for ex. Joe.Smith.ResearchPaper.doc
- 8) Paper should draw on at least 5 scholarly sources, in addition to the text we are using for class.

Submission Dates for Midterm Paper

Due Date	Assignment	Submission	Grade
Friday, Oct. 7 th (You can choose sooner)	Choose model	Via Canvas	5%

October 7 th -13 th (Anytime if you pick sooner)	Set up meeting to discuss	Virtual/ In-person	15%
Friday Oct. 21 st	Submit final draft	Via Canvas	80%

**5). Final Presentation: Employee Ownership Case Study (30%)
DUE FRIDAY DECEMBER 9TH, 11:59PM**

There will be no final examinations in the traditional sense for this course. Instead, you will build upon your midterm project where you choose a particular model of employee ownership. Based on the model you picked you will now identify either a company who has that form of employee ownership or a support organization that works to develop and expand that form of employee ownership. You will then use this information to create a PowerPoint presentation that answers the questions listed below, and will also conduct an interview with someone at the firm or organization you choose

1. **Choose a firm or organization:** Choose either a business that is employee-owned or a support organization working on expanding employee ownership. If you select a business, it should have the same model you chose for your midterm paper.
2. **Overview:** Where is it located? When was it founded? What industry does it operate in? How many people are employed there? If a firm, when did it become employee owned and how? If a support organization, what kinds of resources does it provide, and to what kinds of companies?
3. **Purpose and mission:** If a firm, when and why did it become employee-owned? How did they find out about the option? If a support organization, why was it founded and what is its mission, and how did they arrive at employee ownership?
4. **Benefits and challenges:** If a firm, what are the benefits and challenges of employee ownership at the company? If an organization, what are the barriers they face in achieving their mission and goals?
5. **What does employee ownership mean:** What does employee ownership mean to the individual you are interviewing?

Directions for Final Presentations

1. Create a PowerPoint presentation (no more than 10 slides) that integrates all of components listed above into one presentation.

*** More details and a rubric for the final presentation will be provided as the semester continues. These directions will be posted on Canvas and distributed at class meetings.

Submission Dates for Final Presentation

Due Date	Assignment	Submission	Grade
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Friday, Nov. 4 th (You can choose sooner)	Choose case study	Via Canvas	5%
November 4 th -22 nd (Anytime if you pick sooner)	Set up meeting to discuss	Virtual/ In-person	15%
Friday December 9th	Submit final draft	Via Canvas	80%

Formatting Resources

Below are further resources that can be used for locating peer reviewed articles and using APA format.

1. **Kent State Library** – Has both a ‘discover’ and ‘journal finder’ portal which are both great ways to search for journals that cover your particular topic.
<https://www.library.kent.edu/>
2. **Google Scholar** – If you want to do a quick keyword search and see what pops up this is a good resource, also allows you to see how many times the work has been cited by other scholars
<https://scholar.google.com/>
3. **Scribbr** – a very reliable, and up to date, APA citation generator which builds your bibliography for you. Saves a lot of time and effort.
<https://www.scribbr.com/apa-citation-generator/>
4. **Purdue Owl** – provides an overview for APA formatting and style guide.
https://owl.purdue.edu/owl/research_and_citation/using_research/citation_style_c_hart.html

Topical Resources

Here are links to some of the most well-known sites for ideas and research around workplace democracy and employee ownership.

1. **National Center for Employee Ownership** – One of the leading research organizations around employee ownership: <https://www.nceo.org/>
2. **Democracy at Work Institute** – Research and training arm of the US Federation of worker cooperatives. Good research and basic information on worker cooperatives: <https://institute.coop/>
3. **US Federation of Worker Cooperatives**: is the national grassroots membership organization for worker cooperatives: <https://www.usworker.coop/home/>
4. **Curriculum Library for Employee Ownership** – The largest global online library on employee ownership resources: <https://cleo.rutgers.edu/about/>
5. **Fifty by Fifty** – special online news publication covering employee ownership: <https://www.fiftybyfifty.org/>
6. **The Democracy Collaborative** – research and development organization that focuses on community wealth building strategies and case studies: <https://democracycollaborative.org/publications>

Week 1
Introductions

Thursday, August 25th (NO IN-PERSON CLASS, NATIONAL EO SUMMIT)

- **Review Syllabus and Readings on Canvas**
- Complete “About Me” posted on Canvas
- Take short syllabus quiz

Week 2
Where We Are

Tuesday August 30th
System Change?

- **READ:** Alperovits, *What Then Must We Do?*, Introduction – Chapter 3
- **READ:** Wolff, *Democracy at Work*, Introduction
- **Recommended:**
 - Merkel, “Is Capitalism Compatible with Democracy?”

Thursday, September 1st
The State of Economic Inequality in the US

- **READ:** Brookings, “Examining the Black-white wealth gap”:
<https://www.brookings.edu/blog/up-front/2020/02/27/examining-the-black-white-wealth-gap/>
- **READ:** Council on Foreign Relations, “The U.S. Inequality Debate”:
<https://www.cfr.org/backgrounder/us-inequality-debate#:~:text=In%202021%2C%20the%20top%2010,percent%20of%20wealth%20in%202021.>
- **Recommended:**
 - Schlozman et al., “Growing Economic Inequality and Its (Partially) Political Roots

Week 3
Economic and Political (In)equality

Tuesday September 6th
Connections in Theory and Practice

- **READ:** Dahl, *A Preface to Economic Democracy*, Chapter 2
- **READ:** Nadeau et al., “Wealth and Voter Turnout”
- **READ:** Gilens, “Preference Gaps and Inequality in Representation”

Thursday September 8th
Consequences

- **READ:** Solt, Does Economic Inequality Depress Electoral Participation?
- **READ:** Kuo and McCarty, “Democracy in America”
- **Recommended:**
 - Wilkinson and Pickett, “Income Inequality and Social Disfunction”

Week 4

History and Justifications

Tuesday September 13th

Situating Employee Ownership Historically

- **READ:** Blasi et al., *The Citizen's Share*, Preface – Chapter 1
- **READ:** Logue and Yates, *The Real World of Employee Ownership*, Foreword – Introduction
- **Recommended:**
 - Pitman, “History of Cooperatives in the United States: An Overview”

Thursday September 15th

Justifications for the Democratic Firm

- **READ:** Dahl, *A Preface to Economic Democracy*, Chapter 4
- **READ:** Ellerman, *The Democratic Worker Owned Firm*, Chapter 2
- **Recommended:**
 - Anderson, “How bosses are (literally) like dictators”: <https://www.vox.com/the-big-idea/2017/7/17/15973478/bosses-dictators-workplace-rights-free-markets-unions>

Week 5

History and Justifications Continued

Tuesday September 20th (NO IN-PERSON CLASS, OHIO EO RETREAT)

Justifications and History

- **READ:** Blasi et al., *The Citizens Share*, Chapter 4 “How it Evolved”
- **READ:** Dow, *Governing the Firm*, Chapter 2
- **Recommended:**
 - Greenberg, *Workplace Democracy*, Chapter 1
 - Bowels and Gintis, “An Economic and Political Case for the Democratic Enterprise”
 - Kelley, *The Divine Right of Capital*, Introduction and Chapter 10

Thursday September 22nd

Justifications for the Democratic Firm

- **READ:** Gourevitch, “Labor Republicanism and the Transformation of Work”
- **READ:** Rothschild, “Workers’ Cooperatives and Social Enterprise a Forgotten Route to Social Equity and Democracy”

Week 6

Surveying the Field: Examples and Conceptual Foundations

Tuesday September 27th (NO IN-PERSON CLASS – EO FALL FORUM)

Examples and Prevalence

- **READ:** Blasi et al., *The Citizens Share*, Chapter 2
- **READ:** Blasi et al., *The Citizens Share*, Chapter 3

Thursday September 29th

Ownership of What? Economic Democracy vs Shared Capitalism

- **READ:** Ben-Ner and Jones, “Employee Participation, Ownership, and Productivity: A Theoretical Framework”
- **READ:** Palmieri and Cooper, “Employee Ownership: What it is and What it Can Achieve” (pp. 1-8)
- **READ:** NCEO, “Employee Ownership for Closely Held Companies: ESOPs, Equity Grants, Trusts, and Worker Cooperatives”: <https://www.nceo.org/article/employee-ownership-closely-held-private-companies-esops-equity-grants-trusts-and-worker>

Week 7

Surveying the Field: Worker Cooperatives

Tuesday October 4th

Worker Cooperatives, Domestic Perspectives

- **READ:** NCBA CLUSA, “The 7 Cooperative Principles”: <https://nbaclusa.coop/resources/7-cooperative-principles/>
- **READ:** DAWI, “What is a Worker Cooperative”: <https://institute.coop/what-worker-cooperative>
- **READ:** DAWI, “2021 Worker Cooperatives State of The Sector Report” <https://institute.coop/resources/2021-worker-cooperative-state-sector-report>
- **READ:** Dow, *Governing the Firm*, Chapter 3 (pp.45-57)
- **Recommended:**
 - Nembhard, “Cooperative Ownership in the Struggle for African American Economic Empowerment”
 - Fairbairn, “The Meaning of Rochdale: The Rochdale Pioneers and the Co-operative Principles”

Thursday October 6th

Worker Cooperatives, International Perspectives

- **READ:** Dow, *Governing the Firm*, “The Mondragon Cooperatives” (pp. 57-66)
- **READ:** Dow, *Governing the Firm*, “The Lega Cooperatives” (pp. 67-76)
- **READ:** Logue, “Economics, Cooperation and Employee Ownership: The Emilia Romagna Model in More Detail”
- **Recommended:**
 - **WATCH:** *The Take: Occupy, Resist, Produce:* <https://www.youtube.com/watch?v=3-DSu8RPJt8>
 - Duda, “The Italian Region Where Co-ops Produce a Third of Its GDP”: <https://www.yesmagazine.org/economy/2016/07/05/the-italian-place-where-co-ops-drive-the-economy-and-most-people-are-members>
 - Goodman, “Co-ops in Spain’s Basque Region Soften Capitalism’s Rough Edges”: <https://www.nytimes.com/2020/12/29/business/cooperatives-basque-spain-economy.html>

Week 8

Surveying the Field: Employee Stock Ownership Plans & Employee-Owned Trusts

Tuesday October 11th

Employee Stock Ownership Plans (ESOPs)

- **READ:** Dow, *Governing the Firm*, “Employee Stock Ownership Plans” (pp. 76-83)
- **READ:** NCEO, “Employee Ownership by the Numbers”:
<https://www.nceo.org/articles/employee-ownership-by-the-numbers#:~:text=Employee%20Stock%20Ownership,How%20Many%20ESOPs%20Are%20There%3F,assets%20of%20over%20%241.6%20trillion>.

Thursday October 13th (NO CLASS – FALL BREAK)

Employee-Owned Trusts (EOTs)

- **READ:** Michael, “Employee Ownership Trusts: A New Model of Employee Ownership?”: <https://eotadvisors.com/employee-ownership-trusts-eot-a-new-model-of-employee-ownership>
- **READ:** Michael, “The British are Coming: ESOPs and Perpetual Trusts”:
<https://eotadvisors.com/the-british-are-coming-esops-and-perpetual-trusts-employee-ownership-trust-eot>
- **Recommended:**
 - **READ:** Pendleton and Robinson, “Employee Ownership in Britain Today”
 - **LISTEN:** Ohio Employee Ownership Center, “The Employee Ownership Trust”:
<https://www.oeockent.org/owners-at-work-podcast/episode-13-the-employee-ownership-trust>

Week 9

Surveying the Research: Individual Benefits

Tuesday October 18th

Political: The Spill-over theory

- **READ:** Bud et al, “Learning About Democracy at Work: Cross National Evidence”
- **READ:** Timming and Summers, “Is workplace democracy associated with wider pro-democracy effect? A structural equation model”

Thursday October 20th

Economic, Social, and Political: Wages, Employment Stability, and Wealth

- **READ:** Wiefek, “Employee Ownership and Economic Well-Being”
- **READ:** Boguslaw and Schur, “Building the Assets of Low- and Moderate-Income Workers and their Families: The Role of Employee Ownership”

- **READ:** Schlachter and Prushinskaya, “How Economic Democracy Impacts Workers, Firms, and Communities”
- **Recommended:**
 - Cox, “The Role of Broad-Based Employee Ownership Opportunities in Prisoner Reentry”

Week 10

Surveying the Research: Company Performance & Current Studies

Tuesday October 25th

Summarizing the Findings

- **READ:** Blasi et al., *The Citizens Share*, Chapter 5
- **READ:** O’Boyle et al., “Employee ownership and firm performance: a meta-analysis”
- **Recommended:**
 - NCEO, “Key Studies on Employee Ownership and Corporate Performance”: <https://www.nceo.org/article/key-studies-employee-ownership-and-corporate-performance>
 - NCEO, “Research on Employee Ownership”: <https://www.nceo.org/article/research-employee-ownership>

Thursday October 27th

What about Covid?

- **READ:** EOF, “Employee-Owned Firms in the Covid-19 Pandemic”
- **READ:** NCEO, “Measuring the Impact of Ownership Structure on Resilience in Crisis”: <https://www.nceo.org/article/measuring-impact-ownership-structure-resiliency-crisis>
- **READ:** NCEO, “Employee Ownership in the U.S. Food System During COVID-19”
- **READ:** Trenholm and Manklang, “Worker Co-ops Weathering the Storm of Covid-19 and Beyond”

Week 11

Why so Rare?

Tuesday November 1st

A word from the Theoretical

- **READ:** Blair et al., “An Unstable Form or a Stabilizing Force?” (pp. 241-248)
- **READ:** Kremer, “Why Are Worker Cooperatives So Rare?”

Thursday November 3rd

A word from the Empirical

- **READ:** Bernstein, “Why Aren’t There More? Assessing Barriers to ESOP Creation”
- **READ:** Perotine, “Worker Cooperatives: Good Sustainable Jobs in the Community”
- **READ:** Cornforth and Thomas, “Cooperative Development: Barriers, Support Structures and Cultural Factors.

Week 12

Creating a Supportive Environment

Tuesday November 8th

What exactly is an “ecosystem”?

- **READ:** Hoover and Abell, “The Cooperative Growth Ecosystem: Inclusive Economic Development in Action” (pp. 13-27)
- **READ:** Cocoran and Wilson, “The Worker Co-operative Movements in Italy, Mondragon, and France: Context, Success Factors and Lessons”
- **READ:** Abell, “Worker Cooperatives: Pathways to Scale” (pp. 21-43)

Thursday November 10th

Support Organizations

- **READ:** Hansenfeld and Gordon, “Understanding multipurpose hybrid voluntary organizations”
- **READ:** Palmieri & Cooper, “Building Legacies: Retaining Jobs and Creating Wealth Through Worker Ownership” (focus on barriers section, pp. 17-26)
- **Visit Websites**
 - National Center for Employee Ownership: <https://www.nceo.org/>
 - Employee Ownership Expansion Network: <https://www.eoxnetwork.org/>
 - Ohio Employee Ownership Center: <https://www.oeockent.org/>
 - Democracy at Work Institute: <https://institute.coop/>
 - US Federation of Worker Cooperatives: <https://www.usworker.coop/home/>
 - NYC Network of Worker Cooperatives: <https://nycworker.coop/home/>

Week 13

Achieving Policy Goals Through Employee Ownership

Tuesday November 15th

National Context

- **READ:** Abell, “The Case for Employee Ownership: Why philanthropy and government should invest in this powerful business model”
- **READ:** Wiessburd et al., “Race and Gender Wealth Equity and the Role of Employee Share Ownership”
- **READ:** Abello, “Can Private Equity Model Build Wealth for Workers of Color?": <https://nextcity.org/features/can-a-private-equity-model-build-wealth-for-workers-of-color>

Thursday November 17th

Right in Your Backyard

- **READ:** Palmieri and Cooper, “Building Legacies: Retaining Jobs and Creating Wealth Through Worker Ownership”
- **Visit Websites:**
 - Evergreen Cooperatives: <https://www.evgoh.com/>
 - Co-op Cincy: <https://coopcincy.org/>

Week 14

Public Policy and Government Support

Tuesday November 22nd

National

- **READ:** Blasi et al., *The Citizens Share*, Chapter 6
- **READ:** Moriarty, “Turning Employees into Owners: Rebuilding the American Dream”

Thursday November 24th (NO CLASS- THANKSGIVING BREAK)

Week 15

Public Policy and Government Support

Tuesday November 29th

Local Efforts

- **READ:** Sutton, “Cooperative cities: Municipal support for worker cooperatives in the United States
- **READ:** Camou, Cities Developing Worker Co-ops: Efforts in Ten Cities
- **Recommended:**
 - DAWI and NLC, “The Municipal Playbook for Employee Ownership”

Thursday December 1st

State Efforts

- **READ:** Rosen, “State Legislation on Employee Ownership”:
<https://www.nceo.org/article/state-legislation-employee-ownership>

Week 16

This is Not Heaven, and We Are Not Angels

Tuesday December 6th

When an Employee-Owned Company Sells

- **WATCH:** *We the Owners: Employees Expanding the American Dream*
- **READ:** Rose, (Ready article by Palmieri and Cooper, then read 4 other articles in this series) “A Forum on the end of employee ownership”:
<https://www.fiftybyfifty.org/2019/12/last-call-a-forum-on-the-end-of-employee-ownership-at-new-belgium/>

Thursday December 8th

Reproduction of Inequalities

- **LISTEN & READ:** (listen to the podcast and read the article):
<https://www.bloomberg.com/news/features/2022-06-30/worker-owned-business-model-in-spain-is-keeping-inequality-in-check>

- **READ:** Giden, “Chasing Utopia”
- **READ:** Reibstein and Schlachter, “Gender- and Race-Based Inequalities in Democratic Worker-Owned Firms: Evidence from the First National Survey of the Sector”
- **Recommended:**
 - Bamberg, “Mondragon through a Critical Lens”: <https://medium.com/fifty-by-fifty/mondragon-through-a-critical-lens-b29de8c6049>

Finals Week

Friday, December 16th 12:45-3:00pm,

*Finals will be held in the same room we meet in all semester - **Bowman Hall, 122***