

Roots of Change program

INTRODUCTION TO THE PROGRAM AND MATERIALS

HISTORY AND AIMS

Roots of Change is a unique, self-guided group learning program requiring no academic background. ISEC first set up The *Roots of Change* study program in 1994. The goal was to bring together concerned individuals in communities around the world to explore the systemic causes of today's global and national problems. The curriculum provides a framework within which small groups of individuals (study circles) discuss and plan strategic responses.

The aims of *Roots of Change* are:

- *To encourage a broad analysis of the origins and workings of the global economy.*
- *To promote discussion of the impact of corporate globalisation on participants' own communities and around the world.*
- *To facilitate and inspire strategic local action and 'translocal' partnerships.*

Feedback from past *Roots of Change* groups has been extremely positive, with group members saying that they found the process generated a strong sense of commitment to action, as well as proving extremely rewarding on a personal level. Many of the groups stayed together long after they had completed the study program, being inspired to work together to start local newsletters, local food initiatives and other campaigns.

WHY STUDY CIRCLES?

Learning and working for change is both more fun and effective when we do it as a group. Of course individual action has an important part to play, but when we join together with friends, neighbors and other like-minded people, we increase our power to make things happen much faster and we can gain emotional strength and support from a sense of shared purpose.

THE CURRICULUM AND THE LEARNING PROCESS

The curriculum

The study materials that you will be using consist primarily of articles and book excerpts that have been organised into topical sections, or 'modules'. These are taken from the writings of the world's leading 'new paradigm' thinkers - in the fields of economics, politics, ecology, culture etc. Below you will find a basic outline of the study circle topics and a list of the most current readings. These will give you an overview of the terrain that your group will be traversing.

To help your study circle approach the broad range of ideas covered in the curriculum in a systematic way, the modules are arranged in a sequential order, each with a brief introduction, a list of the contents of that module and a set of questions to guide discussion. While we have clustered readings in this way, it is important to remember that each part is best understood when it is viewed in relation to the preceding modules.

The learning (and unlearning) process- re-examining our ideas and opinions

Our materials help you to see the “big picture”, stepping back to challenge basic assumptions about issues such as economics, development, ecology, culture and technology. Looking at the interconnections between these different spheres encourages you to see beyond single-issues, towards the ‘root causes’ of the crises facing the world today. We have found that examining these issues *systemically* is the best way to stimulate creative thinking about strategic local initiatives and global partnerships. As author Manish Jain notes, the learning process often involves ‘unlearning to see new possibilities’.

The learning process - working with our feelings and emotions

Ideas are only part of the picture. It is also important to reflect on how we are personally affected by the current system, acknowledging and addressing how we feel about what is happening to the world. This is not always an easy task as there is a tendency to shy away from discussing our own emotions. However, failing to do so can lead to what is known in the sphere of activism as “burn out”, or simply to individuals feeling that they are alone in their fears and sense of despair. Talking as a group, in a supportive setting, about feelings that come up as you work through the material can be a very important and valuable aspect of the study. Each group and participant will be different, but it is important to express feelings such as frustration, anger and powerlessness, as well as excitement, inspiration and hope.

The learning process - working towards action

Clarifying our understanding and emotions on a wider scale, will hopefully provide a clearer framework from which to approach issues of concern in your local neighborhood. Local solutions have to be part of the global solution, and vice versa. We are one world - we are all connected.

Finally, we also want to emphasise that **the curriculum should not be thought of as chiseled in stone**. We hope that your discussions will lead you to suggest other readings and discussion questions that will improve the materials for the benefit of future groups. Periodically, we may also send other material that will add to the existing articles. We look forward to your feedback and comments.

HOW A ROOTS OF CHANGE GROUP WORKS:

Study circles may vary in size from 6-20 people, with 8-12 generally being optimal. It is up to each group to decide how frequently they meet, and the length of each session.

Each group will need to select a **co-ordinator** who will be the point of contact with ISEC. This person will be responsible for communicating with us regarding the group's needs and we will send information and materials directly to them. Whoever initiated the study circle may be happy to continue to play this role, but if not then another participant will need to volunteer to take on this responsibility.

Groups may or may not wish to appoint a **facilitator** for the meetings. This person will help lead the meetings and ensure that discussion does not stray too far off topic. This role can be filled by one person, or rotated amongst the group.

We have tried to cap full individual modules at 50 pages of reading (sometimes adding optional bonus readings). Most modules are a little, but a few are longer. The latter have been divided into submodules. It is up to your group to determine how fast you move through the readings. Some study groups choose to discuss a new module every week, others, once or twice a month. Study circles in the past have taken as little as three months and as long as one full year to finish. We recommend working at a pace that provides plenty of time to reflect and that doesn't overburden any individual group member with too much reading between meetings. Participating in this program should be stimulating and enriching, not anxiety-inducing. If it becomes the latter, we recommend having a group discussion dedicated to revisiting your pace and process. Groups with greater time constraints, might consider splitting up and assigning the readings to individual group members or subgroups. At the discussion meetings each subgroup can then take turns presenting their readings to the rest of the group. Alternatively, if your group (or individuals within the group) can only read an abridged version of the curriculum, we recommend following Tracks 2 or 3. And finally, study groups can look through the full curriculum and design their own tailored paths.

Track 1: Full Curriculum

Modules 1-14

Track 2: Abridged Curriculum—Core Modules Only

Modules 1-5, 9, 10 and 14 (Track 1 minus most of the thematic modules such as Economy; Science and Technology; Consumerism; Education, etc).

Track 3: Abridged Curriculum—Core Readings Only (All Modules)

Includes all readings with a star (*) symbol (see the complete list of readings below).

We encourage study circles to read the entire curriculum, as each individual module fits into and builds upon a larger narrative. In so doing, you will gain a deeper appreciation of the interconnectedness of many of today's most dire challenges, and hence, the need for *systemic* solutions (see Modules 9-14). However, as noted above, study circles are free to read selected modules instead of the entire curriculum.

ISEC PROVIDES:

The curriculum. We will send a master copy (in CD form) of the curriculum to the co-ordinator once it is ordered from our online store. It is up to the co-ordinator to organise the photocopying of each article for distribution to group members.

Guidance. Notes about such areas as structuring meetings, keeping members involved, moderating discussions, and helping the group achieve its goals (see our guidelines for participants and facilitators).

Training: ISEC will organise facilitation training, as well as workshops on the issues that are

covered in the curriculum if there is enough interest (usually from two or more study groups). Depending on the location of the study group, ISEC staff can organise in-person or interactive on-line trainings using Skype (or similar programs).

Support: An ISEC *Roots of Change* program assistant will be available to answer questions, help trouble shoot and offer moral support to coordinators and group members. ISEC staff will also be available to help facilitate the move from education to action by connecting group members to inspiring resistance and renewal initiatives in their area.

WHAT WE NEED FROM YOU:

Fee. We have to charge participants a small amount to join the program in order to help offset some of ISEC's production, administration and mailing costs. We are asking for a **\$50/£30** fee for the cost of shipping and materials, which can be paid by you individually, or divided among group members. The only other cost that groups have to bear is that of photocopying the materials that we send to the co-ordinator. **We are happy to consider reducing or eliminating the fee for those unable to cover this cost. Please send a short letter explaining your needs.**

Feedback. We also ask that our groups keep in close touch with us through the co-ordinator. Feedback from running *Roots of Change* groups is invaluable for the program and helps us to keep our groups up-to-date and in touch with each other. After three months from the starting date, we will send you an online feedback survey and also provide a printable feedback form with the rest of the materials for groups that have completed the curriculum.

To order the complete *Roots of Change* curriculum CD, or to **learn more** about how to start a study circle, visit our website at: www.isec.org.uk or send us an email at:

infoUK@isec.org.uk (UK | Europe | Africa)

infoUSA@isec.org.uk (North America | Central America | South America | Asia)

THE CURRICULUM IN BRIEF

Over the last 500 years, societies the world over have been transformed from those that are predominantly local and human scale, to those that are industrialized, globalised, and ever larger in scale. In the process, power has become consolidated and centralized, the separation between production and consumption has grown, and people have become alienated from each other and from the natural world. This broad, structural change—and the forces that have animated it—is at the root of many of the crises we face.

The first part of the *Roots of Change* curriculum ('500 Years of Progress?') unravels this history. In the process readers will be treated to a selection of powerful voices that question a number of widely-held assumptions about progress, growth, wealth, and development. **Deep questioning of this nature can be exciting and liberating, but it can also be overwhelming.** In recognition of this, the curriculum also includes the *Hope Trove*, full of beautiful and moving excerpts of poetry and prose on hope, on working through despair, on expanding our boundaries, and on personal/social transformation.

The second half of the curriculum ('Resistance and Renewal') provides readers with a broad understanding of the steps needed at the local, national, and international levels to shift the world in a more sustainable direction. We have taken pains to showcase examples of *resistance* to the dominant order, as well as *renewal*, through brilliant ideas and initiatives that prefigure a much more humane, healthy, and happy future. **For every critical exposé in the first section, we include in the second, new ideas and tangible, instructive, living solutions that will inspire.** Where the curriculum ends, the journey of action begins.

OUTLINE OF STUDY MODULES

Overview: 'Shifting Directions: From Global Dependence to Local Interdependence'

SECTION I: 500 Year of Progress? | From Local to Global

Module 1—'Cultures of Place': Scale, Place, Community

Module 2—Colonialism and the 'Tragedy of Enclosure'

Module 3—Development

a. Overview and Drivers of 'Development'

b. Questioning 'Development'

c. 'Colonisation of the Mind'

Module 4—Paradoxes of Progress and Growth

BONUS Module—Economy

Module 5—Corporate Globalisation | Corporations

a. History / Structure

b. Costs of Corporate Globalisation

c. Corporations

Module 6—The Politics of Science and Technology

Module 7—What is Education For?

Module 8—Consumerism and the Myth of Consumer Sovereignty

SECTION II: RESISTANCE & RENEWAL | From Global to Local

Module 9—'The Big Picture'

BONUS Module—'A Movement of Movements' | 'Resistance is Global'

Module 10—Alternative(s to) Development

Module 11—Rethinking Education

Module 12—Rethinking Science and Technology

Module 13—Beyond Consumerism

Module 14—Toward Diverse, Local Living Economies

a. Challenging Corporate Power | 'Degrowth'

b. From Global Dependence to Local Interdependences

c. Grassroots Economics—Tools for Creating Diverse Local Economies

GETTING STARTED—What Can We Do

a. 'Resistance & Renewal—Organisations & Initiatives for Change'

b. 'Films for Change'

FULL CURRICULUM OUTLINE

(* Indicates core readings for 'Abridged Track 3')

***Overview:** Norberg-Hodge, H (2000) 'Shifting Directions: From Global Dependence to Local Interdependence' ISEC, US/UK.

Section I. 500 Years of Progress? | From Local to Global

Module 1—'Cultures of Place': Scale, Place, Community

*Norberg-Hodge, H. (2009) 'We Have to Live Together' p. 45-54 in *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

Mander, J. (1991) 'Lessons in Stone-Age Economics' p. 246- 255 in *In the Absence of the Sacred*, San Francisco: Sierra Club Books.

*Bodley, J. (2008) 'Anthropological Perspectives on Contemporary Human Problems' p. 13-19; 'Adaptation, Tribal Culture, and the Environmental Crisis' p. 25-26, 28-33, 67-70 in *Anthropology and Contemporary Human Problems*, 5th edition, Lanham, MD: AltaMira Press.

Snyder, G. (1990) 'The Place, the Region and the Commons' p. 31-40 in *The Practice of the Wild* Washington D.C. Shoemaker and Hoard.

*Foster, J.B. (2002) 'Globalization and the Ecological Morality of Place' p. 83-90 in *Ecology Against Capitalism*, New York: Monthly Review Press.

BONUS: *Norberg-Hodge, H. (2009) 'Living with the Land', p. 19-36 in *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

Berkes et al.(2000) 'Rediscovery of Traditional Ecological Knowledge as Adaptive Management' , p. 1251–1262 , *Ecological Applications*, 10(5).

Posey, D. (n/d) 'Indigenous Ecological Knowledge' p. 25-27 in *Paradigm Wars: Indigenous Peoples Resistance to Globalization*, San Francisco: International Forum on Globalization.

Module 2—Colonialism and the 'Tragedy of Enclosure'

*Peterson, B. (2002) 'Burning Books and Destroying Peoples' p. 38-44 in Bigelow, B. and Peterson, B. (eds.) *Rethinking Globalization: Teaching for Justice in an Unjust World*, Milwaukee: Rethinking Schools Press.

*Zinn, H. (2003) 'Columbus, the Indians and Human Progress' p. 1-7, 11-22 in *A People's History of the United States*, New York: Harper Collins.

Cuautemoc, C. (1997) 'The Marshalltezuma Plan' in *Resurgence*, No 184.

*Shiva, V. (2006) 'Living Economy' p. 19-29 in *Earth Democracy*, London: Zed Books.
Monbiot, G. (1994) 'The Tragedy of Enclosure' in *Scientific American*, January.

BONUS: Davis, M. (2004) 'The Political Ecology of Famine' p. 48-61 in Peet, R. and Watts, M. (eds) *Liberation Ecologies*, 2nd Edition, London: Routledge.

Bodley, J. (2008) 'The Uncontrolled Frontier', p. 37-53 in *Victims of Progress*, Lanham, MD: Rowman & Littlefield.

Bodley, J. (2008) 'Cultural Modification Policies' p. 117-128 in *Victims of Progress*, Lanham, MD: Rowman & Littlefield.

Module 3—'Development'

a. Overview and Drivers of 'Development'

*Black, M. (2002) 'The History of an Idea' p. 10-29 in *The No-Nonsense Guide to International Development*, Oxford: New Internationalist and London: Verso.

Ellwood, W. (2005) 'The Bretton Woods Trio' and 'Debt and Structural Adjustment' p. 26-58 in *The No-nonsense Guide to Globalization*. Oxford: New Internationalist and London: Verso.

b. Questioning 'Development'

*Broad, R. and Cavanagh, J. (2006) 'The Hijacking of the Development Debate How Friedman and Sachs Got It Wrong' p. 21-29 in *World Policy Journal*, Summer.

Goldsmith, E. (1999) 'Empires without Armies' p. 154-157 *The Ecologist* Vol 29: No. 3 May/June.

*Norberg-Hodge, H. (2009) 'The Development Hoax', p. 141-156 in *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

Esteva, G. (1992) 'Development' p. 1-12 in Sachs, Wolfgang (ed.) *The Development Dictionary: A Guide to Knowledge as Power*, London and New York: Zed Books.

BONUS: Lummis, D. (1992) 'Equality' p. 44-50 in Sachs, Wolfgang (ed.) *The Development Dictionary: A Guide to Knowledge as Power*, London and New York: Zed Books.

Tucker, V. (1999) 'The Myth of Development: A Critique of a Eurocentric Discourse' p. 1-4, 6-9 in Munck, R. and O'Hearn, D. (eds.) *Critical Development Theory: Contributions to a New Paradigm*, London: Zed Books.

Sivaraksa, S. (1992) 'Quantifying Development' p. 35-43 in *Seeds of Peace*, Berkeley, CA: Parallax Press.

c. 'Colonization of the Mind'

*Norberg-Hodge, H. (1995) 'The Pressure to Modernise' p. 91-108 in *The Future of Progress*, Totnes: Green Books Ltd.

Shrestha, N. (2005) 'Becoming a Development Category' p. 266-277 in Crush, J. (ed.) *The Power of Development*, London: Routledge.

Module 4—Paradoxes of Progress and Growth

*Norgaard, R. (1994) 'The Illusions of Progress' p. 49-61 in *Development Betrayed*, London and

New York: Routledge.

*Tucker, V (1999) 'Progress and Civilization,' p. 4-6 in 'The Myth of Development: A Critique of a Eurocentric Discourse' in Munck, R. and O'Hearn, D. (eds.) *Critical Development Theory: Contributions to a New Paradigm*, London: Zed Books.

Bodley, J. (2008) 'The Price of Progress' p. 167-184 in *Victims of Progress*, Lanham, MD: Rowman & Littlefield.

Schor, J. (1991) 'The Overworked American,' p.1-7, 10-13 in *The Overworked American: The Unexpected Decline of Leisure*. Basic Books: New York.

*McKibben, B. (2007) 'After Growth' p. 5-45 in *Deep Economy*. New York: Times Books.

International Forum on Globalization (2004) 'Standards of Measurement' p. 198-204 in *Alternatives to Economic Globalization*, 2nd Edition, San Francisco: Barrett-Koehler Publishers.

BONUS: Layard, R. (2005) 'Are We Getting Happier?' pages 29-38 in *Happiness: Lessons from a New Science*. Penguin: New York.

Schor, J. (2003) 'The (even more) overworked American' p. 1-4. Another version of this article was eventually published in the excellent edited volume, *Take back your time: fighting overwork and time poverty in America* (ed. John De Graaf) Berrett-Koehler Publishers.

Heinberg, R. (2007) 'Peak Everything' *MuseLetter* #185 / September p. 1-8. <http://archive.richardheinberg.com/museletter/185>

Jackson, T. (2009) *Prosperity Without Growth?* Sustainable Development Commission, UK.

Daly, H. (2005) 'Economics in a full world', p. 100-107 in *Scientific American*, 293(3).

Pogge, T. (2008) 'Growth and Inequality: Understanding Recent Trends and Political Choices' p. 66-74, *Dissent*, Winter.

Woodward D. and Simms A. (2006) 'Growth Isn't Working' New Economics Foundation.

BONUS Module—Economy

Shiva, V. (2006) 'Living Economy' p. 13-19 in *Earth Democracy*, London: Zed Books.

Foster, J.B. (2002) 'The Ecological Tyranny of the Bottom Line' p. 26-34, 36-38 in *Ecology Against Capitalism*, New York: Monthly Review Press.

Korten, D. (2009) 'From Phantom Wealth to Real Wealth' p. 26-28 in *Dollars and Sense*, May/June. AND (2009) 'A Real Market Alternative' p. 25-34 in *Agenda for a New Economy*. San Francisco: Barrett-Koehler Publishers.

Mies, M. and Bennholdt-Thomsen, V. (1999) 'Globalisation and Subsistence' p. 52-60 in *The Subsistence Perspective*, Melbourne: Spinifex Press.

Berthoud, G. (1992) 'Market' p. 82-86 in Sachs, W. (ed.) *The Development Dictionary: A Guide to Knowledge as Power*. London and New York: Zed Books.

BONUS: Schumacher, E.F. (1973) 'Buddhist Economics' p. 53-62 in *Small is Beautiful*, Perennial Library.

Rasmussen, D. (2007) 'The Priced versus the Priceless', p. 1-13. Presented to the Yale University Program in Agrarian Studies, Colloquium Series Fall 2007–2008. An earlier version of this article was published in 2004, *Interculture*, 147, October.

Module 5—Corporate Globalization | Corporations

a. History and Structure

*George, Susan (1999) 'A Short History of Neo-liberalism: Twenty Years of Elite Economic and Emerging Opportunities For Structural Change', paper presented at the Conference On Economic Sovereignty In A Globalising World, 24-26 March.

*Cavanagh, J. and Mander, J. (eds.) (2004) 'Design for Corporate Rule' p. 32-54 in *Alternatives to Economic Globalization, 2nd Edition*, San Francisco: Barrett-Koehler Publishers.

*Ellwood, W. (2005) 'Global Casino' p. 82-89 in *The No-nonsense Guide to Globalization*, Oxford: New Internationalist and London: Verso. **(Optional Update)** Bello, W. (2009) 'The global collapse: a non-orthodox view', Transnational Institute, Feb 11.

Princen, T. (2002) 'Distancing: Consumption and the Severing of Feedback' p. (bottom of) 126-131 in Princen, T. et al. (eds.) *Confronting Consumption*, Cambridge, MA: MIT Press.

BONUS: Gray, J. (2000) 'From the Great Transformation to the global free market' p. 1-7, 11-21 in *False Dawn: The Delusions of Global Capitalism*. New York: The New Press.

Fighting FTAs report (2007) 'Colonization Redux: new agreements, old games' p. 5-9.

Curtis, F. (2009) 'Peak Globalization: Climate change, oil depletion and global trade' *Ecological Economics* 69: 427–434

Daly, H. (1993) 'The perils of free trade' p. 50-56 in *Scientific American*, 269(5).

b. Costs of Corporate Globalization

*Woodin, M. and Lucas, Caroline. (2004) 'A World in Decline' p. 33-45 and 'Box 1.1 Greens and Growth' p. 12-13; 'Globalising Poverty, Inequality and Unemployment' p. 46-61, in *Green Alternatives to Globalisation*. London: Pluto Press.

Davis, M. (2004) 'Planet of Slums' p. 8-17, 23-27 in *New Left Review*, 26, March / April.

Norberg-Hodge, H. (2001) 'Globalisation and Terror', p. in *The Ecologist*, December, and (2002) 'Social Costs of Globalisation' *The Ecologist*, September.

BONUS: New Economics Foundation (2000) 'Collision Course: Free Trade's Free Ride on the Global Climate' p. 1-20. New Economics Foundation, UK.

Morgan et al. (2001) 'Gender and Global Corporatization' p. 184-186 in Ritz, D. (ed.) *Defying Corporations, Defining Democracy*. New York: Apex Press: and South Yarmouth, MA: POCLAD.

c. Corporations

*Mander, Jerry (1996) 'The Rules of Corporate Behavior' p. 309-322 in *The Case Against the Global Economy*, San Francisco: Sierra Club Books.

*Bakan, J. (2005) 'Reckoning' p. 143-155 in *The Corporation: The Pathological Pursuit of Profit and Power*, New York: Free Press.

BONUS: ETC Group (2008) 'Who Owns Nature? Corporate Power and the Final Frontier in the Commodification of Life' p. 4-10, November.

Grossman, R. and Adams, F. (2001) 'Taking Care of Business', p. 59-71 in Ritz, D. (ed.) *Defying Corporations, Defining Democracy*. New York: Apex Press: and South Yarmouth, MA: POCLAD.

Roach, B. (2008) 'Corporate Power in a Global Economy', *Teaching Module on Social and Environmental Issues in Economics*, Medford, MA: Global Development and Environment Institute, Tufts University.

Module 6—Mechanistic-Reductionism and the Politics of Technology

*Norgaard, R. (1994) 'The Philosophical Roots of the Betrayal' p. 62-74 in *Development Betrayed*, London and New York: Routledge.

*Gorelick, S. (2002) 'Research: Who Pays, Who Profits?' p. 32-35 in *Small is Beautiful, Big is Subsidized*, ISEC.

Ullrich, O. (1992) 'Technology' p. 275-286 in Sachs, W. (ed.) *The Development Dictionary: A Guide to Knowledge as Power*, London and New York: Zed Books.

*Foster, J.B. (2002) 'Capitalism's Environmental Crisis – Is Technology the Answer?' p. 92-97, 98-101 in *Ecology Against Capitalism*, New York: Monthly Review Press.

BONUS: Heinberg, R. (2009) 'The Case for Conservation' p. 65-69 in *Searching for a Miracle: 'Net Energy' Limits and the Fate of Industrial Society*, San Francisco, CA: International Forum on Globalization and Santa Rosa, CA: Post Carbon Institute.

Module 7—What is Education For?

*Orr, D. (2004) 'What Is Education For?,' 'The Dangers of Education,' 'The Problem of Education' p. 7-33 in *Earth In Mind*, Washington, D.C.: Island Press.

*Gorelick, S. (2002) 'Learning to Serve the Global Marketplace', p. 27-31 in *Small is Beautiful, Big is Subsidised*, ISEC.

Ki-Zerbo et al. (1997) 'Education as an Instrument of Cultural Defoliation: A Multi-Voiced Report' p. 152-160 in Rahnema, M. and Bawtree, V. (eds.) *The Post-Development Reader*, London: Zed Books.

Module 8—Consumerism and the Myth of Consumer Sovereignty

*Norberg-Hodge, H. (1999) 'The March of the Monoculture' *The Ecologist* May / June

*Durning, A. (1992) 'The Cultivation of Needs' p. 117-129 in *How Much is Enough? The Consumer Society and the Future of the Earth*, Washington, D.C.: World Watch Institute.

*Schwartz, B. (2004) 'The Tyranny of Choice' p. 71-75 in *Scientific American Mind*, 14 (5).

Kanner, A. (2007) 'The Corporatized Child', (just) p. 1-6, paper presented at the Psychology-Ecology-Sustainability Conference, Lewis and Clark University, Portland, Oregon, June 8, 2007.

BONUS: Ewen, S. (2001) 'Mobilizing the Instincts' p. 31-39 in *Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture*, New York: Basic Books.

Sivaraksa, S. (1992) 'The Religion of Consumerism' p. 3-9 in *Seeds of Peace*. Berkeley, CA: Parallax Press.

Herman, E. and McChesney, R. (1997) 'Media Globalization (1)' p. 149-155 in *The Global Media: The New Missionaries of Corporate Capitalism*, New Delhi: Madhyam Books.

Section II. Resistance and Renewal | From Global to Local

Module 9—The Big Picture

*Norberg-Hodge, H. (2009) 'The Economics of Happiness' in *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

*Macy, J. (2006) 'The Great Turning as Compass and Lens', *YES! Magazine*, May

Zinn, H. (2004) 'The Optimism of Uncertainty' *The Nation*, September

BONUS: Korten, D. (2006) 'The Great Turning, From Empire to Earth Community' p. 12-18, *YES! Magazine*, Summer

BONUS Module—'A Movement of Movements' (BONUS)

Hawken, P. (2007) 'To Remake the World', *Orion*, May / June.

International Forum on Globalization (2004) 'The People's Alternative Initiatives' p. 253-267 in *Alternatives to Economic Globalization, 2nd Edition*, San Francisco: Barrett-Koehler Publishers.

Klein, N. (2001) 'Reclaiming the Commons', *New Left Review*, 9, 81-89.

Desmarais, A.A. (2005) 'United in the Vía Campesina', *Food First Backgrounder* 11 (4).

Bello, W. (2007) 'The environmental movement in the global South: The pivotal agent in fight against global warming?' *INQUIRER.net* (Philippines), November 11.

BONUS: Fighting FTAs/Bilaterals (2007) 'Learnings from the struggles' p. 1-5 in *Fighting FTAs*.

Module 10—Alternative(s to) Development

*Norberg-Hodge, H. (2009). 'Counter Development' p. 157-166 in *Ancient Futures: Learning from Ladakh*. San Francisco: Sierra Club Books.

Apffel-Marglin, F. (1997) 'Counter-development in the Andes', *The Ecologist*, 27 (6), November/December.

Tucker, V. (1999) 'The Myth of Development: A Critique of a Eurocentric Discourse' p. 14-24 in Munck, R. and O'Hearn, D. (eds.) *Critical Development Theory: Contributions to a New Paradigm*, London: Zed Books.

*Sivaraksa, S. (1992) 'Development as if People Mattered' p. 44-54 in *Seeds of Peace*. Berkeley, CA: Parallax Press.

BONUS: Matthews, S. (2008) 'The Role of the Privileged in Responding to Poverty: Perspectives Emerging from the Post-Development Debate', *Third World Quarterly*, 29 (6).

Module 11—Rethinking Education

*Orr, D. (1999) 'Rethinking Education' p. 232-234 in *The Ecologist*, 29 (3), May/June.

*Esteva, G. (2008) 'Reclaiming Our Freedom to Learn' in *Yes Magazine*. Winter (4 pgs).

Alvares, C. (2005) 'Vernacular Learning in a Globalizing World', p. 102-105 in *Emerging and Re-emerging Learning Communities: Old Wisdoms and New Initiatives from Around the World*, UNESCO Section for Literacy and Non-formal Education, Paris: UNESCO, November.

BONUS: Jain, M. (2005) 'Unlearning to See New Possibilities' *Journal of Future Studies*, p. 115-118, 10(1) August.

Module 12—Rethinking Science and Technology

*Pimbert, M. (2009) 'Transforming Knowledge and Ways of Knowing' p. 3-35 (*minus* all 'Boxes' and section "7.2.3. Decolonizing Economics" and 17-21); i.e. 3-4, 6, 9, 10, 14, 16-17, 22-24, 26-27, 31, 35) in *Towards food sovereignty: reclaiming autonomous food systems*. London: IIED.

Schumacher, E.F. (1973) 'Technology with a Human Face' p. 146-159 in *Small is Beautiful*, Perennial Library.

*Mander, J. (1991) 'The Importance of the Negative View' p. 49-50 in *In the Absence of the Sacred*, San Francisco: Sierra Club Books.

Module 13—Beyond Consumerism

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