

ALCE 5984

Food Security & Resilient Communities: Food Systems Theory & Praxis

Spring 2015

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Virginia Tech

Facilitation/Student Choice Readings

Course participants will be expected to lead portions of class by directly relating “student choice readings” and thematic issues relevant to the course. Each participant will be expected to:

1) choose and disseminate one reading by 5pm on the Friday the week before his or her assigned facilitation; 2) lead the class in an interactive learning session using student selected readings; and 3) provide a written critique of his/her (co)facilitation. Co-facilitation might be required due to the number of course participants. A common expectation for all facilitators includes being prepared to lead a critique of the readings, challenge peers to think about application, and foster interactive discourse. This assignment will contribute to 20% of the final grade.

Specific guidelines:

- Each student will locate one reading for the week they have self-selected below.
- These readings should be peer-reviewed journal articles that are empirical or conceptual in design. Book chapters may also be selected. Please avoid “gray literature.”
- Readings should be shared as a PDF attachment via the message (email) feature on Scholar to the class no later than **Friday at 5pm** the week before you are signed up for.
- Drawing upon the readings you (and your group, if noted) have selected, you will be expected to take responsibility for class facilitation that week. This means that while you are individually locating readings that emphasize the theme of the week, you should coordinate with group members to agree upon your selections and approach for class facilitation.
- Facilitation responsibilities generally include your group leading class for 60-90 minutes of our regular class time.
- You are welcome to organize this learning time in a number of ways using your creativity; however, each group should allow enough time to provide a verbal summary of the readings, which should comprise 10-15 minutes. Each member of the group needs to participate in this verbal summary. You might find it helpful to provide this overview at the beginning of your facilitation time, but you are not required to follow that convention if your learning aims deem a different approach.
- Visual aids and handouts are optional.
- Please contact your instructor by Tuesday morning prior to your facilitation time if you require special set-up arrangements or equipment.
- This course responsibility will be graded through a one-page (single-spaced, 12 point font) self-critique per student that will be due one week after the assigned facilitation.
- In the conclusion of your critique, include a grade you would give yourself using the Letter Evaluation Scale (A-F) found on page 3 in your syllabus.

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Guidelines for writing your Facilitation self-critique

Please submit a hard-copy statement in class one week following your student-facilitation session. This self-critique should be one-page (single-spaced, 12 point font, one inch margins) and range between 500-600 words in length. Basic conventions of grammar, punctuation, spelling, capitalization should be obeyed. Please see syllabus for full written work policy and APA formatting guidelines. Use the following guidelines to complete your critique in terms of the quality of the facilitation experience. Considering asking yourself: *How well did I do? What worked well? How so? What could I have I done differently to improve the experience?*

Logistics (weighted 20 % or 4/10 points)

- Selected and disseminated at least one reading as a PDF attachment via the message feature on Scholar to the class no later than Friday at 5pm the week before you are signed up for.
- Included reference citation in group message
- Facilitation comprised 60-90 minutes of our regular class time
- Visual aids and handouts were used well (if applicable)

Teaching/Learning Process (weighted 40 % or 8/20 points)

- Coordinated with partner to agree upon your selection and approach for class facilitation.
- Shared responsibility for facilitation preparation and implementation
- Created an equitable and participatory atmosphere with course peers
- Encouraged stimulating dialogue as a facilitation team and individual facilitator
- Addressed your team's learning aims for the facilitation session

Thematic Comprehensive (weighted 40 % or 8/20 points)

- Provided a verbal summary of your selected readings
- Learning activities reinforced readings and course themes
- Illustrated a command of the readings and demonstrated how they related to the course theme(s)

Please conclude your critique with a “grade “out of 20 points using the Letter Evaluation Scale (A-F) found on page 3 in your syllabus.

Student Selected Themes and Readings

Week 11

April 2 Student Choice (s) and Facilitation

THEME: Race, Agriculture, and Hunger

- Alkon, A. H., & Norgaard, K. M. (2009). Breaking the food chains: An investigation of food justice activism. *Sociological Inquiry*, 79(3), 289-305.
- Chilton, M., & Booth, S. (2007). Hunger of the body and hunger of the mind: African American women's perceptions of food insecurity, health and violence. *Journal of Nutrition Education and Behavior*, 39(3), 116-125.
- Christian, C., Fraser, R., & Diop, A. (2013). African-American land loss and sustainable forestry in the Southeast: An analysis of the issues, opportunities, and gaps. *Journal of Extension*, 51(6).

Week 12

April 9 Student Choices (s) and Facilitation

THEME: Addressing the Non-Profit Industrial Complex

- Kivel, P. (2007). Social service or social change? In Incite! Women of color against violence, (ed.), *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. (pp. 129-150). Cambridge, Massachusetts: South End Press.
- Brookfield, S. (2009). The concept of critical reflection: Promises and contradictions. *European Journal of Social Work*, 12(93), 293-304.
- DeLind, L. B. (2011). Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*, 28, 273-283.

Week 13

April 16 **Student Choice (s) and Facilitation**

THEME: Food Security: A Community Development Perspective

- Campbell, M. C. (2004). Building a common table: The role for planning in community food systems. *Journal of Planning Education and Research*, 23(4), 341-355.
- Lacy, W. B. (2000). Empowering communities through public work, science, and local food systems: Revisiting democracy and globalization. *Rural Sociology*, 65(1), 3-26. \
- Misselhorn, A., Aggarwal, P., Ericksen, P., Gregory, P., Horn-Phathanothai, L., Ingram, J., & Wiebe, K. (2012). A vision for attaining food security. *Current Opinion in Environmental Sustainability*, 4(1), 7-17.

Week 14

April 23 **Student Choice (s) and Facilitation**

THEME: Theories, Strategies, and Methods of Change for Prompting Food Security

- Altieri, M. A., & Toledo, V. M. (2011). The agroecological revolution in Latin America: rescuing nature, ensuring food sovereignty and empowering peasants. *The Journal of Peasant Studies*, 38(3), 587-612.
- Fairbairn, M. (2011). Framing transformation: the counter-hegemonic potential of food sovereignty in the US context. *Agriculture and Human Values*, 29(2), 217-230.
- Lang, T., & Barling, D. (2012). Food security and food sustainability: reformulating the debate. *The Geographical Journal*, 178(4), 313-326.