

JOURNALISM 500/ ENVIRONMENTAL STUDIES 624: Media and the Environment Syllabus (Rev. 4/2/10)

One of the reasons the environmental beat is perpetually interesting is that it's the grandest train wreck of ideological, scientific, and financial interests imaginable.

Peter Dykstra, Society of Environmental Journalists

Course Description: Environmental communications have expanded from discussions about land conservation to explorations of the ways in which the natural world encompasses and touches every aspect of our lives, from national security to economy prosperity, conservation to civil rights, public health to personal well-being. Using food and agriculture as the primary lenses of exploration, this class will explore the continuum of issues that relate to the environment and the types of media in which they manifest (ranging from press releases to audio podcasts). This designated service-learning class will work with the newly formed Food Policy Council (a local stakeholder group dedicated to building a robust and sustainable food system for Douglas County) to expand environmental conversations and serve the public interest, explaining science in ways that are relevant and accessible and using the power of storytelling to enable people to connect to their most urgent concerns.

Environmental educator David Orr asserts, "The study of environmental issues is an exercise in despair unless it's regarded as only a preface to the study, design and implementation of solutions." We'll work toward supporting holistic solutions through our final service-learning project with the Douglas County Food Policy Group.

Instructor: Simran Sethi, Associate Professor

William Allen White School of Journalism & Mass Communications, 1000 Sunnyside Avenue, Dole #2071, Lawrence KS 66045.

E-mail: simran@ku.edu, Phone: (785) 864-8021.

My social networks are personal—advance apologies for not friending, facebooking or linking in to you.

Class Time & Location: Stauffer-Flint 303, Tuesdays 3:30-6 p.m.

Office Hours: Tuesday 10 a.m.-noon and by appointment.

Student Assistant: Lauren Keith, E-mail: lkeith@ku.edu, Phone: (316) 516-0350.

Course Readings: There is one required textbook for this class: *Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered* by Woody Tasch. This text can be found on reserve under JOUR500 in Watson Library. *We will not be reading the entire book, so I recommend you read the copy on reserve.* Please note, I teach two courses with the same course number so ask the librarian to verify the text if you run into any problems.

Additional reading assignments, audio links and video materials are listed in this syllabus and posted on the class blog. Click on the links to reach the sites. If you can't read the documents or access the audio or video files, let Lauren and me know *well* before class to ensure you are prepared for in-class and online discussions.

Course Blog: <http://mediaenvironment.wordpress.com/>

Select posts will run on the Lawrence Journal-World subsite WellCommons. The site is dedicated to exploring community issues from traditional and non-traditional news perspectives: <http://wellcommons.com/groups/locavores/>.

Service Learning Organization: [Douglas County Food Policy Council](#)

GENERAL INFORMATION:

This course is a collaborative experience that's shaped by your insights and participation and informed by local and global events. As such, assignments and readings are subject to change. I'll announce any changes in class and on the course blog.

Participation: Ideally, this class will be a succession of smart conversations made better by your participation. I know you're all enthusiastic, intelligent people; therefore, I look forward to your thoughtful engagement with the course materials. I am not going to quiz you on the reading or assume a Socratic stance; however, you'll learn more and get a higher grade if you show up,

do the work (in class and online), and stay immersed in course discussions. You can find additional details on my expectations for in-class discussions in the rubric below.

You are encouraged to bring your laptops to class for note-taking purposes. If you are caught abusing this privilege or using other electronic devices during class, you will be asked to leave, and your absence will be counted as unexcused. An unexcused absence will reduce your grade by 10 points.

Assignments: This class requires a combination of individual and teamwork. I expect you to adhere to all deadlines and/or communicate any challenges well before your assignments are due. You're expected to show up for your teammates and fully participate in the completion of our final service-learning project with the Douglas County Food Policy Council (DCFPC). Feedback from your team members will factor into your grade for your final assignment.

If you can't complete an assignment, make sure that you contact me via e-mail (simran@ku.edu) with plenty of advance notice. You'll always receive a return e-mail confirmation from me. If you don't, you need to follow-up with a phone call or additional e-mail. Unless you have a dire reason for delays, you'll be marked off accordingly:

- Assignments that are 24 hours late will be marked off 10%.
- Assignments that are 48 hours late will be marked off 20%.
- Assignments that are 72 hours late will be given, at most, 50% of the points earned.
- Assignments that are more than 72 hours late will receive a 0. Don't bother.

Absences/ Cancellations: One absence for official extenuating circumstances (such as illness, a wedding or a funeral) will be excused without penalty. Additional absences will not be excused without official written documentation (for prolonged illness, court appearances, etc.). **Each unexcused absence will result in a 10-point reduction in your overall grade.** Egregiously late arrivals or early departures from class will count as absences.

The [KU Office of Student Financial Aid](#) is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Students who don't attend classes may be required to repay federal and/or state aid.

In the event of inclement weather, the decision to cancel classes is made by KU officials. Call 864-7669 or check the KU home page for cancellation information. If the University is operating, we'll have class, and attendance will be taken. If driving conditions make it impossible for to get to class, call me at 864-8021 or e-mail me before class to make other arrangements.

Access: KU is committed to helping all students learn. If you have a special need that may affect your learning, please let me know as soon as possible and also contact the [KU Office of Disability Resources](#).

Service Learning: This class is a designated service-learning course. Service learning fosters better understanding of classroom material, is a catalyst for innovative leadership and social responsibility and drives positive change in the world. By completing the service component of this course, you've fulfilled the first step to becoming certified in service learning. If you're interested in completing certification in service learning, please view the criteria on the class blog and contact Amanda Schwegler at the [Center for Service Learning](#) at csl@ku.edu.

COURSE SCHEDULE & ASSIGNMENTS:

BEFORE CLASS BEGINS:

- Join the class blog per the e-mail that was sent to you on the first day of class. Please use your first name and last initial as your login name and upload a picture of yourself as an avatar. If you prefer not to upload a picture, upload some other image instead. *If you don't follow this format, you will be asked to redo this.*
- Write an "About Me" post for the blog by 5 p.m. on Monday 1/18 before our first class meeting on 1/19. Post under "J500 Week 1." Make sure to put your name at the end of your posts and comments. Please contact Lauren Keith if you have any problems or questions. *Responding to others' posts is optional for this week but required every other week.*

WEEK 1 (1/19-1/25):

- 1/19/10 CLASS LECTURE: Course introduction and syllabus review. Screening of *Food, Inc.* Question-and-answer session with KCUR news director Frank Morris.
- Review syllabus, class blog and DCFPC documents.
- Submit your learning contract electronically by 5 p.m. on Friday 1/22 by e-mailing the Word document as an attachment to Simran Sethi, cc'd to Lauren Keith. The format should be as follows for this and every electronic submission: Abbreviated document title-First nameLast Initial. For the learning contract, the document title should read: LC-First name Last initial (ex: LC-SimranS.doc). **Make sure your name and the document title are listed within the document, as well. If you don't follow this format, you'll be asked to resubmit your document and will be marked down at my discretion.**

Complete these readings/viewings **before** Week 2 class on 1/26

What is Environmental Journalism?

- 1) [Excerpt from Walden](#), Henry David Thoreau, Chapter 17
- 2) ["Introduction to Silent Spring,"](#) Al Gore
- 3) Excerpt from [Silent Spring](#), Rachel Carson
- 4) ["Living Green,"](#) Brian Lehrer Show (audio, entire show)
- 5) ["Barbie Because,"](#) Press Release
- 6) ["Residents Rebel Over Law, Dirty Dishes,"](#) Nicholas K. Geranios
- 7) [Stephen Colbert v. Low Impact Man](#) (video)
- 8) ["The Ecology of Order and Chaos,"](#) Donald Worster, *Out of the Woods*, pp.3-17
- 9) [Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered.](#) Woody Tasch, pp. 3-7.

WEEK 2 (1/26-2/01):

- 1/26/10 CLASS LECTURE: THE CONTINUUM OF GREEN: Overview of course, current and historical media environment, and shifting paradigm of environmental issues. Explanation of final project with DCFPC member Barbara Clark, a shepherdess with [Maggie's Farm](#). Blog primer with virtual lecturer [Jeff Mcintire-Strasberg](#) at 5 p.m.

Complete these readings/viewings **before** Week 3 class on 2/2

The Nuts and Bolts of Environmental Reporting

- 1) [How Scientists Can Work Effectively with Media](#), Union of Concerned Scientists (Listen to the audio and look at the PowerPoint.)
 - 2) [Pseudo-Science Debunked](#), Utne
 - 3) [Explanation of Peer Reviewed Materials](#), Andrew Dessler
 - 4) [Scientific Integrity](#), Union of Concerned Scientists
 - 5) [The Multiple Meanings of Public Understanding](#), Matthew Nisbet.
 - 6) [What Does It Mean to be Scientifically Literate in the 21st Century?](#) Seed Magazine
 - 7) [Digital Storytelling](#), Sreenath Sreenivasan
 - 8) [Photo ethics](#), Sreenath Sreenivasan
 - 9) [Advice for Beginning Science Writers](#)
 - 10) [The Beat's Basics](#) (read all stories)
 - 11) ["The Field Trip Within,"](#) Peter Trenouth, The National Writing Project
 - 12) ["Computing the Cost,"](#) Arnie Cooper
 - 13) [Twinkie Deconstructed](#) (read all press)
 - 14) [Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered.](#) Woody Tasch, pp. 8-29
- Write a post for the class blog by 5 p.m. on Friday 1/29/10. You may use this optional blog prompt or write about relevant readings/current events: *Twinkie Deconstructed illustrates how closely the basic ingredients in processed foods resemble industrial materials. How would a greater understanding of science affect our relationship to food? Is ignorance bliss? Why or why not?* **Please put your name at the end of your posts and comments.** Post under "Week 2" and in the appropriate category. Contact Lauren Keith if you have any problems.
 - Respond to a colleague's post and a comment to your post. Blog post responses and comments due by Sunday 1/31/10 at 5 p.m.
 - Attend the DCFPC meeting Monday 2/01/10 from 7-8:30 p.m. at the fire station on 19th and Iowa streets. Enter on 19th Street, just east of Iowa.

WEEK 3 (2/02-2/08):

- 2/2/10 CLASS LECTURE: SCIENCE AND STORYTELLING: Discussion about the challenges journalists and scientists face in communicating about our natural world. Focus on the use of food and agriculture as primary lenses of analysis. Virtual lecture on the practical challenges of translating science to a popular audience with [Twinkie Deconstructed](#) author Steve Ettlinger (4 p.m.). Follow-up on final DCFPC project.
- Complete these readings/viewings before Week 4 class on 2/9
Food, Agriculture and Science
 - 1) ["Unleashing The Power in Beer,"](#) Science Daily
 - 2) [Less Energy, More Beer](#) (video)
 - 3) ["The Sincerest Form of Flattery,"](#) David Kupfer
 - 4) ["The Failure of Science":](#) New paper makes a damning case against genetically modified food crops
 - 5) ["Laboratory Tests Belie Premises Of Some 'GMO-Free' Food Labels,"](#) Patricia Callahan and Scott Kilman
 - 6) ["Non-GMO' Seal Identifies Foods Mostly Biotech-Free,"](#) William Neuman
 - 7) [Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered,](#) Woody Tasch, pp. 29-42
 - 8) ["All I Want This Year – A Local Foods Economy for Lawrence,"](#) Lawrence Journal-World Localvore blog. (Review all hyperlinks in post.)
- Write a post for the blog by 5 p.m. on Friday 2/05/10. You may use this optional blog prompt (or write about whatever's relevant): *New Oxford American Dictionary's 2007 word of the year was "locavore." What happens to a movement when it becomes trendy? Does it help or hurt the cause? How is this idea being leveraged in the new Lawrence Journal-World blog Localvore? Use examples to support your assertions.* Please put your name at the end of your posts and comments. Post under "Week 3" and in the appropriate category. Contact Lauren Keith if you have any problems.
- Respond to a colleague's post and a comment on your post. Blog post responses and comments due by Sunday 2/07/10 at 5 p.m.

WEEK 4 (2/09-2/15/10):

- 2/09/10 CLASS CANCELLED
- Complete these readings/viewings before Week 5 class on 2/16
Sustainable Food
 - 1) ["What is Sustainable Food?"](#) Jennifer Litz
 - 2) ["Defining 'Sustainable Agriculture,'"](#) Jared Flesher
 - 3) ["Why Food Matters,"](#) Emma Gilchrist
 - 4) ["Harvard and Sustainable Food,"](#) Robert Paarlberg
 - 5) ["Thinking About Food Miles and Carbon Footprints with Common Sense,"](#) Carla Wise
 - 6) ["Table for Six Billion, Please,"](#) David Kupfer
 - 7) Review [Monsanto Corporate Responsibility](#) subsite
 - 8) [Inquiries into the Nature of Slow Money: Investing as if Food, Farms, and Fertility Mattered,](#) Woody Tasch, pp. 42-119.
- Write a post for the blog by 5 p.m. on Friday 2/12/10. You may use this optional blog prompt (or write about whatever's relevant): *Sustainability is often defined as the balance between people, planet and profits. Is this definition sufficient? How do YOU define sustainability? Can food companies be sustainable and affordable?* Please put your name at the end of your posts and comments. Post under "Week 4" and the appropriate category. Contact Lauren Keith if you have any problems.
- Respond to a colleague's post and a comment to your post. Blog post responses and comments due by 2/14/10 at 5 p.m.

WEEK 5 (2/16-2/22):

- 2/16/10 CLASS LECTURE: PEOPLE, PLANET AND PROFIT: Discussion on sustainability and the intersection of people, planet and profit. Explanation of greenwashing. Review of key tools in investigative environmental reporting. Guest lecture with Ben Champion, director of sustainability, Kansas State University (4 p.m.).
- Complete these readings/viewings before Week 6 class on 2/23
Authentic Green Vs. Greenwash
 - 1) ["Big Organics in Little Eco-Unfriendly Packages,"](#) Natalie Hudson

- 2) ["Fast Food Nation,"](#) Speech by Eric Schlosser (video)
- 3) ["Maintaining the Integrity of Organic Milk,"](#) Mark Alan Kastel (PDF, pgs. 4-10)
- 4) ["Dairy: The Good News, The Bad News,"](#) Sharon Kiley Mack
- 5) ["Organic White House Garden Puts Some Conventional Panties in a Twist,"](#) Jill Richardson
- 6) ["Frito-Lay pitches its Lay's potato chips as locally made,"](#) USA Today
- 7) ["How Locavores Brought on Local Washing,"](#) Elisabeth Eaves
- 8) ["The Seven Sins of Greenwashing,"](#) TerraChoice Environmental Marketing Inc.

- Write a post for the blog by 5 p.m. on Friday 2/19. You may use this optional blog prompt (or write about whatever's relevant): *Define greenwashing and localwashing for yourself. What examples of these activities do you see in food marketing?* Please put your name at the end of your posts and comments. Post under "Week 5" and the appropriate category.
- Respond to a colleague's post and a comment to your post. Both are due by Sunday 2/21 at 5 p.m.

WEEK 6 (2/23-3/01):

- 2/23/10 CLASS LECTURE: EATING AS A CULTURAL ACT: Overview of our complex relationship to food. Discussion on advocacy journalism and how it brings about social change. Is environmental or sustainability journalism always advocacy? Confirmation of service learning project with DCFPC and final grad projects. Lecture with Prashant Patel, director of *Localize Me* at 4:30 p.m.
- Complete these readings/viewings before Week 7 class on 3/2
The Ethics of Eating
 - 1) ["Against Meat: The Fruits of Family Trees,"](#) Jonathan Safran Foer
 - 2) ["Sorry, Vegans: Brussels Sprouts Like to Live, Too,"](#) Natalie Angier
 - 3) ["Boss Hog,"](#) Jeff Tietz
 - 4) ["Principled Pork,"](#) Corby Kummer
 - 5) ["The Meatrix"](#) (video)
 - 6) ["Coming Home to Hogs: Livestock Diversity,"](#) Dan Looker
 - 7) ["Picture Show: You are What You Eat,"](#) Mark Menjivar
 - 8) ["What People Eat Around the World"](#)
 - 9) ["Spoiled: Organic and Local is So 2008,"](#) Paul Roberts
 - 10) ["Freedom Foods,"](#) Nora Lawrence
 - 11) ["Native Harvest for a Modern World,"](#) National Radio Project (audio)
- Write a post for the blog by 5 p.m. on Friday 2/26/10. You may use this optional blog prompt: *If you are what you eat, what does your pantry say about you? Include visual images to back up your assertions.* Please put your name at the end of your posts and comments. Post under "Week 6" and the appropriate category.
- Respond to a colleague's post and a comment to your post. Blog post responses and comments due by Sunday 2/28 at 5 p.m.

WEEK 7 (3/02-3/08):

- 3/02/10 CLASS LECTURE: YOU ARE WHAT YOU EAT: Overview of current food system and our relationships to it.
- Complete these readings/viewings before Week 8 class on 3/9
Food and Energy
 - 1) ["The Ethanol Scam,"](#) Jeff Goodell
 - 2) ["The Ethanol Bubble Pops in Iowa,"](#) Max Schulz
 - 3) ["Our National Eating Disorder,"](#) Chapter 1, *The Omnivore's Dilemma*, Michael Pollan
 - 4) ["7-Eleven Tests Plastic Stay-Fresh Wrap on Its Bananas,"](#) Bruce Horowitz
 - 5) ["Independent Farmers Feel Squeezed By Milk Cartel,"](#) John Burnett
 - 6) ["We Are What We Eat. Let's Be Something Better,"](#) Jenna Woginrich
 - 7) ["Farmer in Chief,"](#) Michael Pollan
 - 8) ["A 50-Year Farm Bill,"](#) Wendell Berry and Wes Jackson
 - 9) Overview of [Climate Change Affects on Agriculture](#) (review all PDF fact sheets on page)

10) "[Environmental Protection Agency Rules Ethanol is Green](#)," Better Farming Staff.

- Write a post for the blog by 5 p.m. on Friday 3/05. You may use this optional blog prompt (or write about whatever moves you): *What are your thoughts on this quote: "Farming is for the rich and desperate?"* Please put your name at the end of your posts and comments. Post under "Week 7" and the appropriate category.
- Respond to a classmate and a comment to your post. Blog post responses and comments due by Sunday 3/7 at 5 p.m.

WEEK 8 (3/09-3/12):

- 3/09/10 CLASS LECTURE: THE GREAT DEBATE: Discussion of climate change reporting and the challenges of news reporting on climate science. Virtual guest lecture with Paul Willis, [Niman Ranch](#).

- Complete these readings/viewings before Week 9 class on 3/23
Food and Climate

- 1) "[Food and Climate Change — Save or Doom the World While Eating](#)," Benno Hansen
- 2) "[Diet for a Warm Planet](#)," Julia Whitty
- 3) "[Potential Contributions of Food Consumption Patterns to Climate Change](#)," Annika Carlsson and Alejandro Gonzalez
- 4) "[Farmers v. Greens](#)," The Economist
- 5) "[Global Warming on Your Plate](#)," Dave Gutnecht
- 6) "[The Impact of a Global Temperature Rise of 4 Degrees Celsius](#)" (map), Met Office
- 7) "[Black Balloons Energy Saving Campaign](#)," (video)
- 8) "[Are Polar Bears in Trouble? Yes But Which Ones? And Can the Rest Eat Berries and Goose Eggs Anyway?](#)," Yale e360
- 9) "[Train](#)," Global Warming TV Ad (video)
- 10) "[Most Ag Groups Dislike Senate's Version of a Climate Bill](#)," Dan Looker
- 11) "[Risks of Climate Change for Kansas](#)," Climate and Energy Project

- 3/10 (between 10 a.m.-4 p.m.): In-person meeting with Instructor. Be prepared to discuss your thoughts about the course and your performance in class.
- Write a post for the blog by 5 p.m. on Friday 3/12. Please put your name at the end of your posts and comments. Post under "Week 8" and the appropriate category. No response is required this week.

SPRING BREAK 3/13-3/21/10

HAVE A WONDERFUL BREAK!

WEEK 9 (3/23-3/29/10):

- 3/23/10 CLASS LECTURE: FOOD AS FUEL: A case study of corn ethanol and failed reporting on its efficacy.

- Complete these readings/viewings before Week 10 class on 3/30
Our Relationship With Food

- 1) Review [organic industry consolidation](#) charts
- 2) "[All of Me](#)," Patricia Briesche
- 3) "[Bingeing on Celebrity Weight Battles](#)," Jan Hoffman
- 4) "[Health Ills Abound as Farm Runoff Fouls Wells](#)," Charles Duhigg
- 5) "[Where They Grow Our Junk Food](#)," Margaret Webb
- 6) "[Food Fight](#)," On the Media (audio)
- 7) "[In Poor Health: Supermarket Redlining and Urban Nutrition](#)," Elizabeth Eisenhauer
- 8) "[Growing Green: Peoples Grocery](#)," CNBC (video)

- No posts for this week. Work on your interim report and final projects.

WEEK 10 (3/30-4/05):

- 3/30/10 CLASS LECTURE: YOU CAN'T MISS WHAT YOU DON'T KNOW: Discussion of the importance of images in environmental reporting and the ways in which still and moving images inform our understanding of the natural world. Screening of documentary *Asparagus! A Stalkumentary* and virtual Q&A with director Anne de Mare.

- Complete these readings/viewings **before** Week 11 class on 4/06
Food, Faith and Ethics

- 1) "[Photographer Peter Menzel and writer Faith D'Aluisio discuss the challenges a Sudanese mother confronts in feeding her family in a refugee camp in Chad.](#)" (Look for this under "More from the interview" section) (audio)
- 2) "[JWW Solar Cooker Project Mini Doc: The Women of Iridimi](#)" (video)
- 3) "[The Ethics of Eating](#)," Barbara Kingsolver (audio). Overview of [podcast](#).
- 4) Review [Tagwa Eco Food Web site](#)
- 5) "[A Beef with the Rabbis](#)," David Levine
- 6) "[What Makes Food Sacred? A Study in Eight Dimensions](#)," Rabbi Arthur Wascow
- 7) "[DC Green Muslims and local groups partner to protect the environment](#)," M. Scott Bortot

- Write a post for the blog by 5 p.m. on Friday 4/02/10. Post under "Week 10" and the appropriate category.
- Respond to a colleague's post and a comment to your post. Responses and comments due by Sunday 4/04/10 at 5 p.m.

WEEK 11 (4/06-4/12):

- 4/06/10 CLASS LECTURE: FOOD AND JUSTICE: Reflection on the moral imperative in the environmental movement and how that has been conveyed through media. Discussion on connecting to peoples cares and encouraging environmental action. Presentation on humanitarian trip to United States-Mexican border by student Brenna Daldorph and photojournalist [Jon Goering](#). Virtual lecture on faith and the environment with Chris Doran, assistant professor of religion, Pepperdine University.

- Complete these readings/viewings **before** Week 12 class on 4/13
The Politics of Food

- 1) "[Are Conservatives Welcome in Sustainable Food Movement?](#)" Sarah White
- 2) "[Where Are the Conservatives in the Local, Sustainable Movement?](#)" Zachary Adam Cohen
- 3) "[EPA Fails To Inform Public About Weed-Killer In Drinking Water](#)," Danielle Ivory (video)
- 4) "[Council Speaker to Unveil Policy on Food for the City](#)," Julie Bosman
- 5) "[Hispanic Farmers Fight To Sue USDA](#)," Wade Goodwyn
- 6) "[New Jewish Food Movement Steps Up Focus on Social Justice](#)," Sue Fishkoff
- 7) "[Salmonlands](#)," National Radio Project (audio)

- Write a post for the blog by 5 p.m. on Friday 4/09. Post under "Week 11" and the appropriate category.
- Respond to a colleague's post and a comment to your post. Responses and comments due by Sunday 4/11 at 5 p.m.

WEEK 12 (4/13-4/19/10):

- 4/13/10 CLASS LECTURE: ENVIRONMENTAL RIGHTS ARE CIVIL RIGHTS: Overview of communicating environmental messaging in other kinds of media. Reflections on engaging people who are not part of the current discourse. Field trip with [Brett Ramey](#).

- Submit your Interim Report on your final project electronically by 5 p.m. on Monday 4/12 by e-mailing the word document as an attachment to Simran Sethi, cc'd to Lauren Keith. The format should be as follows: Abbreviated document title-First nameLast Initial (ex: IR-SimranS.doc). *If you do not follow this format, you will be asked to resubmit your document and will be marked down at my discretion.*

- Complete these readings/viewings **before** Week 13 class on 4/20
Hunger and Poverty

- 1) "[The True Causes of World Hunger](#)," Anuradha Mittal
- 2) "[Wasted Food](#)," Leonard Lopate Show (audio segment – PLEASE NOTE there is audio drop-out)
- 3) Review [Freegan Web site](#)
- 4) "[Season of Hunger: A Crisis of Food Inflation and Shrinking Safety Nets in the U.S.](#)," Sophie Young
- 5) Review [Gleaners Web site](#)
- 6) Review [Healthy Schools Product Navigator](#).
- 7) "[Why McDonald's Fries Taste So Good](#)," Eric Schlosser
- 8) "[What's Eating Our Kids? Fears About 'Bad Foods'](#)," Abby Ellin:

- Write a post for the blog by 5 p.m. on Friday 4/16. Post under “Week 12” and the appropriate category.
- Blog post responses and comments are due by Sunday 4/18/10 at 5 p.m.

WEEK 13 (4/20-4/26/10):

- 4/20/10 CLASS LECTURE: TOO MUCH AND TOO LITTLE: Overview of public health epidemics of food insecurity and obesity.
- Complete these readings/viewings **before** Week 14 class on 4/27
Dirty Food, Dirty Water
 - 1) [“Is Our Food Any Safer Since the Last E. Coli Outbreak?”](#) Alternet
 - 2) [“The Sound is Flavored by Our Holidays,”](#) Robert McClure
 - 3) [“Sh*t Happens,”](#) Simran Sethi and Sarah Smarsh
 - 4) [“Yellow is the New Green,”](#) Rose George
 - 5) [“The Whizzers of Oz,”](#) Joe Miller
 - 6) SB 204 — [The Dirty Water Bill](#)
 - 7) [“Toxic Waters: Coal in the Water,”](#) Zach Wise (video)
- Write your blog post by 5 p.m. on Friday 4/23. Post under “Week 13” and the appropriate category.
- Blog post responses and comments due by Sunday 4/25 at 5 p.m.

WEEK 14 (4/27-5/03):

- 4/27/10 CLASS LECTURE: We are Each Other’s Compost
- Complete these readings/viewings **before** Week 15 class on 5/4
 - 1) [“Who Was General Tso? and Other Mysteries of American Chinese Food,”](#) Jennifer Lee (video)
 - 2) [“Stung,”](#) Elizabeth Kolbert
 - 3) [“Inconvenient Truths: Get Ready To Rethink What it Means to Be Green,”](#) (Review “10 Green Heresies and Counterpoint”)
- Write a reflective post for the blog, also due by 5 p.m. on Friday 4/30. Post under “Week 14” and the appropriate category. **This post should reflect back on your experience in the class and reference your learning experience with DCFPC. This is a requirement of service learning designation.**
- Final blog post responses and comments due by Sunday 5/02 at 5 p.m.

WEEK 15 (5/04-5/10):

- 5/04/10 FINAL CLASS LECTURE: WE ARE EACH OTHER’S COMPOST. Review of semester.
- 5/04/10 IN-CLASS PRESENTATIONS TO DCFPC.
- Amend all final course materials per final feedback from DCFPC and Simran Sethi.

WEEK 16 (5/11):

- 5/11/10 SUBMIT FINAL PROJECT MATERIALS AND SELF/TEAM EVALUATION — Submit all materials electronically by 5 p.m. on Monday 5/11 by e-mailing the Word document as an attachment to Simran Sethi, cc’d to Lauren Keith. The format should be as follows for every electronic submission: Abbreviated document title-First nameLast Initial. For the self/team evaluation, the document title should read: STE-First name Last initial (ex: STE-SimranS.doc). For the group project, designate **one** person to submit materials. That person should label materials thusly: “Service Learning Project-GroupNumber” (ex: SLP-Group3.doc). You need to make sure the names of all group members are listed on each document and that the document title are listed within the document, as well. *If you do not follow this format, you will be asked to resubmit your document and will be marked down at my discretion.*
- 5/11/10 SUBMIT FINAL GRADUATE PAPER— Submit all materials electronically by 5 p.m. on Monday 5/11 by e-mailing the Word document as an attachment to Simran Sethi, cc’d to Lauren Keith. The format should be as follows for every

electronic submission: "Abbreviated document title-First nameLast Initial." This document should be labeled thusly: "GP: First nameLast Initial." *If you do not follow this format, you will be asked to resubmit your document and will be marked down at my discretion.*

- GRADES WILL BE SUBMITTED TO ENROLL & PAY BY 5/22.

ASSIGNMENT DETAILS:

Assignments (to be submitted electronically):

- Weekly Blog Posts (one post, two responses). *Due dates listed under each week.* You are required to post, respond to one colleague's post and respond to a comment to your post each week. Make sure to include an image, tags and file in the appropriate week and category. Please put your name at the end of your posts and comments. You are most welcome to submit a vlog or audio segment in lieu of a written post, if desired. *These posts are submitted to the blog — not e-mailed — under the weeks on the blog.*
- Learning Contract. *Due 1/22/10 by 5 p.m.* E-mail to Simran Sethi and copy Lauren Keith with the title "LC-First name Last initial" (ex: LC-SimranS.doc).
- Interim Report. *Due 4/12/10 by 5 p.m.* E-mail to Simran Sethi and copy Lauren Keith with the title "IR-First name Last initial" (ex: IR-SimranS.doc). Your individual interim report is a 250+ word summary of how your final project is progressing. It should highlight the new knowledge you've accrued, detail any challenges you've faced and offer a preview of your final project.
- Final Service-Learning Presentation, Narratives and Background Materials. *In-class presentation 5/04/10. Final paper due 5/11/10 by 5 p.m.* E-mail to Simran Sethi and copy Lauren Keith with the title "SLP-Group number" (ex: SLP-Group3.doc). Please prepare to incorporate feedback from your in-class presentation into your final submission. Information on the final assignment is at the end of this document.
- Graduate Paper for graduate students in class. *Due 5/11/10 by 5 p.m.* E-mail to Simran Sethi and copy Lauren Keith with title "GP-First name Last initial" (ex: GP-SimranS.doc). The graduate paper is a 1,250-1,500 word research paper that will be detailed later in the semester.
- Self/Team Evaluation. *Due 5/11/10 by 5 p.m.* E-mail to Simran Sethi and copy Lauren Keith with the title "STE-First name Last initial" (ex: STE-SimranS.doc).

The learning contract, group and self-evaluations, and course assessments documents are posted to the blog. *These evaluations will factor into your final grade.*

Additional Assignment:

In-Class Discussion. In addition to the assignments above, you are required to lead or co-lead one class discussion on the course reading. We will dedicate the first 30 minutes of class to dissecting these print, video and audio segments. In your assigned week you are welcome to discuss a portion or all of the week's material. *To avoid confusion, remember when we meet, we are discussing the material assigned the week before. For example, when we meet in on Tuesday of Week 3, we will have just completed the reading/blogging for Week 2, and that is what we will discuss.*

These conversations are designed to make us more thoughtful consumers of environmental media, so we can subsequently become stronger creators of environmental media. As you read, please ponder the following questions:

- 1) What new or interesting information did you cull from the assignment?
- 2) How is this information useful? How does the information resonate with your experiences?
- 3) What additional questions would you ask the reporter/videographer about the story?

During the discussion, strive to ask and answer questions such as: Was the story compelling? Was the reporting effective and complete? How could the piece have been better organized? How would have told the story differently and why?

Please refer to the discussion rubric for my expectations for your in-class participation.

Attend a DCFPC meeting Monday 2/01/10 from 7-8:30 p.m. at the fire station at 19th and Iowa. Enter on 19th Street just east of Iowa.

Delivery of Assignments:

- All projects should be typed in 12-point font and double-spaced.

- Final project photos should be high-resolution.
- Use Associated Press style for blog posts and projects. (Check the class blog for links to AP format and additional media writing tips under the “J500 Course Documents” page).
- Include a short and descriptive summary of materials with audio and video submissions.
- **This is a paperless class.** Please submit all print assignments via e-mail to simran@ku.edu and copy lkeith@ku.edu. Post all audio and video materials to a public site like YouTube and e-mail Lauren and me the link.
- **Make sure your name and the names of all your contributors are on the document title and in the subject line of all e-mails you send, as well as within the document/DVD you submit (detailed above). If I don't know who submitted an assignment, I can't grade it, and you will get a 0 for the assignment. This is the one thing that I'm a stickler about.**
- This class is focused on the environment. Please conserve paper and avoid printing out/using materials unnecessarily.
- Errors in facts, grammar and spelling are unacceptable. *These mistakes will affect your grade.* Proofread carefully.

GRADING:

You will be awarded 100 points upon which your final grade will be based.

Breakdown for Undergraduate Students:

Online Participation (12 weekly blog posts, 3 points each: 2.5 points for each post, .5 points for social networking)	36 points
Attendance & In-Class Discussion (2 points per week, 1 point for led discussion)	33 points
Service-Learning Project with DCFPC (10 points for Part 1, 10 points for Part 2, 5 points for In-class Presentation)	25 points
Self Evaluation, Group Evaluation, Learning Contract, Course Evaluation (1 point each)	4 points
Guest Lecture Participation	2 points

Breakdown for Graduate Students:

Online Participation (12 weekly blog posts, 3 points each: 2.5 points for each post, .5 points for social networking)	36 points
Attendance & In-Class Discussion (2 points per week, 1 point for led discussion)	33 points
Service-Learning Project with DCFPC (5 points for Part 1, 5 points for Part 2, 5 points for In-class Presentation)	15 points
Graduate Paper	10 points
Self Evaluation, Group Evaluation, Learning Contract, Course Evaluation (1 point each)	4 points
Guest Lecture Participation	2 points

Your final grade for this class will be a letter grade reflecting the point breakdown above. It will be submitted to Enroll & Pay by 5/22.

A	93-100 points	C	73-76 points
A-	90-92 points	C-	70-72 points
B+	87-89 points	D+	67-69 points
B	83-86 points	D	63-66 points
B-	80-82 points	D-	60-62 points
C+	77-79 points	F	59 or fewer points

PLAGIARISM:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism and fabrication. If you plagiarize or fabricate material, you will get a zero on the assignment. Per the School's official policy, you may also fail the

course and possibly be expelled from the Journalism School. Students enrolling from other units in the University will be subject to the general rules and regulations of those units.

The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e. without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

Plagiarism is taking someone else’s ideas, thoughts or opinions and passing them off as your own. This includes print and electronic materials (no matter how old they are), as well as materials from the Internet. If you cut and paste materials from the Internet, and you don’t attribute your work, you’ve committed plagiarism. If you use secondary sources — that is, research that someone else has already done — you must attribute the sources in your papers. (Wikipedia is NOT an acceptable source.) You don’t have to attribute commonly known facts (Strawberries are fruit.) or historical facts (Barack Obama is president.). Fabrication is making up something and presenting it as true. This includes making up a statistic, a fact or a figure. It also includes making up quotes for interviews or “fudging” on quotes to make them sound more interesting. It’s OK in fiction; it’s not OK in journalism.

If you have questions about plagiarism or fabrication, please ask me for clarification and read the following articles:

[“A breach of trust,”](#) Thomas Jeff

[“Chris Anderson v. Wikipedia: Takes ‘Free’ to Heart, Plagiarizes,”](#) Truemorist

Notes on Blogging...

The original intention of blogs (short for “Web Logs”) was to document personal musings in a diary-type format. Today, a blog is what you make of it. I like this definition from Jay Rosen (posted on Blogger.com): **“A blog is a personal diary. A daily pulpit. A collaborative space. A political soapbox. A breaking-news outlet. A collection of links. Your own private thoughts. Memos to the world. Your blog is whatever you want it to be. There are millions of them, in all shapes and sizes, and there are no real rules. In simple terms, a blog is a Web site, where you write stuff on an ongoing basis. New stuff shows up at the top, so your visitors can read what’s new. Then they comment on it or link to it or e-mail you. Or not.”**

Be meticulous with facts. Social networking raises the bar on providing accurate information. It is never fun to be called out on inaccuracies—especially in a very public and nearly-immediate format. Conduct substantive research, substantiate your facts with hyperlinks to reputable secondary sources, and try to conduct primary research whenever possible. Make sure you have done due diligence on the material you source. How did your sources arrive at their information? How was research funded? Question everything. PS, Wikipedia is not a trusted source.

Your blog is a reflection of you. Listen. Leverage the wisdom you have and the information you find. It’s tough to find the right tone and strike the balance between asserting your thoughts and providing useful information but, through consistent writing and the feedback you will get in this class, you will get there. If you are not already reading blogs, start to find ones you like and critically assess why you like them. One starting point is my work on [The Huffington Post](#) and [Oprah.com](#). You will be able to compare my voice in class to my voice on the Web and see the synergy between the two.

Let your personal stories to build bridges to global information. People resonate with stories that are authentic and allow them to connect to their own experience. Be honest and transparent. If you are unsure of something, say so. If you are challenged by something, share that, too. The appropriate balance of what is essential to share and what should be kept to yourself will emerge as you start writing and get feedback from your audience. We are not using the blogging format as a personal diary but, rather, as a memo to the world.

Take time (and find the courage) to experiment with how you present information. Do you want to cast a skeptical eye on news that’s reported? Do you want your work to be more investigative? That decision is ultimately up to you. Remember that your information is being published to the world: take risks with your tone, *not* with the veracity of the information you are presenting.

Looks matter. Overall presentation is important. The digital space is a wellspring (landfill) of information. Pay close attention to every aspect of your post. This includes the images and videos you select, as well as the title of your post. They all have the potential to bring people into your conversation.

Be terse and pithy. Per the rubrics below, I have set a word count on your work. I am aware that my posts (and many others) are much longer than this. However, I want you to use your real estate wisely and choose your words. Story-telling is about making decisions. The word limitation forces you to make choices about what is important enough to include in your work and honors the way people consume information online. As the semester progresses and you demonstrate you can use your real estate wisely, this word count will be loosened.

Honor your audience. Your posts give you the opportunity to engage in dialog with people from all over the blogosphere. Identify your audience (in this class your audience is your peers and readers of the Lawrence Journal-World) and keep them in mind as you are writing. I will look critically at how you engage with others both in terms of how you write and the way you foster increased dialog in the comments section of your blog. Your tone should be conversational and encourage a response from others. The best way to do that in the beginning is to pose open-ended questions for others to answer.

Mechanics: If you are unfamiliar with blogging, please review the [Blogging Primer](#) on our site.

RUBRICS

J500 BLOG RUBRIC – WHAT MAKES A GOOD BLOG/VLOG/AUDIO POST?

Post	A Post	B Post	C Post	D/F Post
Focuses on one topic	Makes a clear point from the beginning.	Arrives at a point by the end.	Has several points and none are clear.	Has no real point.
Is brief	350-500 words	500-700 words	700-1,000 words	More than 1,000 words
Links to Web resources	Has two or more strong links showing research and furthering the discussion beyond simply supporting the argument.	Has couple of links that at least support the argument but come from the assigned online readings.	Has a link that simply drops off a reader at a Web page and expects them to find the information by clicking around on their own.	Doesn't have any links.
Makes a strong definite claim	Makes a claim in the active voice using declarative sentences.	Makes a nuanced claim in more formal language. Sounds like an English essay.	Makes a vague claim in passive voice and then wanders away from the premise.	Makes no clear statement or claim but merely spouts emotion.
Uses informal language	"The city commission needs to step up and get in front of the homeless challenge."	"The city commission surely must see the mistake in this, if they examine the facts."	"One would hope that the city commission might listen to community input or that at least the county commission would begin to take action."	"As Thomas Paine so aptly said, 'These are the times that try men's souls.'" Or worse: "As <i>Thomas Jefferson</i> said: "'These are the times...'"
Uses anecdotes and stories	Starts personal and goes global. Starts with a personal story and applies that to the topic at hand. Uses an anecdote to get to the point.	Starts personal, but the story is not as clearly connected to the rest of the post as it could be.	Starts with a thesis statement, rather than an anecdote, but works in a personal story somewhere.	Does not use illustrative story or anecdote. Lacks any personal touch.
Invites, even incites, response	Invites contradictory evidence or encourages people to chime in with their opinion/ support.	Is provocative enough to probably get somebody to comment.	Might be commented on by your friends and family.	Elicits no response. Not even from your mother.
Offers something fresh or new	Reveals something that the teacher or others in the class have not found or offers a novel approach to the topic at hand.	Shows author has read all assigned material and has a good grasp of the conventional wisdom on the topic.	Offers predictable and easily found opinions. Makes clear author did not do much, if any, additional research.	Is essentially a cut and paste of others' work and shows a lack of thoughtfulness. Probably done an hour before the post is due.
Includes Visual Element	Uses original visual material, either graphics or video. Image is arresting and helps make point.	Uses publicly available images or uses image with permission or links to another's image to make it original and visually arresting.	Rips off an interesting image and doesn't credit source.	Doesn't have a visual image.
Uses strong headline	Creates engaging headline in active tense.	Creates descriptive headline.	Explains story content.	Has no headline or exceeds character limitation.
Features engaging tease	Draws reader in with	Describes story in 25-30	Describes story in under	Does not clearly describe

	strong 25-30 word lead.	word lead.	20 words.	story.
Lists tags/keywords	Uses most appropriate keywords/tags for future searches on story.	Includes overly broad tags/keywords.	Includes tags/keywords that are not easily searchable (too esoteric or vague).	Does not include tags/keywords.
Video Post (Vlogs):				
Is timed appropriately	Two-three minutes	Three-four minutes	Four-five minutes	Longer than five minutes
Leverages visual medium – are not just a tirade you could read about	Uses images to drive the story.	Displays consideration of the visual medium and uses images to illustrate some points.	Uses images that are part of story but not central to the story.	Is a recitation of the transcript, and its visuals do not add to the story.
Audio Post:				
Shows good understanding of the oral format and tells story with listeners in mind	Explains information clearly and engagingly. Paints the picture with words.	Describes the story but doesn't fully illustrate it and/or make concepts clear.	States the facts but does not engage the listener.	Does not reach the listening audience, i.e. presents in a way better suited to vlog, blog or speech.

J500 WRITING RUBRIC

	A Excellent	B Above Average	C Satisfactory	D Unsatisfactory
Purpose	Creative or skillfully designed purpose.	Clear, coherent purpose.	Vague or multiple purposes.	Ill-defined or no purpose.
Focus	Establishes a clearly focused, controlling idea	Maintains focus and provides transitions between ideas.	Focus comes and goes.	Unfocused, no clear audience.
Organization	Effective organization. Contributes to full development of presentation.	Connects the ideas within the material and to other ideas and sources.	Evident but inconsistent development.	Inadequate organization or development.
Development	Innovatively/expertly advances argument with well-researched evidence and documentation.	Advances argument with sound evidence and references.	Does not advance an argument with adequate support.	Inappropriate or insufficient details to support ideas.
Comprehension	Demonstrates disciplinary understanding and integration. Develops new information or new ways of presenting information.	Moves beyond superficial understanding and demonstrates facility with topical and disciplinary language.	Demonstrates some understanding of the topic.	No, or superficial, grasp of topic.
Mechanics	Work enhanced by facility in language usage, range of diction and syntactic variety. Follows AP style.	Readability enhanced by facility with language and sentence conventions.	Lack of language facility and frequent errors.	Multiple errors in grammar, sentence structure and spelling.

J500 DISCUSSION RUBRIC

	A Excellent	B Above Average	C Satisfactory	D Unsatisfactory	F Non-Participant
PREPARATION	Contributions in class reflect exceptional preparation as evidenced by frequent authoritative and/or creative use of class materials.	Contributions in class reflect thorough preparation as evidenced by competent and occasionally authoritative and/or creative reference to class materials.	Contributions in this class reflect satisfactory preparation as evidenced by at least some acquaintance with class materials.	Contributions in class reflect inadequate preparation.	Little or nothing contributed in class; hence, there is not an adequate basis for evaluating understanding of class mate
INFORMATION	Ideas offered are substantive, provide important insights and encourage new pathways for discussion.	Ideas offered are usually substantive, provide good insights and may stimulate new areas of discussion.	Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for discussion.	Ideas are seldom substantive. They are usually just a validation of what has already been said and provide few, if any, insights. They do not advance the conversation.	
DIALOG	Agreements and/or disagreements are respectful, well substantiated and	Agreements and/or disagreements are respectful, fairly well substantiated and/or	Sometimes insightful disagreements and agreements are voiced with little to no	Comments are disrespectful to others. Integrative feedback and effective challenges are absent.	

	persuasively presented.	sometimes persuasive.	substantiation but still respect the opinions of others.		
GENERAL	<i>If this person were not a member of the class, the quality of the discussion would be significantly diminished. We would miss her/him.</i>	<i>If this person were not a member of the class, the quality of the discussion would be diminished.</i>	<i>If this person were not a member of the class, the quality of discussion would be diminished somewhat.</i>	<i>If this person were not a member of the class, valuable air time would be saved.</i>	<i>If this person were not a member of the class, the quality of the conversation would not change. We would not really miss her/him.</i>

SERVICE-LEARNING PROJECT FOR DOUGLAS COUNTY FOOD POLICY COUNCIL

DCFPC OVERVIEW

The newly appointed Douglas County Food Policy Council (DCFPC) was created to identify the benefits, challenges and opportunities of the development of a local food system for Douglas County. It seeks to develop partnerships that will lead to a successful, sustainable local food system.

The DCFPC focuses on the following areas:

- Economic development and entrepreneurial opportunities
- Improved health outcomes for local residents
- Positive environmental quality impacts
- Increased access to and distribution of wholesome, local food
- Support for local producers of sustainable food products
- Education and awareness about sustainable food among local citizens
- Identification, preservation, and/or sustainable development of local resources including soil, agricultural land, important breeds/cultivars, water, skilled labor, capital, and markets

The success of a local food system hinges on the participation and collaboration of a variety of stakeholders who bring together expertise from many sectors of the community (e.g., agriculture and academia). The DCFPC acts as a mechanism to connect various stakeholders in the community and hopes to foster a community-wide conversation about our food system.

DCFPC ASSIGNMENT:

The essential components that comprise our food system touch every member of this community. Yet, most people do not know where their food comes from or understand what a "food system" is. Terms like "local" and "healthy" are used to describe sustainable food systems, but deep understanding of these concepts is often missing. The goal of the Douglas County Food Policy Council is to help define some of these concepts within the context of this community and explain why sustainable food is an endeavor that would benefit all members of Douglas County.

The creation of a sustainable food system includes attention to issues including land preservation, slow food, food security, public health, environmental stewardship, waste management, economic development and community infrastructure. The DCFPC is committed to solving these community issues through the development of a strong and healthy local food system.

DCFPC DELIVERABLES:

Your assignment involves two distinct sets of articles that will help shape the focus of the DCFPC and be published on the upcoming DCFPC Web site.

1. A 500-1,000 word narrative plus 10+ high-resolution images (300 dpi) that articulate what a sustainable food system means to Douglas County.
2. Two 500-1,000 summaries of local stakeholder considerations on the development of a local food system. These summaries will synthesize primary interviews and identify key issues within the community that can be solved or enhanced by the development of a local food system.

Each group member will also participate in a 30-minute presentation (20-minute presentation, 5-10 minute Q & A) to a member of the DCFPC Executive Committee and the class in which you will:

- Detail the research methodology behind the formation of your narrative and the key tenets of your story.
- Articulate how you identified key stakeholders in your two constituent groups. List all the stakeholders you identified and highlight their key comments. Also explain how their feedback helped shape your narrative.
- Offer short reflections on what you learned by working on this project.

PowerPoint is not required but some creative audio-visual rendering of your messaging is. Your medium is your message. Use your images and whatever other materials will enhance your offering.

GROUP ONE:

1. Forge a narrative on the “what” of a sustainable food system, defining terms such as “local,” “organic,” and “sustainable,” thereby helping community members develop baseline knowledge of sustainable food. Corresponding images should help identify key concepts in a visual format.
2. Identify and interview key stakeholders from city/county government and relevant non-governmental organizations (including food assistance organizations). Final project materials should include two distinct lists of key constituents, compilations of key points from interviews and final syntheses.

GROUP TWO:

1. Forge a narrative on the “why” of a sustainable food system, explaining the benefits of a sustainable food system. Articulated benefits should be relevant to all members of the community. Corresponding images should help identify key concepts in a visual format.
2. Identify and interview key stakeholders among health providers and local businesses. Final project materials should include two distinct lists of key constituents, compilations of key points from interviews and final syntheses.

GROUP THREE:

1. Forge a narrative on the “how” of a sustainable food system, identifying the ways in which similar-sized communities have forged local food systems. Corresponding images should help identify key concepts in a visual format.
2. Identify and interview key stakeholders from higher education institutions and local agricultural operations. Final project materials should include two distinct lists of key constituents, compilations of key points from interviews and final syntheses.

FINAL PROJECT RUBRIC (Also refer to Writing Rubric above):

	A	B	C	D
Purpose	Excellent Skillfully designed, consistent purpose.	Above Average Clear, coherent purpose.	Satisfactory Vague or multiple purposes.	Unsatisfactory Ill defined or no purpose.
Focus	Provides clear information and features compelling and relevant narratives that encourage the development of a local, sustainable food system in Douglas County.	Maintains focus and offers good information on local, sustainable food systems.	Focus comes and goes; local community members may or may not be motivated to work toward forging a local, sustainable food system.	Unfocused, no clear reason for constituents to respond to or engage with the DCFPC.
Organization	Communications are effective and accessible.	Communications are clear and might prove useful to DCFPC.	Communications are obvious and provide some value to DCFPC.	Communications are boilerplate and do not respond to the specific needs of DCFPC.
Execution	Information is thoughtful and innovative. It lays out current food challenges and offers compelling, relevant responses through well-researched evidence and documentation.	Narratives offer sound evidence and references.	Narratives do not explain why changes are required or compel constituents to act.	Narratives do not offer relevant or sufficient information.
Comprehension and Dissemination	Demonstrates understanding and integration of information on sustainable food and clearly articulates information to intended audience.	Moves beyond superficial understanding and demonstrates facility with topic and ability to translate most of DCFPC’s intended audience.	Demonstrates some understanding of the topic and shows some ability to translate information to the intended audience.	No, or superficial, grasp of topic.
Mechanics	Work enhanced by facility in language usage, visual communications and creative expression.	Readability enhanced by facility with language and good visuals.	Lack of language facility, frequent errors and limited visual communication.	Multiple errors in grammar, sentence structure and spelling. No visuals.
Assessment	Information inspires change among constituents and is implemented by DCFPC.	Information is accepted by DCFPC and community members.	Information is considered but not implemented in part or whole by DCFPC or community members.	Outreach is irrelevant to DCFPC and its constituents.

FINAL PROJECTS ARE DUE VIA E-MAIL BY 5/11/10 AT 5 P.M. Materials should be copied to Lauren Keith, Barbara Clark (maggiesfarm@sbcglobal.net) and Lori McMinn (lmcminn@sunflower.com), a member of the DCFPC. Images should be posted to Flickr or another photo sharing site for the instructor and Lauren. Images should be e-mailed via a file-sharing site such as YouSendIt to Lori and Barbara at the DCFPC.