RESUME (C.V.)

**Len Krimerman, Professor of Philosophy (Emeritus)**

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**Education:** Ph.D 1964, Cornell University; Dissertation entitled *“John Stuart*

*Mill’s Utilitarianism: A Reinterpretation and Defense”*

**Employment:**

Instructor and Assistant Professor of Philosophy, LSU in New Orleans,

1962-1968 (full time)

Associate Professor, Professor of Philosophy, University of Connecticut

(Storrs), 1968-current (full time and part-time)

**Publications:**

**Books and Monographs**

Krimerman, L. and L. Perry. (eds). 1966. Patterns of Anarchy. Doubleday

Anchor.

Krimerman, L. Ed. 1969. The Nature and Scope of Social Science.

Appleton-Century-Crofts.

Krimerman, L. 1969. Traditional Logic and the Venn Diagram: A Programmed

Introduction. Chandler Publishing, Inc.

Krimerman, L. H. Brody, and R. Ennis. (eds). 1974. Philosophy and

Educational Research. John Wiley and Sons.

Krimerman, L. and F. Lindenfeld, (eds). 1991. When Workers Decide. New

Society Publishers.

Krimerman, L. and F. Lindenfeld. (rds). 1992. From the Ground Up. South End

Press.

Krimerman, L. and B. Nelson. 2000. An Economy of Hope: GEO’s Annotated

Resource Guide to Cooperative and Sustainable Enterprises. Alonzo Press.

**Articles in Anthologies**

Krimerman, L. “The Logic of Scientific Inquiry”; “Is Social Science

Methodically Distinct from Natural Science?”; “Laws, Theories

and Explanations in the Social Sciences”; “The Language of Social

Science”; “Measurement and Mathematics in the Social Sciences”; “The

Individual: Product or Maker of Society”; “Objectivity and Value

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Science (see above)

.

Krimerman, L. 1972. “Autonomy: A New Paradigm for Research”. In: 71st

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327-355. University of Chicago Press.

Krimerman, L. 1978. “Compulsory Education: A Moral Critique”. In: Egan and

Strike, Philosophy and Educational Policy. Routledge & Kegan Paul.

Krimerman, L. and F. Lindenfeld. 1991. “Taking Stock: Workplace Democracy’s

Potential for Progressive Change” and “Creating Democracy at Work”.

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It?” in The Basque Way to Social Economy, pp. 5-16. Published by

the Gexki Institute of the University of the Basque Country.

**Journal Articles**

Krimerman, L. 1963. “G.E. Moore on Kant.” Southern Journal of Philosophy

(June).

Krimerman, L. 1964. “The Negative Divine.” Southern Journal of Philosophy

(June).

Krimerman, L. 1964. “Laws and Counterfactuals.” Philosophical Studies

(April).

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Philosophy (June).

Krimerman, L. 1980. “Anarchism Reconsidered: Past Fallacies and Unorthodox

Remedies”. Social Anarchism : Winter, 1-18.

Krimerman, L. and S. Corrente. 1981. “Critical Teaching and Everyday Life.”

Social Anarchism; Spring, 53-63.

Krimerman, L. 1984. “Gathering Strength: Worker Ownership and Control in the

1980s.” Changing Work (Fall).

Krimerman, L. and G. Benello. 1985. “Economic Conversion and

Beyond.”Changing Work (Spring).

Krimerman, L. 1987. “Work-Focused Magazines.”Utne Reader; Volume 4:46-49.

Krimerman, L. 1987. “Two Cheers for a Liberatory Vision of Work.” Changing

Work (Spring).

Krimerman, L. 1988. “To Yugoslavia and Back: Reflections on Workplace

Democracy.” Changing Work (Summer).

Krimerman, L. and F. Lindenfeld. 1990. “The Prospects for Social

Transformation Through Workplace Democracy.” Socialism and

Democracy 10:25-45.

Krimerman, L., with K. Matsouka. 1994. “From the Kitchen to the World: Three

Decades of Development in Japan’s Seikatsu Cooperatives.” GEO

Newsletter, March/April. (Article reprinted in Earth Island

Journal)

Krimerman, L. 1994. “An Inclusive Populist Alliance.” GEO Newsletter,

Jan/Feb.

Krimerman, L. 1998. “The Mondragon Controversy” and “A New Road for

Cooperative Travel”; GEO Newsletter, Jan/Feb.

Krimerman, L. 1998. “Worker Ownership’s Uncertain Future: Lessons of Two

Decades.” Dollars and Sense #219, pp. 28-33, 47.

Krimerman, L. 1998. “Building a Democratic Economy” and “Resources for

Grassroots Enterprises”; GEO Newsletter, Nov/Dec.

Krimerman, L. 1999. “Wanted: A Comprehensive Vision and Agenda for

Grassroots Activism.” GEO Newsletter, Jan/Feb.

Krimerman, L. 1999. Interviews with Dan Swinney, Director of the Midwest

Center for Labor Research and Michael Shuman, author of Going

Local: Creating Self-Reliant Communities in a Global Age; GEO

Newsletter, Jan/Feb.

Krimerman, L. 1999. “The Quiet Revolution: Study Circles and the

Revitalization of Democratic Community.” GEO Newsletter,June/July.

Krimerman, L. 1999. “On Cooperative Theory.” GEO Newsletter, Nov/Dec.

Krimerman, L. 2000. “Local Currency – Without Borders?” GEO Newsletter,

Krimerman, L. 2000. “UN and China Consider Adoption of ‘Hours’ as Currency.”

GEO Newsletter, Nov/Dec.

Krimerman, L. 2000. “A New Way to Think about Dewey and Democracy.” GEO

Newsletter, Nov/Dec.

Krimerman, L. 2001.“Should Social Inquiry Be Conducted Democratically?”

Philosophy of the Social Sciences, March, pp. 60-82.

Krimerman, L. 2001. “Youth Activism Renewed?”, GEO Newsletter, March-April.

Krimerman, L. 2001. “Many Paths to a Democratic Economy.” GEO Newsletter,

May/June. (reprinted in Planners Network Newsletter, Fall,2001).

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for ‘Education-Shaped Democracy’”, response to Robert Ware’s

“Organizations and Institutions of Radical Democracy”, for Radical Philosophy Review, Fall, 2002.

Krimerman, L. “Responding to the 9/11 Tragedy”, in GEO Newsletter, Fall,2001.

Krimerman, L. “Discordant Reflections on Workplace Democracy, Prompted by

9/11 and Its Aftermath”, in GEO Newsletter, Spring, 2002.

Krimerman, L. Review of Myles Horton’s The Long Haul, in Geo Newsletter,

Summer, 2002.

Krimerman, L. “A Ripe Time for Creative Insurgency”, in GEO Newsletter.

Spring, 2003.

Krimerman, L. “BUILDING THE ROAD TAKES MORE THAN WALKING: A New Democratic Theory and the Problem of Marginality, in Humanity and Society, Fall, 2004.

Krimerman, L. “Democracy Without Boxes or Borders”, published by New Village Press, as part of an issue edited by Len, titled “Unboxing the Magic of Democracy”. Fall, 2009.

## Krimerman, L. “[Cooperation Across Borders: El Salvador's Las Colinas is Hosted by a New England Food Co-op](http://www.geo.coop/node/583)”, GEO online Volume 2, <http://geo.coop/node/583>.

## Krimerman, L. “A Tale of Two ‘Educating for Democracy’ Conferences”, GEO Newsletter, GEO online Volume 2, node/446.

Krimerman, L. “Searching for the Next Cooperative Principle”, in GEO online Volume 2, /node 201.

Krimerman, L. ***Coming Alive in Turbulent and Rebellious Times (1961-1983);***

***and Again, in 2015, Through a Divergent Memoir*, in GEO, August 10, 2015*.***

**Awards**

April, 2001: Recipient of AAUP Excellence Award For Teaching Mentorship.

August, 2009: Shared award, with Frank Lindenfeld, for “Cooperative Educator and Advocate of the Year”, from ECWD – Eastern Conference of Workplace Democracy

July, 2016: Shared award with Marian Vitali, for “Outstanding Work with the Windham Area Hour Exchange and Access Community Agency of Willimantic.”

**FOUR DECADES OF TEACHING AND SERVICE AT U-CONN: A SYNPOSIS**

I began teaching at U-Conn in September, 1968. In the volatile context of

that first semester, one of my courses began discussing Paul Goodman's

Community of Scholars, which advocates that small groups of faculty and

students "secede" from mainstream universities and form their own

self-governing academic communities. (Much in the manner of Black Mountain

College or the New School.) Many of my students liked this idea, but some

questioned the necessity or desirability of seceding, proposing instead that

self-governing educational communities be created within conventional

institutions such as U-Conn. This classroom discussion helped strengthen one

of my budding pedagogical convictions: that, given encouragement and

supportive resources, virtually any university student can not only think

imaginatively and independently, but is able to do so in ways that can

constructively contribute to our (often depersonalized and alienating)

established institutions. (This discussion also led directly to the

formation of the Inner College; see below.) This conviction has remained

pretty much intact over the years, leading me (a) to view students, whether

graduate or undergraduate, as associate collaborators in building, and in

joining, the educational road and that of constructive social change; and

(b) to see the University's teaching mission as including the goal of

empowering students in these ways, that is, of developing their capacity for

independent learning and citizen initiative. Here are some of the specifics:

1. 1969-1975: Founded, directed, advised and taught within the Inner College

(while still teaching in the department of Philosophy). This program began

with a small Danforth Foundation award and received a three-year NEH grant.

Students (about 60-70 at any one time) and faculty formed a "democratic

learning community" which could decide how to best use the budget provided

by the university and our grant sources. Students constructed "plans of

study" each semester in consultation with both faculty and peer advisors,

often going outside the campus for learning opportunities. For example, they

established WALE, the Willimantic Alternative Learning Experience, to tutor

(mostly Puerto Rican) students not doing well in the public schools. One

student traveled to Cuba to put together a documentary on that country's

extensive child care facilities; others visited self-directed learning

programs at other colleges and produced a substantial and critical report

about them. A professional photographer was hired who helped us build a

darkroom on campus; a local potter was also hired. Students made their own

full-length movie, etc.

2. 1976-1979: During these years, I was (on a volunteer basis) the Education

Coordinator of the worker owned and controlled International Poultry

Cooperative in Willimantic. (This enterprise was formed, in large part, by

parents of kids tutored in WALE.) In this effort I was joined by several

UCONN graduate and undergraduate students in Sociology, Political Science,

and Economics. Our educational efforts were aimed, along with developing

basic business skills, at empowering the 50-60 mostly women worker owners so

that they would see themselves as capable of running their own business

enterprise, serving on the company's Board, etc.

3. 1980s: In the early part of this decade, I brought together faculty from

Anthropology, Sociology, Nursing, and Allied Health to develop and offer

inter-departmental courses in "Health and Society". These courses spanned 4

semesters, and frequently brought innovative and provocative health

professionals to campus, e.g., Dr. Cornell Scott, then Director of New

Haven's Hill Health Center.

In 1984, I co-founded *Changing Work Magazine,* which many undergraduate and

some graduate students helped edit, wrote for, and assisted with layout and

production. One group of students, with my "facilitation", coordinated the

editing and production of an entire (72-page) issue in the Fall of 1988. As

one of them wrote:

*This issue was a visual experiment brought to you by Karen Dolmanisth, with the willingness, support and encouragement of members of the [Changing Work] collective...As the designer and illustrator, I was given trust and freedom to work and interpret in my own hand and style.*

4.1990s-present: UCONN students have also been important collaborators in

the work of GEO, the Grassroots Economic Organizing Newsletter, founded in

1991. Beth Coleman took on major editorial responsibilities for an issue we

did in 1998 on urban agriculture initiatives; Dave Freeburg reported on a

Canadian Conference on community economic development we sent him to last

summer. These two students were joined by Josh Carreiro, a sociology &

philosophy major now doing graduate work at U-Mass, in the gathering of

crucial data (under my supervision) for An Economy of Hope, GEO's recently

published annotated directory of worker-owned and sustainable enterprises in

the USA. Despite having now graduated, Beth and Dave are still working with

me on GEO, both to write and to help gather and edit articles.

Another collaborative project emerged when an inter-departmental team of students joined me in 1999 to develop a "study circle" project for the Burr Middle School in Hartford. This project enables small groups (8 or less) of middle school students to meet together, with a U-CONN facilitator, to reflect on what they want to improve in their present school environment and, where possible, to begin the process of making a difference.

Approximately a dozen undergrads and grad students have participated as study circle facilitators, receiving training for this from myself and a staff member of the Study Circle resource Center in Pomfret, CT.

In 2006,I retired from the Philosophy department to begin developing a new Bachelor of General Studies program in Public and Community Engagement through the university’s Continuing Studies Center, which he has directed since 2008. That program is based on two major principles: first, that institutions of higher education have much to learn from their neighboring communities and should therefore partner in a reciprocal way with them. And second, that students develop most fully when academic sources of knowledge are combined with hands-on, experiential learning situations and practitioner-mentor wisdom.

One of the initiatives of PACE was to assist in the development of local cooperatively owned businesses. To this end, students, faculty, and staff of PACE helped design and coordinate the Connecticut Cooperative Business Academy, which ran for 11 months during 2011. It assisted one established cooperative remain viable, and helped three others begin operations.

In the summer of 2016, I brought a number of graduate students together with several key service organizations in Willimantic, and the collaboration between the two has been substantial and ongoing. In particular, some of these students have worked with Grow Windham, WRCC’s youth based initiative that *“cultivates relationships and creates space for youth, community members, and food system partners to work together to build a stronger community.”*

**5. Throughout these 4+ decades, I have**

(a) often brought faculty from other departments – Biology, Anthropology,

Sociology, Economics, Political Science – into my Philosophy courses. (Even

the Dean of Students at one point, as well as the co-chair of the General

Education Task Force.);

(b) utilized numerous off-campus resource persons as guest speakers (from

renewable energy activists to the Mayor of New Haven to prominent feminist

researchers such as Mary Belenky); in some cases, these outside resource

people have also been able to meet with groups other than my classes, e.g.,

the Women's Studies program;

(c) introduced numerous opportunities to augment self-directed learning or democratic education into my courses, e.g., mid-semester course and teaching evaluations, community service options, etc. Perhaps the fullest expression of this took place in my Philosophy and Social Science undergraduate seminar, when students decided, around mid-semester, that they

wanted to study how this University could be moved towards becoming a genuinely democratic educational community and what the obstacles or objections to this might be. As this was in effect a proposal that the class engage in "Participatory Action Research", one of the main topics of the course, I could hardly disagree. Their results, in the form of eight

proposals for change, were printed in the last two issues of the Daily

Campus for Fall, 2000.

(d) I have been faculty advisor for perhaps a dozen or more student

organizations, ranging (in the 1980s) from the Students For Environmental

Responsibility and the Greens to (more currently) Amnesty International, Student Labor Action Coalition, Creative Dissent, the UCONN Freedom Coalition,

Students for Being (a meditation group), the UCONN Free Press, the UCONN ACLU chapter, and Students for a Sensible Drug Policy.