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Hunger, Leadership and Social Change: A Students Teaching Students Course

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Hunger, Leadership and Social Change: A Students Teaching Students Course

An Environmental Studies Thesis Submitted in
Partial Fulfillment of the
Requirements for the Degree of
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Abstract

Empowering youth to be catalysts for social change and global citizens will create a world where individuals feel inspired and prepared to address the most challenging problems. Hunger is a multifaceted issue with various underlying economic and social causes, yet it is also an opportunity to mobilize and empower individuals to be agents of change. Understanding the potential of individuals to work towards sustainable, effective hunger eradication is an important tool to create widespread social change. This course critically examined the systemic causes of hunger, explored sustainable, hunger eradication methods, and empowered students to be pattern-changing social entrepreneurs. Through partnerships with two clubs on campus in a final service learning project, students further developed and improved their skills. . Learning about global and local problems and then having the opportunity to apply solutions within the community was a unique aspect of the course. Students discovered their ability to be leaders by deepening their understanding of chronic, persistent hunger and analyzing sustainable solutions to global problems.

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There is no doubt in my mind that this experience would not have been as transformational without my inspiring, creative, passionate co-teacher Sam Ethridge. I am eternally grateful that she began the process of creating this course and allowed me to embark on this journey with her.

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Lastly, I would like to thank my 14 wonderful students who taught me more about myself, the world and the power to create social change than I ever thought was possible.

Table of Contents

1.0 Introduction and Overview	
1.1 <i>Purpose of the Study</i>	7
1.2 <i>Scope and Significance</i>	7
2.0 Literature Review	
2.1 Introduction to Hunger	9
2.1.1 <i>Famine and Chronic Persistent Hunger</i>	9
2.2 Sustainable Hunger Eradication Methods	
2.2.1 <i>Self-Reliant Participatory Development Model</i>	12
2.2.2 <i>Strategic Planning-in-Action Model</i>	14
2.2.3 <i>Promoting Gender Equality Through Empowerment</i>	15
2.3 Leadership (written by Samantha Ethridge)	
2.3.1 <i>Definitions of Leadership</i>	18
2.3.2 <i>Emerging Models of Leadership Today: A Shift in Perspective</i>	20
2.3.3 <i>Social Change Model of Leadership Development</i>	25
2.4 Pedagogy	
2.4.1 <i>Service Learning</i>	28
2.4.2 <i>Facilitating Meaningful Dialogue</i>	29
3.0 Methods and Work Plan	
3.1 Inspiration, Goals and Mission	32
3.2 Course Preparatory Work	32
3.3.1 <i>Course Structure</i>	32
3.3.2 <i>Readings</i>	33
3.3.3 <i>Assignments</i>	33
3.3.4 <i>Class Activities</i>	33
3.3 Daily Class Focus	33
3.4 Assignments	
3.4.1 <i>Class Participation</i>	34
3.4.2 <i>Reflections</i>	35
3.4.3 <i>Final Project</i>	35
3.5 Guest Speakers	36
4.0 Results	
4.1 Overview	37
4.2 Class Logistics	37
4.2.1 <i>Initial Self-Reflection and Comments</i>	37
4.2.2 <i>Class Size</i>	38
4.2.3 <i>Class Time</i>	38
4.2.4 <i>Course Content</i>	39
4.3 Grading, Assignments and Evaluations	
4.3.1 <i>Participation and Attendance</i>	41
4.3.2 <i>Reflections</i>	41
4.3.3 <i>Assignments</i>	42

4.3.4 <i>Final Project Presentation</i>	42
4.3.5 <i>Mid-semester and Final Evaluation</i>	43
4.4 Class by Class Reflections	43
5.0 Discussion	
5.1 Assessing Effectiveness in Meeting Course Goals	63
5.2 Class Evaluation	66
5.2.1 <i>Class Planning</i>	66
5.2.2 <i>Grading and Rubrics</i>	67
5.2.3 <i>Facilitating Discussion and Class</i>	67
5.2.4 <i>Reflections</i>	68
5.2.5 <i>Co-teaching</i>	68
5.2.6 <i>Service Learning</i>	69
5.3 Critique of Assignments	
5.3.1 <i>Interview Assignment</i>	69
5.3.2 <i>Biography on Leaders of Hunger Eradication</i>	70
5.3.3 <i>Organizational Profile and Analysis on NGO</i>	70
5.3.4 <i>Social Media Campaign</i>	70
5.3.7 <i>Fantasy Social Enterprise</i>	71
5.3.6 <i>Final class project</i>	71
5.4 Recommendations for Future STS Classes	74
5.5 My Learning Experience	75
Concluding Thoughts	76
6.0 Bibliography	77
7.0 Appendices	
7.1 ENV5 197: Hunger, Leadership and Social Change syllabus	79
7.2 Interview Assignment: Description	87
7.3 Interview Assignment: Rubric	88
7.4 Biography on Transformational Leaders Assignment: Description	89
7.5 Biography on Transformational Leaders Assignment: Rubric	90
7.6 Organizational Profile and Analysis on an NGO: Description	91
7.7 Social Media Campaign: Description	92
7.8 Social Media Campaign: Rubric	93
7.9 Fantasy Social Enterprise: Description	94
7.10 Fantasy Social Enterprise: Rubric	95
7.11 Mid-semester Evaluation	96
7.12 Final Project and Class Evaluation	97
7.13 Reflection Questions and Prompts	100
7.14 Course Description for ENV-TALK	108

1.0 Introduction and Overview

1.1 Purpose of the study

In the spring of 2012, I co-taught ENV5 197: Hunger, Leadership and Social Change with Samantha Ethridge for my senior thesis. The goal of this course was to develop students' skills as pattern-changing social entrepreneurs and global citizens, through critically analyzing and deepening their understanding of the economic and social causes of, as well as solutions to, the major global challenge of chronic, persistent hunger. The course expanded on students' knowledge of international development issues and challenged them to explore the underlying causes of hunger that are rarely acknowledged. Throughout the course, students developed a vision for personal growth and related it to the vision of our project partners. The final component of the course was based on a service learning pedagogy and included a partnership with two clubs on campus. Six groups of students designed a project to be completed in conjunction with the FeelGood and Campus Kitchens clubs.

The students sought to achieve a variety of objectives by the end of the course, through critically analyzing readings, making presentations, participating in class activities, reflecting, participating in outdoor learning experiences, hearing from guest speakers and completing a service learning project. Upon completing the course, students were able to define and critically examine hunger's systemic causes, explore emerging models of hunger eradication and consider the role of pattern-changing social entrepreneurship in this context. Students were empowered to build a foundation for themselves of necessary skills, knowledge, confidence and tools (i.e. leadership, applied empathy, teamwork, self-awareness) to be successful pattern-changing social entrepreneurs and educated global citizens connected and committed to their human family. Students developed their critical analytical skills, especially in regards to different hunger eradication models and non-governmental organizations (NGOs). Students formed a partnership with UVM FeelGood and UVM Campus Kitchens by creating a shared vision. They designed and developed a successful project that furthered their mission and applied practical skills learned throughout the course, and they engaged in a comprehensive evaluation of the project and partnership.

1.2 Scope and Significance

Hunger is not only a problem to be solved; it is a unique opportunity to address the systemic, underlying issues that prevent individuals from reaching their full potential. Critically

analyzing the causes of hunger and presenting viable, sustainable solutions is an effective way to engage the international community in a global issue. In order to understand how to tackle this issue, it is important to analyze it from a variety of perspectives. The exploration of different hunger eradication models can lead to insights into how projects are being implemented worldwide. Non-governmental organizations are often involved in these types of projects, yet it is essential to analyze these organizations with a critical eye. Youth have the opportunity to make a profound difference in the global struggle to eradicate hunger and are increasingly engaging with global organizations.

I wanted to teach this course because I believe it filled a niche that was lacking in the educational opportunities and curriculum at the University of Vermont. There are many courses on food systems, development, and sustainability, but none that analyze the intersection between these issues by addressing hunger issues and the opportunity for youth to actively engage in solutions. This course not only discusses the problems relating to hunger, but demonstrates the potential for youth to make a difference. The content can be heavy at points; however, the class ended on an optimistic note. The goal of the course was to demonstrate how we can all be change agents in our professional and personal lives. Visioning exercises encouraged students to analyze their passions and areas where they could live a committed life. Through teaching this course, I have discovered a passion for engaging individuals into deeper understanding and empowering them to be transformational leaders. I want to continue to inspire young people to lead a life of passion and interconnectedness with our global community.



Robyn and Cat are passionate optimists

2.0 Literature Review

2.1 Introduction to Hunger

This course built upon principles of chronic persistent hunger, sustainable eradication methods and leadership. It is important to begin with a common understanding of the problem in order to find solutions that address not only the prevalent, tangible causes, but also the underlying economic and social causes of hunger. Comprehensive knowledge about the issue of hunger allows for greater insight into sustainable methods that help individuals achieve self reliance. Self reliance is achieved when individuals work together to eradicate hunger and are more resilient in confronting challenges with famines or food insecurity. The hunger eradication models discussed below build on concepts and themes explored throughout the course. Effective methods build on leadership and mobilization as key tools for achievement. Leadership is important in building individuals' capacities and confidence to be pattern-changing, inspired global citizens.

2.1.1 *Famine and Chronic Persistent Hunger*

International aid plays an important role in addressing widespread global problems such as famine, hunger and food insecurity. These three concepts are intricately related, with famine and hunger deeply rooted in food security. However, often times, hunger and famine are confused as synonyms. The types of aid mechanisms used to address these issues vary greatly and it is important to understand the difference between these concepts in order to create a balanced perspective on this global problem.

Malaku Ayalew's article entitled "What is Food Security and Famine and Hunger?" distinguishes between these important concepts. The United Nations Universal Declaration of Human Rights, released in 1948, declares that every individual has the right to an adequate standard of living, which includes sufficient food. The Universal Declaration on the Eradication of Hunger and Malnutrition, released in 1974, declares that "every man, woman and child has the unalienable right to be free from hunger and malnutrition" (Ayalew, 1997, para. 2).

The notion of food security was introduced in the early 1970's and originally took a supply point of view. Reports released during this time encouraged the increase of food production in order to create greater food security in countries. However, this raised the issue of distribution; as global food increases did not lead to greater food security in impoverish

communities. Poorer countries did not gain access to the food on the global market nor did they have the wealth to purchase food (Ayalew, 1997). Global food security does not guarantee national food security, and food availability nationally does not guarantee that households and individuals will be sufficiently fed. The analysis of food access in households is a good way to determine food security in a community, yet there are also many cultural and societal issues that could impact food distribution, such as the status of women and children (Ayalew, 1997). In 1986, the World Bank defined food security as “access by all people at all times to enough food for an active and healthy lifestyle” (World Bank, 1986). This definition addresses the idea that the accessibility and availability of food needs to be sustainable for the individual and encompasses concepts of food production, consumption and distribution. Famine and hunger, therefore, result from a lack of food security.

In the philosopher Onora O’Neill’s book, Faces of Hunger: An Essay on Poverty, Justice and Development, she explains that: “The larger part of hunger is not dramatic. It shows itself in malnutrition, illness, and expectations of life which remain obstinately low and is the core of persistent and desperate poverty. Famine episodes are only the tip of the iceberg whose invisible and large part is endemic hunger and deprivation” (1986, p. 12). Hunger refers to a group of undernourished individuals, most likely living in poverty. Famine occurs from prolonged hunger and often can be exacerbated by an event that prevents access to food for a long amount of time (Ayalew, 1997).

In situations of chronic food insecurity, vulnerable populations are susceptible to the possibility of a transition into a famine state with an abrupt change in food production or distribution (Glantz, 1997). In order to predict when famines occur, USAID created a system called the Famine Early Warning System to analyze indicators that could result in a transition of a society from chronic hunger into famine. Michael H. Glantz’s article “Eradicating Famines in Theory and Practice: Thoughts of Early Warning Systems” explores these indicators and the relationship to chronic hunger in greater depth.

“No social or economic problem facing the world today is more urgent than that of hunger”, Lal Jayawardena wrote in his foreword to Dreze and Sen’s book, Hunger and Public Action (1989). Despite the apparent need to address widespread issues of chronic hunger, governments tend to adopt programs such as the Famine Early Warning System. Glantz theorizes that this could be due to the idea that to governments, famines are seen as tractable problems,

while “hunger and food security are amorphous issues, requiring constant and considerable attention as well as resources” (1997, para. 2). Famines are commonly blamed, rightly or wrongly, on natural hazards such as droughts, even though they usually occur out of conditions of hunger and poverty. However, hunger and poverty issues are often times linked to political issues such as land ownership, class power, politics and economics. Governments thus prefer to focus on famines rather than the more problematic, complex issues surrounding hunger in society. Glantz offers an interesting comparison of famine to hunger as *jacqueries* are to revolutions. A *jacqueries* is an uprising stemming from a particular grievance from the people. Once the government responds to their demand, the people stop the uprising, abandoning the fundamental principals of why the grievance originally occurred. Similarly, once a famine has ended, little attention is drawn to addressing the underlying cause of the issue (Glantz, 1997). The complexity, slow pace and political challenges of confronting chronic hunger has discouraged many governments from addressing these critical issues within society.

Nonetheless, Glantz mentions an aspect of Dreze and Sen’s book that describes the governments need to confront chronic hunger challenges. When tackling these chronic hunger issues, “there is a much greater scope for slower but nonetheless powerful avenues of action such as institution building, legal reforms, asset redistribution, or provisioning in kind” (1989, p. 7). There are different strategies that governments can employ depending on their developmental approach. One such approach could be an export-led development strategy to fund agricultural production. Another could be a self-sufficiency in food production strategy, encouraging local agriculture and food storage for underproductive years (Glantz, 1997). Glantz concludes by acknowledging the effects that emerging environmental problems will have on the land. He describes how the “physical and social change reduces (imperceptibly at the time) the ability of the land to support the next and future generations” (para. 3). The deterioration of lands and the use of marginal areas for farmland will lead to increased acute food deprivation.

The objective of Glantz’s article was to draw a comparison between famine, hunger and food security issues. He mentions how famine and hunger are often handled by different bureaucracies, as well as different mindsets, yet there is a clear connection between the two issues. Donor countries as well seem to be willing to provide assistance in famine situations but less concerned about issues of food insecurity and chronic hunger. O’Neill poses an interesting question tying together the relationship between famine and hunger by showing how good

intentions could have negative consequences. She asks, “Could it be that remedies appropriate for acute famine, such as food aid, may be useless or even harmful for those living whole lives on the edges of hunger?” (1986, p. 12). Glantz’s article presents many interesting ideas about the relationship between famine and hunger and why governments lack the motivation or incentives to address these pressing issues.

Not only is it the responsibility of organizations and governments to respond to hunger problems, but individuals, as well, have a moral obligation to be catalysts in changing the system. In the 1970’s a debate arose between two conflicting viewpoints of a philosopher and an ecologist that is described in Paul B. Thompson’s article “Food Aid and the Famine Relief Argument (Brief Return).” He presents the argument that arose between Peter Singer and Garrett Hardin. Peter Singer’s article “Famine, Affluence and Morality” published in 1972 argues that “if it is in our power to prevent something bad from happening, without thereby sacrificing anything of comparable moral importance, we ought, morally, to do it” (para. 5). The “development of the world into a “global village” has made an important difference to our moral situation” (para. 7), whereby therefore, there is no reasonable justification for not addressing a geographically based problem, since globalization has created a global community. Hardin’s argument addresses the costs of fostering a growing global population. He argues that “removing constraints on population growth associated with famine and hunger would only result in a total population that exceeds the carrying capacity of the global environmental commons” (Thompson, p. 211). The result of an increased population will be more suffering due to the good intentions of people. Although these two perspectives stand in stark contrast, they were not written in response to one another; it was a coincidence that they emerged at the same time. Yet, they help to generate a concrete understanding of the complicated history of hunger within society and lead to valuable insights about how to solve these issues in the future.

2.2 Sustainable Hunger Eradication Methods

2.2.1 Self-Reliant Participatory Development Model

There are various obstacles to implementing effective change within an impoverished demographic of people. Early development strategies targeted poor peasants as a group rather than integrating the community as a whole. This focus on groups rather than the community has prevented successful development (Burkey, 1993, p.44). A study conducted by Oakley and

Wilder (1981) found that the poor are often disunited and compete with one another. The condition of their economic situation teaches them to distrust outside involvement and leads to a resistance to change. A challenge development agencies face is finding methods that address this opposition to change. An early study conducted by Huizer (1971) found that it is not inherent within poorer society to show distrust and resistance change, however, most development efforts had benefited individuals in society who were already better off. Improving the quality of life for these individuals did not signify that the lives of poorer individuals were subsequently enhanced. In fact, the peasants continued to live under a cycle of repression and internal colonialism (Burkey, 1993, p.44). The tools are available, however, to break the cycle.

Poor individuals show enthusiasm and willingness to participate in development programs, yet the more privileged groups prevent this interaction since they do not see a personal benefit. Adopting a trickle-up approach to development instead of trickle down could create positive income and employment-generating activities. When these activities are successful they can develop health, education and infrastructure that will ultimately benefit both the privileged and poor (Burkey, 1993, p. 44). Changing distrust within poor communities by targeting development activities and involving all members of the communities can lead to a successful development strategy. In order to reach this success, it is important to acknowledge the possibility and potential to achieve self reliance.

Social transformation occurs within communities when development strategies incorporate social and cultural change. Development work often occurs in communities where there are rigidly defined cultural traditions and social relationships. In order to successfully promote change, it is imperative that workers are familiar with the social and cultural systems of the community in which they are working. New ideas will only be adopted if they do not create overwhelming conflict with accepted beliefs. Acknowledging the importance of traditional beliefs and traditions and appreciating their benefits will create trust with community members. Helping a community to analyze if these beliefs contribute to its economic well-being or further contribute to a state of dependency and a cycle of oppression is an important phase in the development process. Burkey (1993) describes how “the poor will make changes when they see that such changes are to their advantage” (p. 46). A theorist, Andreas Fuglesang, proposed that it is easier for a community to accept new ideas by understanding the past. When people are more

aware of the success of changes in the past they are more likely to adopt changes in the future, which quickly become meaningful and acceptable (Burkey, 1993, p. 48).

Self-reliant participatory development involves a process of engaging individuals in independently decided changes in their behaviors and community that lead to self-reliant action and development. The ultimate goal of creating social transformation within a community is restoring pride and dignity in the individuals involved. In order to achieve changes in the awareness, motivations and behaviors of individuals it must come from within the individuals, not be imposed by an outside organization (Burkey, 1993, p. 48). Indeed, an individual or organization does not make people self-reliant, people become self-reliant. It is essential that individuals feel as if they are driving the process towards self-reliance. With this approach, facilitators can give individuals the knowledge and tools to gain confidence in their decisions, but ultimately the success of this approach is based on individual motivations and dedication (Burkey, 1993, p. 50). Upon completing this process communities will have the self-confidence and determination to achieve great success in lifting themselves out of poverty.

2.2.2 Strategic Planning-in-Action Model

Traditional models of development use a top-down, service-delivery approach that often does not utilize the most important resource available, the creativity and abilities of individuals living in poverty. This conventional approach (i.e., top-down, service delivery) to development has a few defining characteristics. Services are provided to people through governments or charities and donors are in charge since they contribute money. Women are seen as a vulnerable group that must receive targeted aid and the population as a whole is given assistance on a needs basis. The central government is primarily in charge of the service-delivery programs (The Hunger Project, n.d.). Unconventional models of development are emerging, however, which challenge the effectiveness of traditional approaches, such as the bottom-up empowerment model. This approach views the hungry population as made up of hardworking, creative individuals who can be actors in development when given the opportunity. The goal is to mobilize and empower individuals, which is accomplished by placing local officials in charge of projects. Women are seen as key change agents who must have a voice in decision-making. Resources and leadership are decentralized to the local level to build local capacity and mobilize people to fight for their rights and hold their governments accountable (The Hunger Project,

n.d.). This transformational approach creates opportunities for communities to produce empowered leaders and move towards self reliance.

The Hunger Project (THP) is an example of a non-governmental organization that uses a bottom-up empowerment approach to create change in countries in Latin America, Africa and Asia. The three key initiatives of THP are to mobilize people at the grassroots level to build self reliance, empower women as key change agents and forge partnerships with local government (2008). In order to accomplish these goals with their partner communities, THP utilizes a methodology known as strategic planning-in-action. This approach involves mobilizing and building the capacity of committed indigenous leadership. Fostering the leadership of respected individuals creates a shared commitment to ending hunger and alleviating poverty. This approach brings together all sectors of society including business, academia, media, NGO's and government agencies to build alliances and transform the social conditions that create a cycle of poverty. With a shared understanding of the conditions and the commitment to achieve a common vision, individuals can work towards a unified goal. Once a goal is established, individuals in their communities play a strategic, catalytic role in mobilizing and creating effective change to unleash the creative and productive potential of hungry people involved. Evaluation and assessment are also a vital part of the process in order to identify which aspects are missing and can be improved upon or have led to the successful strategies (The Hunger Project, 2008). Strategic planning-in-action is a valuable model that empowers individuals to be actors in their progress towards life-long practices that free people from hunger.

2.2.3 Promoting Gender Equality Through Empowerment

Gender inequality is one of the greatest challenges of our time and yet also one of the greatest opportunities. Women play an important role within society as workers, providers, educators and leaders, but often lack the resources to achieve their full potential. Acknowledging and working towards achieving greater gender equality is an influential way to eradicate hunger, alleviate poverty and create sustainable solutions. A growing body of research has highlighted the importance of gender equality as a pillar of development. The World Bank released its 2012 World Development Report on gender equality and development, which was the first time it devoted its prestigious annual report to this topic. The central message of the report was that progress and persistence in gender equality matters economically, politically and socially. The

report found that women tend to have less of a voice in the decision-making process than men, girls have lower rates of school attendance and have unequal access to economic opportunities (The World Bank, 2011). These findings emphasize the importance of empowerment and how empowering women through education and investment opportunities allows them to become catalysts for social change.

The UN Millennium Declaration declared that all individuals have the right to live a life free from hunger and oppression. The UN further expanded this goal by passing the third Millennium Development Goal (MDG): Promote gender equality and empower women (United Nations, 2010). A report released by Oxfam not only describes the importance of working towards this goal, but also the necessary steps to be taken in order to encourage gender equality. The MDG should be used as an opportunity to solidify a commitment by the international community towards women's rights and gender empowerment (Heyzer, 2005). Giving women equal voice in the decision-making process can help prevent gender mainstreaming, which occurs when governments adopt principles to promote gender equality, but do not adequately involve women. The report cautioned governments to not regard "gender equality and women's empowerment as a set of technical tools and concepts de-linked from practice, power, and politics" and emphasized the importance of building partnerships with women as a tool for fulfilling these commitments (Heyzer, 2005). Creating partnerships allows women to recognize the vital role they play in improving their social condition and rising out of poverty. Women's empowerment is an effective way to sustainably eradicate hunger.

Empowerment is a powerful tool towards reducing hunger in communities because it links individual strengths, competencies and behaviors to generating social change. Initiatives that are empowerment oriented increase participants' well-being while also developing knowledge and skills in a collaborative, rather than authoritative, relationship (Perkins, 1995). In order to break the cycle of poverty, it is necessary for individuals to understand their potential. Personal empowerment allows for people to realize their capabilities, thus unlocking the "strongbox where other keys are found" and allows further exploration into individual creativity (Smith, 2005, p. 41). Yet, while it is important to have a collective group of empowered individuals, social transformation occurs when there is empowerment at the community level. Striving towards community empowerment unites all members of the community--regardless of gender or social standing--towards improving the quality of life in a community and relationships with

community organizations (Perkins, 1995). Through this collective effort, communities can create changes within society to confront issues of hunger and the cycle of poverty.

Women play a pivotal role in tackling issues of hunger and achieving food security within their communities. Research conducted by the Islamic Azad University in Iran explored the importance of rural women's empowerment in rural development. Within the rural sector, about 5.6 million women are involved in agricultural production, which includes activities relating planting, harvesting, animal food preparation, caring for livestock and poultry and other activities related to trading and marketing (Fatemi, Razeghi, Rezai, & Vahedi, 2011). Women, therefore, are an integral part of the food system but their roles within the community are heavily influenced by economic, social, cultural and ecological factors and they are often denied access to investments. Once women are able to become financially independent, however, there are many cultural and social outcomes. The study found that these outcomes are measured by an improvement in five areas. When there are improvements in a woman's welfare, access to resources, critical consciousness concerning their power and capabilities, local participation and control in decision-making they have achieved a state of empowerment (Fatemi, et al, 2011). Given access to new markets and the central role women have in maintaining food security, empowering women can have significant impact on reducing hunger in communities.

Empowerment is a fundamental process to achieve gender equality, yet it could not be achieved without increased access to educational opportunities and ability to invest in market systems. There are many gender inequalities in the education system worldwide that have prevented an estimated 65 million girls from attending school and 100 million from completing primary school (Aikman, & Unterhalter, 2005). Perpetuating an illiterate society will not help solve problems related to food insecurity and will further ingrain a cycle of poverty. Lack of education also limits the poor's ability to invest in global markets. Adopting a strategy of bottom-up market development, however, integrates disconnected populations, such as women and the poor, by providing the resources to invest in markets (Smith, 2005). This approach works to ensure that these individuals are trained and capable of investing in a business to bring improvements not only within the family, but the community as well. Increased access for women and girls to education and investment in markets will empower these individuals to continue improving their livelihoods and communities.

2.3 Leadership

2.3.1 Definitions of leadership

(This section was written by Sam Ethridge)

According to Komives, Lucas & McMahon (2007), leadership is a socially constructed phenomenon, one that can be viewed from various frameworks and perspectives. They explain how there are different definitions and perspectives of what leadership is from some who say who it is a person who delegates to others in the groups and makes decisions and actions for them, while others say a leader is a verbal, self confident person in charge of directing followers. Leaders come in many different forms with various styles and diverse qualities from quiet listeners, to eloquent speakers, to outdoor leaders to bureaucratic ones (Gardner, 2007). Even each field of study emphasizes different elements of leadership, yet each has an interest in how people can work more effectively together toward some outcome (Komives, Lucas, & McMahon, 2007). Komives, Lucas & McMahon (2007) argue that overall leadership should attempt to accomplish something or change something and be purposeful and intentional. It should be practiced to be socially responsible, defined as being personally committed to the well-being of people, our shared world, and the public good, and advances the welfare and quality of life for all. Gardner (2007) agrees and states that leadership should also not be confused with status, power, official authority, or the elite. The biggest changes in the definition of leadership came about after the 1970's where the paradigm shifted from one where leadership infers control over people, to one that see leadership as a relationship process based on mutual goals towards some action or change (Komives, Lucas, & McMahon, 2007). Today, the interaction between leaders and constituents or followers informs the field of leadership in that communication and influence can flow in both directions (Gardner, 2007). Fortune magazine goes on to encourage this new perspective in leadership by stating, "magazine "forget your tired old ideas about leadership. The most successful corporations o the 1990s will be something called a learning organization" (Gardner, 2007). In short and as stated by the leadership scholar James MacGregor, "leadership, is one of the most observed and least understood phenomena on earth."

The first leadership theories emerged during the height of aristocracies in Europe. At this time, Darwinist thinking dominated and viewed leadership as hereditary property. This resulted in many marriages of "the fittest" in order to produce an aristocratic class superior to the lower class. These *great man theories* of leadership shifted to ones that observed leaders exhibiting

certain characteristics such as intelligence, height, self-confidence, and more that differentiated them from non-leaders. These theories believed that effective leaders in one situation may fail in another because of their personal characteristics (Komives, Lucas, & McMahon, 2007).

This then shifted to *behavioral approaches* to leadership where the focus was on what the leader does, meaning, it focused on their behaviors, skills, and styles, as opposed to who they were. The two dimensions of this leadership approach that arose from its research include one, consideration, which, according to Komives, Lucas, & McMahon (2007), is the degree to which a leader acts in a friendly and supportive manner, shows concern for subordinates, and looks out for their welfare; and two, initiating structure, which is the degree to which a leader defines and structures his or her own role and the roles of subordinates toward the attainment of the groups formal goals. From research on leadership behaviors by the University of Michigan three categories of behaviors were found: tasks-oriented behaviors, relationship-oriented behaviors, and participative leadership. Despite the findings, there are many critiques of the behavioral approach. The main being these categories simplify leadership and how various models can overlap (Komives, Lucas, & McMahon, 2007).

Situational contingency approaches were the next to emerge and took the perspective that leadership was a contextual phenomena where one adapts their approach or behaviors depending on the circumstances. This approach saw leaders as the product of a situation, instead of the controller. Two of the main theories of this approach include the *Least Preferred Co-Worker* and the *Path-Goal Theory*. Komives, Lucas, & McMahon (2007) describe the previous as emphasizing the importance of the situation in explaining leader effectiveness, and the latter as stemming from the personal characteristics of group members and work environments as the shaping the leader. In this case, everything the leader does is because of the situation, however, there is not much research to support these theories. *Influence theories* were more interested in the interplay of charisma within leadership and were popular from the mid 1920s-70s. Charisma is seen as a key characteristic of a leader, which results from the perceptions of the followers and the attributions of the leader, the context of the situation, and the needs of individuals and the group. According to Komives, Lucas, & McMahon (2007), this type of leadership comes in times of crisis or when followers are willing to question the status quo. The biggest critique of this approach is the leader can use their charismatic abilities in a way that does not serve the public good. *Emerging leadership paradigms* refers to leadership theories of the twentieth

century, which were focused on management, structure, leader, goals, and self-interest (Komives, Lucas, & McMahon, 2007). Such a framework for leadership describes all the leadership theories mentioned in this section.

2.3.2 *Emerging models of leadership today: a shift in perspective*

Beginning in the 70s the field of leadership experienced a shift to focusing on the relational and reciprocal nature of the leader-follower interaction. According to Komives, Lucas, & McMahon (2007), it emphasized the mutual goals and motivations of both parties. This means there has been a shift to seeing leadership as a role or a person, to leadership as an ongoing process that is inclusive, meaningful, and egalitarian. This is called *reciprocal leadership theories*, which includes theories such as *transforming leadership theory*, *servant-leadership theory*, *followership theory*, and *emerging leadership paradigms*. *Transforming leadership theory*, as formulated by James MacGregor Burns, is “a process where leaders and followers raise one another to higher levels of morality and motivation.” The leaders appeal to the followers because of ideals such as peace and justice. In this theory, leadership is seen as inseparable from followers’ needs and goals, and the power of the leader is used to realize common goals. The ultimate goal is to have leaders and followers holding each other to a higher moral ground, just how Mother Teresa and Martin Luther King Jr. did so it is clearly a popular and effective model when trying to create social change.

Transactional leadership, on the other hand, can be defined as the process whereby one person takes the initiative in making contact with others and create an exchange of shared values or things, which appeals to the self-interest of followers, instead of higher ideals and morals like in *transformational leadership*. *Followership theory* is where there is no real leader so the group functions and manages itself effectively, which again is common in social change movements. Every role is just as important as the next and everyone has something to contribute. Followers need to be empowered just like leaders, honored for their contributions like leaders, and valued for their role in helping the organization reach its vision, like leaders (Komives, Lucas, & McMahon, 2007).

According to Komives, Lucas, & McMahon (2007), the *servant leadership theory* is where the leader is first seen as the servant who wants to serve the needs of others and then by doing so effectively becomes transformed into a leader. The goals of such leaders are to serve

others in order to make a difference in the world, not to build their resume. This approach believes that letting those being served define their own needs in their own way is the most effective and then allows the leader to become an advocate for their communities needs (Sergiovanni, 2007). Sergiovanni (2007) describes how service leadership provides legitimacy partly because one of the responsibilities of leadership is to give a sense of direction, and establish an overarching purpose. Followers' confidence in servant leaders is strengthened by their belief that their leader makes decisions and judgments based on the values of the group, as opposed to their own self-interest. This concept is sometimes referred to as *stewardship* (Komives, Lucas, & McMahon, 2007). The greatest difference from a servant leader to someone who wants to lead is they always put the needs of others before themselves and by doing so become more knowledgeable and empowered themselves (Komives, Lucas, & McMahon, 2007). Servant leaders practice this approach by purposing, which is the continuous stream of actions by the formal leader which results in clarity, consensus, and commitment within the whole community, by empowering others to take actions in-line with the groups vision, and by becoming outraged when empowerment is abused or purposes are ignored, in other words when standards fall (Sergiovanni, 2007). In short, the great leader is servant first.

“The true force that attracts others is the force of the heart” (Evans, 2007). This quote by James Kouzes and Barry Posner speak to how trust is the essential link between leader and led. According to Evans (2007) many admire leaders that are honest or consistent, fair, competent, and forward-looking. Those who can build this trust are the ones who can become authentic leaders. *Authentic leadership* is what emerged after scholars noticed an underlying theme of the reciprocal leadership theories, according to Komives, Lucas, & McMahon (2007). “Authentic people are the center of authentic leadership, and authentic leadership is at the base of all positive socially constructive forms of leadership.” This kind of leadership is said to be the root of all positively constructed leadership approaches out there because it recognized the need to understand the powerful impact of hope, trust, and positive emotions, especially when understanding followers. Leaders who are authentic are distinguished not by their techniques or styles, but by their integrity, defined as the fundamental consistency between personal beliefs, organizational aims, and working behavior, and savvy, defined as practical competence, hard-to-quantify clusters of qualities such as craft knowledge, life experience, native intelligence, common sense, intuition, courage, and adaptability (Evans, 2007). These leaders are ethical,

confident, long-term thinkers, and passionate optimists. Komives, Lucas, & McMahon describe authentic leaders as people who

- Do not fake their leadership.
- Do not take on a leadership role or activity for status or personal rewards.
- Are innovative and original.
- Take actions based on their values and convictions, which build them credibility, mutual trust and respect, and help them build bridges and networks.

Evans (2007), however states that there is a lot of debate about what is at the core of leadership. In this model the central aspects see some leadership elements as innate and unteachable so certain individuals will always lead better than others. It also believes to be effective leaders much demonstrate and foster hardiness, in other words, competency and resilience. Finally, authentic effective leaders build their practice outward from their core commitments instead of outside managerial contexts and structures.

Exemplary leadership is when an individual creates change through leading by example.

According to Kouzes and Posner (2007), there are five key practices of exemplary leaders:

- Model the way
- Inspire a shared vision
- Challenge the process
- Enables others to act
- Encourage the heart

Kouzes & Posner (2007) argue that a leader behavior wins them respect and exemplary leaders know they must be models of the behaviors they expect of others in order to gain commitment. They do this by being clear and articulate about what their guiding principles and values are, being open with others about who they are and why, and being one who stands up for those values and beliefs in the public domain. The commitments of this practice are to find your voice by clarifying your own personal values and set the example for others by first aligning your actions with the shared values of others.

Kouzes & Posner (2007) explain how exemplary leaders have absolute and total personal belief in their vision and confidence in their capacity to reach such a dream. They describe a vision as the force that invents the future and inspires others to work together passionately and

optimistically. Leaders must inspire visions in others and do so by having a desire to make something happen, change the way things are and challenge the status quo through innovation. Their visions are clear, they are organized because of it, and both of these factors will help instill and inspire that vision in others since it cannot be commanded to individuals. Kouzes & Posner (2007) recommend that leaders know their community and the cultural contexts it operates within so followers feel confident their leader has their best interests at heart. Exemplary leaders inspire others through their own passion, expressiveness, and eloquence. Kouzes & Posner (2007) believes this kind of inspiration spreads like wildfire and is so effective in instilling a common vision in a large group of diverse populations to effectively and efficiently mobilize great numbers for social change. This practice of exemplary leadership is achieved by committing to envisioning the future by examining exciting and ennobling possibilities, as well as enlisting others in that common vision by appealing to their aspirations, which is key when trying to mobilize diverse populations in large social change movements.

Kouzes & Posner (2007) describe such leaders as innovative and action-oriented, and gladly accepting to challenges that come their way. Usually these challenges step out of the norm and allow individuals to search for new opportunities to grow and improve. They suggest the best way to overcome a challenge and think outside the box is for exemplary leaders to always encourage others ideas and passions to take action. They do not care that one idea might fail and another might succeed. The process is what is important to keep individuals motivated towards that vision so exemplary leaders know how to facilitate that. Kouzes & Posner (2007) explain that this practice is achieved by searching for opportunities that allow for innovative ways to change, grow and improve. It is also done through experiment and risk taking by generating small wins and learning from mistakes. They argue that this connects to the fourth practice of enabling others to act because leadership is a team effort. At their core they believe in collaborative and mutual trust and achieve this by including everyone in the process (Kouzes & Posner, 2007). Exemplary leaders understand the concept of ownership and how motivated individuals on a team can become when they feel they have a stake in the product of an action. According to Kouzes & Posner, the most important aspect is that leaders support their teammates unconditionally in order to empower each one to reach their own potential and grow (2007). They state that this practice is achieved by fostering collaboration through promotion of goals and trust building, and strengthening others by sharing the power and discretion.

Finally exemplary leaders must encourage the heart through genuine acts of caring in order to keep participants motivated and energized. Without this, many people give up or become frustrated. A leader must show appreciation for others contributions to the shared vision and create a culture of celebration even if it is only a small win in a process of many steps. This is a way for leaders to reward people for their performance without being pretentious or political. Kouzes and Posner (2007) suggest a simple thank you note that can encourage continued action. Such celebrations must exemplify the shared values of the group and come from an authentic place that further builds the collective identity and solidarity of the group. This practice can be achieved by recognizing contributions through showing appreciation for individual excellence, and by celebrating the values and victories by creating a spirit of community (Kouzes & Posner, 2007).

The *relational leadership model* emerged from the reciprocal leadership theories started in the 1970s and from the more recent theories based on authenticity and being exemplary as mentioned earlier in this literature review. According to Komives, Lucas, & McMahon (2007), its' most basic principles are knowing (you must know yourself, how change occurs, and how and why others may view things differently than you do), being (you must be ethical, principled, open, caring, and inclusive), doing (you must act in socially responsible ways, consistently and congruently, as a participant in a community and on your commitments and passions).

Komives, Lucas, & McMahon (2007) state that these basic principles and this model are a response to a changing world full of complex and seemingly overwhelming global challenges. In this changing world leaders need be collectively smarter, reflectively smarter, and spiritually smarter, instead of just working harder. Collectively smarter recognizes our interdependence and accomplishes more than single groups, and builds more community and commitment. Allen and Cherrey (2000) in their book systemic change observe that "relationships are the connective tissue of organizations, relationships built on integrity are the glue that holds organizations together." These close relationships must be developed by constant reflection by leaders. This means taking the time to make meaning out of what is happening to gain perspective and understanding, keep priorities in order, identify patterns and keep a sense of common purpose instilled in the organization. Leaders must also be spiritually smarter, which means fostering an awareness of the values, beliefs, and principles that build our character in challenging times and situations (Allen and Cherrey, 2000).

The principles to follow in order to be a reciprocal leader are

1. Responsibility to contribute effectively as members of organizations, local communities, nations, and in the world communities and develop shared leadership and participatory governance.
 2. Multidisciplinary approach to leadership develops a shared understanding of differences and commonalities in leadership principles and practices across cultures.
 3. Leadership is not static and must be practiced flexibly and lead people to continually seek new ways of relating to shared problems.
 4. Ways of leading can be analyzed and adapted to varying situations. Pluralistic empowering leadership values the inclusion of diverse people and diverse ideas, working toward common purposes.
 5. Today's leaders are made not born and effective leadership begins with self-awareness and self-understanding to grow to an understanding of others.
 6. Leadership committed to ethical action is needed to encourage change and social responsibility and happens through relationships among people engaged in change.
- Overall, leadership requires the highest possible standards of credibility, authenticity, integrity, and ethical conduct and model positive behaviors that influence the actions of others (Komives, Lucas, & McMahon, 2007).

2.3.3 Social Change Model of Leadership Development

The *social change model of leadership development* was developed in the 1990s by a group of higher education professors. This model has many of the same characteristics and values as the relational model as described earlier, however this model specifically aims to describe the values every leader must embody when working in a community or a group (Komives, Lucas, & McMahon, 2007).

According to Komives, Lucas, & McMahon (2007), this leadership models has seven foundational values where each connects to and feeds off of one another. The first describes knowing yourself, having a consciousness of self. This includes each person's feelings, values, attitudes and motivations for any given action. Being aware of yourself allows to for integrating the other six values associated in this model. They include congruence, commitment, group

values, collaboration, common purpose, controversy with civility, and citizenship. Many of the values are found in the mission statements of various non-profits working to create social change in their communities. These values also speak to the characteristics of past social change movements like the Civil Rights movement where commitment, collaboration, and a common purpose were key elements to success.

Komives, Lucas, & McMahon (2007) explain how congruence speaks to being consistent with your actions and behaviors. No leader will be taken seriously who keeps changing what they stand for and what they believe in. They describe commitment as the degree of intensity and duration of your actions towards a given goal. Being committed, especially to big long-term goals such as ending hunger in the next 50 years, is essential. They describe group values as valuing what everyone has to offer towards a common goal. This is effective because it takes advantage of everyone's unique skills and allow for innovative methods of collective leadership to achieve a mission. They explain how collaboration speaks to the same value as group values and sees leadership not as an individual action, but as a group process. Many global challenges such as hunger and poverty are complex and deeply embedded in the social structures of communities so ensuring that everyone is participating in the planning and implementation of a given project to address such issues is not only effective, but necessary. It creates accountability, enthusiasm, and creativity. Shared aims are what makes a common purpose and gives a diversity of individuals a common ground and common vision to work towards collectively (Komives, Lucas, & McMahon, 2007). In order for the process to be smooth all parties must participate in creating a common purpose otherwise one group might not feel ownership over the project and therefore no responsibility to act to see it through. This is especially true in development. If an NGO goes into a community and builds a latrine without consulting the people about what they really need, the community is not going to feel any reason to use the latrine or take care of it because it is not theirs. Komives, Lucas, & McMahon (2007) define controversy with civility as addressing the reality that not everyone is always going to agree, but each person can take the time to understand and listen to another's viewpoint respectfully and openly. Finally, once all these values are in place, valuing the connection to ones community is key when talking about citizenship. Citizenship is the process where each individual is connected to the environment and the community (Komives, Lucas, & McMahon, 2007). Because of this connection, responsibility to those aspects comes into play and action follows.

In short, this model, much like the relational model, is values-focused, and views leadership as a relational and collaborative process (Komives, Lucas, & McMahon, 2007). What sets the social change model apart is that it creates a dynamic interplay between different sets of personal, group, and societal values, whereas the relational model focuses solely on ethics, empowerment, and inclusivity. Using both of these models together is another unique approach to community-based problems, which are rampant today from hunger to poverty to education to public health (Komives, Lucas, & McMahon, 2007). Such problems are a great opportunity for students to get involved in their communities, exercise leadership and develop leadership skills. Astin (2000) has the belief that producing more effective leaders is essential to building a better society and world so leadership development must be a part of the college experience. College students have so many opportunities to exercise leadership and develop leadership skills, whether it is in class, through volunteer work, through team sports, or even through socializing (Astin, 2000). Furthermore, all these activities involve other students, which effective leaders can connect to and create shared values and purposes with and in the long-term create a more just and sustainable world (Astin, 2000).

Service learning is another way in which university students can develop leadership skills, exercise leadership, and create positive change in their own communities. In service learning projects, whatever form they take, students can learn a lot about themselves, their peers, and policies and societal contexts that create or prevent change from occurring (Komives, Lucas, & McMahon, 2007). When students are partnered with an organization for a service learning experience it must provide real learning for the students as well as truly benefit the community, create an avenue for students to apply what they are learning in the classroom to real world problems and community contexts, create many opportunities for reflection, and finally give students the chance to hear from the community and the community partners experience to inform their own learning and reflection processes (Eyler & Giles, 1999).

Service learning can have a positive effect on the personal development and group work skills of student, which increases their ability to lead and communicate effectively (Komives, Lucas, & McMahon, 2007). It can help reduce stereotypes and facilitate cultural understanding because of critical thinking and constant reflection. It can also increase a student's social responsibility and citizenship (Komives, Lucas, & McMahon, 2007). However, in order for students to develop their leadership skills and follow the social change model for leadership

development, they must realize there are different kinds of service learning, and although each can be valuable for learning, each must be approached differently, just like in any community development endeavor. Every community is different, every cultural context is different thus every approach must be different in order to be effective and sustainable.

2.4 Pedagogy

The dynamic of student teaching student course is different than traditional courses, due to the roles of the teachers. Since teachers are also peers, it allows for the opportunity to explore a new type of teaching that builds on the experiences of both teacher and student as equals. This course was also built off principles found in service learning courses that emphasize student growth and learning through personal exploration. A beneficial way to encourage this learning is through meaningful discussions. Learning how to be a good facilitator in the learning process is a valuable skill that takes time and practice to develop. Discovering effective techniques to further student exploration into new concepts, depths and possibilities requires a finesse in the ability to ask powerful questions. In addition to principles of service learning, I wanted to gain a better understanding of discussions. In order to be a better facilitator in class discussions and learn about how to probe for deeper, thoughtful comments, I explored how to ask powerful questions and the importance of encouraging learning through dialogue.

2.4.1 Service Learning

There are numerous pedagogies that are important when framing an interactive, service learning course. Paulo Friere's book, *Pedagogy of the Oppressed (1968)*, introduced a concept of teaching that engaged students to be active learners, rather than passive recipients of the teacher's knowledge. This critical pedagogy transformed the traditional student/teacher relationship and built on the notion that knowledge is gained through the experiences of both teachers and students by means of meaningful dialogue. The *dialogical method* is an approach that engages students and teachers through open communication where everyone teaches and learns. It encourages student contributions through personal knowledge and experiences. *Problem-posing education* further expands on this idea by creating a partnership between teachers and students to become critical co-investigators and dialogue about responses to problems. *Liberatory education* is an approach that raises students' consciousness, giving them

the skills to engage in larger social struggles. These skills will empower students to critique and challenge oppressive social conditions and envision and work towards a more equal society. The final pedagogy is *constructivism* which is an approach that uses ideas from two philosophers, John Dewey and Lev Kvygotsky, who transformed educational theories and practices. This theory works on three main concepts: knowledge is socially constructed, learning is an active process, and that knowledge is constructed from experience (Stevens, 2002). *Critical pedagogy* was a central approach used in teaching this class, along with a *service learning pedagogy*.

Service learning is another important aspect of our course that was incorporated as a pedagogy. This approach was adopted in the 1990's as an interactive way to engage students in the learning experience through direct research. The application of learned objectives in a project minimized the distinction between the student's service learning role and the classroom learning role. There are various steps that were taken in order to successfully implement this learning technique. The beginning of the course was the preparation stage in which students are given background information on development, chronic persistent hunger, principles of sustainably, eradicating hunger, and social entrepreneurship. They applied this information to a meaningful action, a partnership with FeelGood, in which they developed a project with FeelGood officers. *Critical reflection* is the last stage and an essential element of service learning. Reflection provides a link from theory to practice, knowledge to action, and campus to the global community (Howard, 1993). Service learning allows students to apply taught practices through an interactive, engaging project through which they can take ownership and pride.

2.2.2 *Facilitating Meaningful Dialogue*

Gaining the necessary skills to encourage and expand on insightful comments is a useful tool that promotes student growth in learning. Good dialogue is an important part of the education process and creates a cooperating learning environment where students benefit from the ideas of their peers. This type of learning draws from Frier's critical pedagogy that works off of principles of unlearning, learning, relearning, reflection and discussion (Giroux, 2010). Good dialogue in discussions facilitates more in-depth discovery of important themes, concepts and encourages personal inquiry. Sharing narratives and experiences contributes to self reflection, which is an important aspect of any service learning course. Research into empowerment

theories also highlight the benefits associated with narratives as a tool to gain cross-disciplinary insights (Rappaport, 1995).

The process of exploring an idea based off of a good question is sometimes more important than the answer. Yet, there is tendency to avoid creative questions that result in reflective dialogue where new questions and innovative possibilities are explored before reaching a final conclusion. This may be due to the rapid pace of life and need for quick fixes; however, thoughtful knowledge can be gained from asking profound questions and engaging in interactive discussions. In Vogt, Brown and Isaacs's article "The Art of Powerful Questions" (2003) the authors describe the architecture of a powerful question. The first dimension analyzes the construction of a question, which plays a critical role in either expanding the mind or narrowing the possibilities of responses. Questions that ask the why, how, what, who, when, where, are more powerful than those that ask the which, yes or no. The second dimension analyzes the scope of a question. Powerful questions tend to be specific and clear in scope to work realistically within the needs of the situation. The third dimension analyzes the assumptions within questions. Examining questions for any preconceived notions and addressing them by altering assumptions can lead to new opportunities for strategic innovation (Vogt et al, 2003). A powerful question can evoke strategic thinking as a result of how it is presented. When formulating a question it's beneficial to evaluate whether a question is "thought provoking, challenges assumptions, generates energy, focuses inquiry and reflection, touches a deeper meaning or evokes related question" (Brown, Isaacs and Margulies, 1999). Working towards building a question that incorporates these dimensions can lead to engaged dialogue that challenges students to explore new possibilities.

It is necessary to change the education structures that previously relied on teaching students straightforward, factual information because the educational landscape is currently very different from the past. Globalization has created a complex, interconnected world that allows us to learn from other cultures. Lee's article "Learning for the future" explored emerging models of learning and innovation and the trend towards lifelong learning. Lee studied education reforms in many countries and noticed a trend towards changes that stressed lifelong learning skills that capitalize on critical thinking, creativity, adaptability, and social capital skills. The ability to formulate powerful questions is a valuable tool that can be applied in many situations. Engaging in discussions produces lifelong learning skills because it challenges students to think

strategically about problems. Dialogue also facilitates learning outside of the classroom because lively, interesting conversations that explore ideas rather than answers generates energy that continues inquiry. Creating an environment that allows for critical thinking through meaningful dialogue builds a strong foundation for students.

3.0 Methods and Work Plan

3.1 Inspiration, Goals and Mission

My experience in college has taught me that content learned is just as important as the process taken to arrive at new insights. Learning is a journey that challenges preconceived notions, paradigms and mindsets and gives the tools for deeper inquiry. This course was created to give students the opportunity to explore the generally under-examined challenge of hunger eradication and develop students' leadership abilities as changemakers and entrepreneurs. I was initially inspired by these topics during my freshman year after joining FeelGood and expanded my understanding of development issues through my minor in the Community Development and Applied Economics (CDAE) department. I gained a deeper understanding of my relationship to the global community and the potential for students to make a tangible difference in the world. There were no courses at the university that specifically explored the topic of chronic, persistent hunger and empowered individuals to lead a passionate, committed life. It was my hope that students would leave the course not only with the awareness of the economic and social causes of chronic, persistent hunger, but also with the confidence and ambition to engage in confronting these global issues.

3.2 Course Preparatory Work

3.2.1 Course Structure

In the spring of 2011, Sam told me that she wanted to teach a class related to hunger and development issues. At this time, I was studying abroad in Chile and she had plans to teach the course with another FeelGood member. I had created a plan to write about urban agriculture for my thesis in ENVS201. However, I never felt committed to this topic since I would have preferred completing the project in a larger city. During the fall, Sam told me that her co-teacher was unable to teach the course with her and wondered if I was interested. I quickly accepted. Over the summer Sam had been collaborating with the leadership team for FeelGood World, Kern Bern, Talis Apud, Kristin Walter, and Corin Blanchard, to develop a syllabus for the class. Students at Bryn Athyn College in Pennsylvania also collaborated with FeelGood World to develop a class called *Social Entrepreneurship in Action*. We were able to find valuable readings and resources from their syllabus to use in our course. However, Sam and the staff of FeelGood were the key players in designing the course structure.

3.2.2 Readings

Readings were selected from past UVM courses, recommendations from professors, and through the collaboration with a professional resource, Kern Bern. A large component of FeelGood is educational outreach. Therefore, numerous articles and other resources were available to aid the direction of the course from the FeelGood website. The syllabus from Bryn Athyn provided readings that were beneficial for the beginning part of the course when formulating readings about poverty. Readings were a combination of technical articles about development, peer reviewed articles about agriculture, inspiring articles about visioning, controversial articles about volunteerism and factual articles on hunger eradication models.

3.2.3 Assignments

Sam had the largest involvement with the design of different assignments. She received feedback from different officers on ideas for the course which may have influenced a few assignments. I remember talking to her about a fantasy social enterprise assignment when I was abroad and she asked FeelGood members for help on ideas. Short descriptions of the assignments were written on the syllabus and we expanded with longer descriptions in class when introducing the assignment.

3.2.4 Class Activities

The course syllabus outlines a theme for each day in addition to a few potential activities. Sam and I met in various cafes downtown in the beginning of the week to plan class on Monday and tentatively plan class on Wednesday. We also met before class on Wednesday to plan the final details. At this time, we usually planned the class activities and divided up work. To design the activities we drew on past experiences, information online, and resources on www.feelgoodworld.org/cheeseworld, FeelGood's website. The need for activities depended on whether we had a planned presentation, and how much time would be used for discussion.

3.3 Daily Class Focus

Table 1: Class descriptions

Unit 1: A Time to Call for Action	
January 18 th	Wake-up experience Part I-II

January 23 rd	Wake-up experience Part III-IV
Unit 2: Intro to Hunger: Definitions, Causes and Consequences, Systems Thinking	
January 25 th	Definitions, root causes, and consequences of chronic hunger
Unit 3: History of Development	
January 30 th	Development in last 50 years: Part I
February 1 st	Development in last 50 years: Part II
Unit 4: Emerging Principles of Sustainable Hunger Eradication	
February 6 th	Current models of hunger eradication
February 8 th	Case Studies: The Hunger Project & CHOICE; FG Criteria;
Unit 5: Project Development and Grassroots Mobilization	
February 13 th	Common vision (purpose, process)
February 15 th	Visioning exercise with community partners
February 22 nd	Our project commitments; create teams
February 27 th	Grassroots mobilization for self-reliance
February 29 th	Guest Speaker: Alison Gardner from USAID
Unit 6: Ending Hunger Sustainably	
March 12 th	Gender equality
March 14 th	Utilizing social media
March 19 th	Partnership, not charity
March 21 st	Environmental sustainability – consumerism, movie “Mother”
March 26 th	Environmental sustainability - movie “Mother”
March 28 th	Non-profits, NGO’s, IGO’s and other organizations
April 2 nd	Food Systems – Can we feed the world? Guest speaker: Cynthia Belliveau
April 4 th	NGO critical analysis and presentations
Unit 6: Social Entrepreneurship in the World Today	
April 9 th	Social entrepreneurship with a new paradigm
April 11 th	Local social entrepreneurs today: Panel of guest speakers
Unit 7: Living a Committed Life	
April 16 th	Project check-ins, discussion of readings
April 18 th	Dialogue for social change; project time
Unit 8: Reflection, Assessment, and Gratitude	
April 23 rd	Project presentations
April 25 th	Project presentations
April 30 th	Course evaluations
May 2 nd	Class celebration and gratitude

3.4 Assignments

3.4.1 Class Participation

Participation was calculated based on how many times students spoke in class and how engaged they seemed with the material. A few students tended to contribute more than others, however, we did not want to penalize students who were too shy to speak. Therefore, we designed a point system that gave points to students who seemed engaged and present, yet did

not contribute. It was difficult to determine if a student was being a connected listener and gaining deeper knowledge about the material presented. The course was designed to have a written reflection after each class, which was beneficial in determining if students were processing course material. Often times, I was surprised by the in-depth analysis and connection that a student made in their reflection when they hardly spoke in class. In order to encourage all students to speak we began to use a different format when students presented on the readings. One student would present the discussion question and the rest would describe central points in the article. Each group member would have to discuss a central theme. Discussions were actively led by students and were the main sources of participation points.

3.4.2 Reflections

The reflection prompts were initially made prior to class and followed a consistent pattern. Feedback from students, however, indicated that they were interested in questions that referenced material discussed in class that day. We would typically ask content and feedback questions to find ways to improve the course. Reflections were between 2-3 pages or 500-800 words. They were based on the student's writing ability, relation to material in and outside the classroom, content and timeliness. Reflections were a key aspect of the course since we used a service learning model as a central pedagogy. Evaluating one's experiences and gaining deeper insight into how material relates to personal development was an essential objective of the course. This critical component allowed students to track their growth and evaluate their process of learning. Reading student's reflections has been the most rewarding part of teaching the class. I was always impressed and humbled by the insightful comments that students explored in their reflections. This type of assignment can be difficult since it asks students to open their hearts and minds, yet they did so with eloquence and honesty. Through these reflections I felt as if I was taking away as much from the students as they may have taken away from the course material.

3.4.3 Final Project

The first assignment was to interview our project partners, FeelGood and Campus Kitchens, to determine the needs of the clubs. We then led a visioning exercise to assess the outcomes of the partnership and brainstorm all the potential project ideas. Students then selected their top project choices and were divided into six groups based on these preferences. The final

group projects were allowing credit card usage at the FeelGood deli, increasing donor partnerships in FeelGood, organizing and promoting events at the Food Summit, specific drive for Campus Kitchens, the who, what, where, when and why of FeelGood and analyzing the consumer base of Feel Good. The students worked on these throughout the course of the semester and presented a final presentation based on their project results.

3.5 Guest Speakers

Guest speakers joined our class four times throughout the semester. The first guest speaker was a global nutritionist who led a discussion with the class. The second guest speaker was Corin Blanchard from FeelGood World. The third guest speaker was Cynthia Bellavue, a teacher at UVM. The fourth time guest speakers joined the class was for our panel on social entrepreneurs. This panel included Annie Bourdon from Carshare Vermont, Chloe Wieland from Growing Vermont, Kathleen Liang from the CDAE department, Amy Kirschner from Vermont Businesses for Social Responsibility. I was in charge of contacting the first guest speaker and arranging the panel and it was very rewarding to reach out to this interesting, passionate individuals.



Corin Blanchard (top right) was a special guest speaker in class from FeelGood World

4.0 Results

4.1 Overview

There were a few core strengths of this course that were developed as the semester progressed. One strength was that students gained a thorough understanding of concepts related to hunger and the history of development. Many students had not been previously introduced to these topics and were able to expand their knowledge about these issues. Learning about development theory, sustainable hunger eradication methods and how to critically analyze non-governmental organizations were the greatest strengths of the class. There were also areas of the course that could have been improved. The three areas that have the potential for greatest improvement and expansion are reflections, readings and service learning. Many students struggled within these areas, yet felt that if restructured, they could have provided a greater benefit. There was no aspect that students felt should be eliminated, but the unforeseeable challenges in these three areas could be great opportunities for growth. Based on feedback from the students, it is evident that this course had a significant impact on their educational careers and will continue to inspire them to be global leaders.

4.2 Class Logistics

4.2.1 Initial Self-reflections and Comments

Students were required to respond to a few questions before being granted permission to enroll in the course. Insightful responses were generated from the questions “Why are you interested in taking this course?” and “What do you hope to gain from the course?” Many students described how the course addresses issues that are seldom taught in depth at the university. When designing the course, Sam and I felt as if the course was filling a niche that was lacking in the educational offerings at UVM. Students also described feeling disillusioned and discouraged by environmental studies classes and felt as if this class would analyze sustainable solutions. Responses from the students allowed us to understand their expectations and desired outcomes of the course.

“My goals in life consist of encouraging a positive relationship between people and their natural environment, and through this positive connection, conserving and maintaining natural communities. I know that neither of these goals are possible while 1 billion humans go to bed hungry. Food security is an impending issue of environmental justice. This class I feel, will help me find a connection between helping feed 7 billion people and saving the environment.”

“I’ve always had an overwhelming sense of needing to do more. I sit in class listening to all the devastations the world is going through and feeling hopeless that there is nothing I could do. I hope to not only become more active in the fight against hunger but also understand the social/cultural/and economic basis that leads to hunger.”

“What struck me about this class was the ability to apply what we learn in class to real-life projects and opportunities. What’s most important to helping [the] problem of global hunger is the ability to create sustainable systems, and it sounds like this course works with the community in order to create these systems.”

4.2.2 Class Size

The course had 14 students, which was a size that benefited the goal of building a personal class community. Twelve of the students were Environmental Studies majors and two were Community and International Development majors. Many students had a focus on Food, Culture and Justice within their Environmental Studies major or expressed an interest in food systems in their admission responses. The class had a limit of 15 students in order to create a smaller, more inclusive atmosphere. We advertised for the class through a variety of approaches. Announcements for the class were made following a screening of the film “Mother”, a potluck hosted by Slow Foods, a posting on ENV-TALK (See Appendix 7.14), and a presentation in ENVS 002. Although Sam and I were officers in FeelGood, we avoided recruiting at the meetings to reach out to members of the community that were not familiar with the topics to be explored in class. The limited class size was a strength in allowing students to feel comfortable voicing opinions and connecting individually with every student.

4.2.3 Class Time

The class met Mondays and Wednesdays from 4:05-5:20 in the Living and Learning building. The ability to meet twice a week was a significant asset to this course, as it allowed for deeper discussions of the readings, further explanation of assignments and built a stronger class community. It often felt like a quick turnaround from class to class and once we began to create a new daily reflection requirement, the reflections often were not put up as promptly as they could have been. Meeting twice a week allowed for students to become more comfortable with their peers, which was evident in their honesty and willingness to vocalize their opinions in discussions. A result of meeting more often was that it allowed us to assign a heavier course load

of readings, assignments, and reflections. There were also times when we were not able to explore a concept or activity as thoroughly as possible, which led to a few students commenting that we tried to fit too many different ideas or concepts into each class. Nonetheless, meeting repeatedly throughout the week and engaging students through reflections was beneficial because it maintained a consistent association with course material.

4.2.4 Course Content

The course was divided into nine units that were developed to lead the student on a journey from understanding to action. The first unit was *Our Time: A Call to Action* and it was intended to ignite a passion and inspiration to take on leading problems in the world. The first week was used to demonstrate to students why it is vital that they join the movement for change and develop effective solutions. The second unit was *Intro to Hunger: Definitions, Causes and Consequences*, to introduce theory, rhetoric and different viewpoints on the topic of hunger and poverty. The third unit was *History of Development* to give students a framework for understanding the development of aid and how to learn from past mistakes. The fourth unit was *Emerging Principles of Sustainable Hunger Eradication* to introduce students to the valuable work and strategies implemented in countries worldwide. The fifth unit was *Project Development and Grassroots Mobilization* which allowed students to apply the skills they had learned into a tangible project to be completed by the end of the course. The sixth unit was *Ending Hunger Sustainably* which demonstrated to students the importance of partnership and gender equality in establishing long-lasting solutions. The seventh unit was *Social Entrepreneurship in the World Today* which allowed the students to meet social entrepreneurs and gave them the skills to be leaders within their own communities. The eighth unit was *Living a Committed Life* which encouraged students to think about their life goals and what they want to accomplish. The final unit, *Reflection, Assessment, and Gratitude* closed class with project presentations and peer appreciation.

The course incorporated a variety of different topics and concepts relating to hunger eradication and empowerment. In order to introduce topics and facilitate interactive learning, we developed a consistent schedule to teach classes. The class generally followed a format of opening announcements concerning assignment descriptions, events, or reminders, a presentation or class activity and then a discussion on the readings. The presentations were generally

accompanied by a powerpoint and included topics such as The History of Development, An Introduction to our Community Partners, The Hunger Project and the FeelGood Criteria, Creating Effective Campaigns and Engaging Others in Dialogue. We also incorporated activities into classes, which were successful when we allotted sufficient time to complete but we often ran out of time. Unless there was a special event or guest speaker planned, we often concluded class with a reading discussion. The beginning of the course contained many readings therefore, we used a “jigsaw” approach and assigned students to different readings. They broke up into groups and taught the material to their group members. Then each group thought of a discussion question to present to the class. Later on in the course I noticed that there were some students who rarely participated in class or in discussions even after reminders that participation was an important part of everyone’s grade. Therefore, I thought of a new method of engagement to include all students. When each group presented to the class, each member was assigned to explain a main point from the article and one person was assigned to describe the discussion question. I observed that once students were given the opportunity to speak they were more likely to further engage in thoughtful discussion. Following a service learning pedagogy, the course relied heavily on reflection, feedback and discussions; therefore it was beneficial to incorporate reading discussions into class time.



In this activity, we discussed our inspirations, motivations and values with our guest speaker, Corin Blanchard

4.3 Grading, Assignments and Evaluations

4.3.1 Participation and attendance

After the first few classes we realized we needed to formulate a standard for tracking participation since it accounted for 15% of the student's total grade. In the beginning of the semester, we created a chart to record attendance and participation. Halfway through the semester we devised a point system to account for students who notified us ahead of time of absences and to track the level of engagement for participation. For attendance, students could receive a total of three points. They received the full three points if they came to class and were on time. They received two points if they came to class, but were more than 15 minutes late. They received one point if they did not come to class, but e-mailed Sam or I ahead of time with a reason for their absence. They received zero points if they didn't show up with no explanation. For participation, students could receive a total of four points. Four points meant that you spoke more than once, were active, engaged, a good listener, and a critical thinker. Three points meant that you spoke and had the same characteristics as stated earlier, but that we felt you could have spoken more. You received two points if you were engaged, but didn't speak and you received one point if you seemed distracted, not engaged or totally silent for the entirety of the class even in the small group discussions.

4.3.2 Reflections

We assigned 19 reflections over the course of the semester based on concepts discussed in class (See appendix 7.13). Reflections were required to be between 500-700 words in essay format. In the beginning of the course we assigned a reflection after every class and it was due before the following class. Towards the end of the semester; however, we changed it so that reflections were due once a week, as a result of feedback from students. Reflections were graded based on four areas: timeliness, writing, relation and content. Students received one point for submitting the reflection in on time. They could receive one to three points depending on the writing mechanics which included clarity, grammar, and proofreading. They could receive one to three points depending on their ability to relate their ideas to class content, discussions or outside experiences. They could receive one to three points based on the content which included responding to all the questions, organization of ideas and fulfilling the length requirement. Halfway through the semester a student mentioned difficulty in reaching the required page length

and I encouraged students to make a connection to ideas both inside and outside the classroom and draw on personal experiences.

4.3.3 Assignments

There were five primary assignments assigned throughout the semester (See appendix 7.2-7.10). We changed a few assignments and eliminated one due to the heavy course load of students and not giving them sufficient time to complete the assignment. Grading assignments varied based on the objectives of the assignments, but were generally based on writing mechanics, formatting, content, relevancy and reflection. Giving clear guidelines and expectations made it easier for us to grade the assignments. When we returned the first two assignments I gave general feedback to the whole class on areas they could improve on based on trends I saw in their writing. Properly citing work, drawing connections from the assignment to concepts in class and proofreading for simple errors were three areas that all could improve and led to higher quality work. We returned assignments with comments on their ideas and writing which students mentioned were helpful and appreciated the feedback. In order to allow all students the opportunity to gain as much knowledge as possible, we allowed all assignments and extra credit write-ups to be handed in until the Tuesday during finals week.

4.3.4 Final Project and Presentation

There were six groups that formed a partnership with FeelGood and Campus Kitchens. Group 1: Specific Food Drive at Allen Brook Elementary School in partnership with The Campus Kitchens project. This group organized a competition between grades at a local school to collect food for a specific food drive. Group 2: Support Local, Empower Global in partnership with FeelGood. This group reached out to past donor and sought to form partnerships with new donors. Group 3: Consumer Analytics in partnership with FeelGood. This group worked on finding information about the customer base of FeelGood and how to attract more customers. Group 4: Food Summit Week in partnership with The Campus Kitchens Project. This group worked on advertising and organizing events for the Food Summit week. Group 5: Advertising the 5 W's of FeelGood: Who, What, Where, When and Why. This group worked on promoting FeelGood through facebook. Group 6: Credit Card Commencement in partnership with FeelGood. This group worked with UVM and SGA to allow FeelGood to take credit cards at the

kiosk. The final presentation was graded based on two parts, the oral presentation, which was 150 points, and the final project and class assessment, which was 50 points. The oral presentation was based on the organization of the presentation containing slides on planning, implementation, results, discussion/conclusion and reflection. They were also graded on the strength of their presentation through public speaking/professionalism, preparation, graphics, spelling, reflection, ability to respond to questions and overall impact of project on community.

4.3.5 Mid-semester and Final Evaluation

The mid-semester evaluation was divided into different sections to provide feedback on the student's learning at this point within the course (See Appendix 7.11). It was valuable for accessing the student's impressions on the course and areas which could be improved. The evaluation was divided into sections based on readings, class, reflections, assignments and final projects. The questions were short-answer to give students the ability to reflect on the course. The final evaluation had a series of questions based on ratings and short answer questions (See Appendix 7.12). The first questions asked students to evaluate how well the course met each of its four objectives. The following eight questions asked students to evaluate how well the course was facilitated and structured. The final aspect allowed student's to reflect on strengths and weaknesses of the course based on specific examples.

4.4 Class by class reflections

Unit 1: Our Time: A Call to Action

Wednesday January 18th

In-class: Review syllabus; Setting Community Standards; Wake-Up Experience

Agenda:

- Icebreaker
- Discuss syllabus
- Awakening the Dreamer

The first class was an opportunity to introduce students to the course themes and topics and inspire them to find solutions to the most pressing environmental issues. Class began with a stand up activity where a statement was posed and students moved across the room based on its applicability. Afterwards, we discussed the syllabus and the expectations of the course. A student praised us for the in-depth description of the syllabus and the assignments. The agenda for the class was to begin with Part I and II from *The Generation Waking Up Experience* to show students the importance of addressing environmental issues. This program is also called *Awakening the Dreamer* and is usually presented in a day-long symposium which uses

multimedia and personal reflection to highlight how economic and political systems are preventing society from moving into a better world. Part I analyzed who we are as individuals and a collective generation and the potential we have to invigorate, revitalize, and rejuvenate society. Part II described who we are as a global community and thus our connection to the urgent global crisis. The majority of the student's participated in the discussion following the presentations. It was a successful first class but we also realized we needed to continue advertising for the class in case students withdrew.

Evaluation:

It was exciting and intimidating to start the first class, but overall the class went well. We were still planning out the final course reader, and I arrived late to class since I was printing out readings for the students. It would have been better to have the readings printed out sooner to avoid feeling rushed and less composed. It was for this reason that we decided to hand out readings daily for the first two weeks, but have the course reader finalized by the third week. This decision would prevent changes to the reading based on student preferences and new articles found, but it was ultimately the right decision since it put less strain on the facilitators. We decided that opening with segments from the seminar *Awakening the Dreamer* would be a good choice since it is a compelling presentation. I mentioned to students to try to analyze the material as if it was new information even though there were many familiar concepts. We decided to introduce class with this presentation to inspire students to be motivated to create change. A few students dropped the course, which could have been for a variety of reasons such as the course load or the subjects covered. Yet, a few students mentioned how the experience of introducing these topics seemed overwhelming and depressing. The *Awakening the Dreamer* website describes how knowledge of this information should not leave the participant in despair or frustration. A series of guided exercises and reflection allows the participant to feel inspired and empowered to create change. Due to limited time in class, we eliminated many of these exercise, which could have been beneficial to students. The intention of the first class was supposed to be inspirational, therefore in hindsight I would have changed the angle at which we presented information and the media utilized.

Monday January 23rd

In-class: Wake-Up Experience; Discussion of readings; Intro to community partners

Readings: "Everyone a Changemaker" by Bill Drayton

American Citizen, Global Citizen by Mark Gerzon, Ch. 1, 2

Hunger an Unnatural History by Sharman Apt Russell, Ch. 13

Agenda:

- Second half of Wake-Up Experience
- Introduction to community partners
- Readings discussion

Class started with an explanation as to how to post reflections on cheeseworld. We finished the second part of *Awakening the Dreamer*, which concluded on a more positive note than the first half. This presentation addressed two core questions. The first was "What has to change?" and encouraged students to analyze the unexamined assumptions behind the worldview of the modern world which can lead to unintended consequences. Then through a series of activities we began to visualize the possibility of creating a thriving, just, sustainable world. The

last core question was “What do we do now?” which analyzed the growing global movement which is building on energy and hope. There is an opportunity to take advantage of the next few years by building on individual strengths and enthusiasm and the world’s greatest needs. Through this presentation the class was able to discuss their passions and how to channel that energy into collective action. We had an activity where students wrote a statement about their values and who they were and then put a question mark at the end. There was a good presentation and students seemed more engaged.

Evaluation:

Our discussions from the presentation did not leave enough time for a discussion of our readings or an introduction to our community partners. One weakness that we will need to improve for future classes will be time management in order to stay on track. It can also be frustrating for students when they spend time reading the articles, but we do not leave enough time to discuss the content. I am pleased that the students seem engaged and participated, especially students who just joined the class. One student wrote an enthusiastic admissions letter yet did not stay enrolled in the course. There were new students, however, who will make great additions to the course. The activity did not go quite as well as planned, I think if it was explained better it would have had more of an impact when students read their value statements with a questioning tone. For future classes it was important to ensure that we stick to the agenda to accomplish all activities and presentations. It was also necessary to establish a tracking system for participation to record which students are engaging in discussions and activities.

Unit 2: Intro to Hunger: Definitions, Causes and Consequences, Systems Thinking **Wednesday January 25, 2012**

In-class: Definitions, root causes, and consequences of chronic hunger; Discussion of readings

Readings: *Pedagogy of the Oppressed* by Paulo Freire, Ch. 1, 2

“Hunger and Poverty: Definitions and Distinctions” by The Hunger Project

“The Threat of Global Poverty” by The Hunger Project

People First by Stan Burkey; Ch. 1

Agenda:

- Presentation on community partners and perspectives of hunger
- Ribbon activity
- Readings discussion

This class we began to explore the topic of hunger. Sam made a presentation with an introduction to our community partners, FeelGood and The Hunger Project and background information about perspectives on hunger. Many students were surprised when Sam asked the question “How many people do you think die of hunger every day? Month? Year?” The responses ranged from 20 per minute to 5,000-6,000/day. The real statistics are 25,000/day, 175,000/month and 9,125,000/year. The presentation also discussed the differences between famine and chronic hunger, the different causes of hunger (symptoms, social structure, mental structure), cycle of poverty, and how social positions dictate role and behaviors. In order to engage students in the concepts discussed, we led a ribbon activity. Each student was given a paper streamer and told to write their vision for a sustainable world. The students responded with ideas such as, *the intrinsic value of nature is preserved, everyone can achieve their dreams and feel supported and sustainable development is the norm*. A small discussion was lead on hunger

and reactions from the presentation. Students broke into groups to discuss the readings from the previous class and then formed a larger circle to talk about their ideas. A few of the themes mentioned in the discussion were education without domination and placing western standards of education on other cultures.

Evaluation:

In past classes, we neglected to stick to the agenda and had to push back planned activities. A strength of this class was that we managed time effectively and were able to include past readings into the discussion. We introduced the class to our community partners, FeelGood and Campus Kitchens, which were a vital component of the service learning aspect of the class. Based on the discussions following the presentation, the students seemed to enjoy the iceberg presentation which addressed the underlying less-tangible causes such as the social and mental structure. I was impressed by the insight generated from the ribbon activity. As a new teacher, this was the first successful activity and it was exciting when students took it seriously and looked deeper into these issues to gain greater understanding. This was the first of many times I would be humbled by the intelligent, engaged insights students would share. The jigsaw activity with the readings discussion was successful and was used in the future. A male joined our all female class which was beneficial to the classroom dynamic. There were a few new students which was a challenge since we covered a significant amount of material in the first two weeks and needed to provide resources to learn the material.

Unit 3: History of Development

Monday January 30th

In-class: Video on development in last 50 years; Discussion of readings

Readings: *People First* by Stan Burkey, Ch. 2
“Millennium Development Goals” by The UN
The End of Poverty by Jeffrey Sachs, Ch. 1
The White Man’s Burden by William Easterly, Ch. 1

Agenda:

1. Updates: BB, Wednesday readings, reading changes, cheese world, reflections, can re-handing and feedback hard or online
2. Video: History of Development methods (1950’s-1970’s)
3. Readings discussion

This class began the unit on The History of Development. We started by talking about updates in the class such as navigating blackboard and cheeseworld, describing how every Wednesday we will ask students to read one of the readings and share in small groups about the other readings since there is a limited amount of time to do readings before Wednesday. We also discussed reflections and all students decided to receive feedback online. To begin our segment on The History of Development we watched a speech by Dr. James Mayfield from the University of Utah who gave a description of development from the 1950’s to 1970’s. Students then broke up into different groups to discuss the readings amongst themselves and then form discussion questions to pose to the class. Breaking up into smaller groups before starting the bigger discussion seems to be a good idea because it allows people to voice their ideas in a small group. We gave them 10 minutes to discuss in their smaller groups which worked well for some groups but there was one group that seemed to wait longer for the other to finish. I think it just depends

if there are strong speakers in each group. One student made a goal to talk less in groups, but conceded that she did not accomplish this goal because she talked a lot in the smaller group. Unfortunately, the *People's First* article only had every other page, but there was still valuable information on the pages that printed and we gave the group the actual book to find concepts.

Evaluation:

The class opened with a many updates to the readings, explanation of cheeseworld and responding to reflections. We tried to be as transparent as possible while teaching the course and confront any issues. Cheeseworld posed a problem to some students in the beginning, yet with clarifications problems were resolved. Many students expressed an interest in beginning The History of Development section of the course based on their reflections, therefore, many seemed engaged and interested in the material. Students seem more comfortable discussing topics in class and facilitating the conversation. Many also wrote in their reflections that people seemed to be getting more comfortable with the class. During the discussion, a few students opened up with personal stories that had a strong connection to concepts from the readings. I found myself recounting these stories with my peers and in other classes when discussing how to align desires of a community with personal goals. There were a few challenges that we confronted with this class. The People's First reading was missing pages, which was unfortunate since it offered valuable information. During the jigsaw activity, there was a group that was finished while the others wanted more time, therefore, we needed to evaluate methods for creating a balance between addressing the needs of different groups. Also, one student arrived 20 minutes late and this student was already behind in material from the class for joining in the second week. This forced us to evaluate how to help students who are behind or struggling.

Wednesday February 1st

In-class: Video on development in the last 50 years; Discussion of readings

Readings: *The Value of Nothing* by Raj Patel, Ch. 1

Dead Aid by Dambisa Moyo, Ch. 1, 2, 5

Ending Global Poverty: A Guide to What Works by Stephen Smith, Ch. 2

Agenda:

- Updates: Feedback on reflections
- History of Development (Part II) presentation
- Readings discussion

We started off the class by getting feedback from the students about reflections. They had a few beneficial suggestions. One student mentioned how it would be helpful to have reflection questions directed more towards themes and ideas discussed in class. Another said that she was confused about stating goals for every reflection since her goals haven't changed. We discussed the purpose of having goals and one student liked the question and thought it was important to have academic and life goals for every week or month.

I presented the second part of Dr. James Mayfield speech "Learning from the Past: Approaches to Development" to try a different teaching approach. On Monday we showed a video of Dr. Mayfield giving his speech about development from the 1950's-1970's. For this class, however, I made a powerpoint with the major points outlined in his speech. Since students only had a day to read readings for class on Wednesday we decided to do a jigsaw reading

discussion every Wednesday. There were three readings *The Value of Nothing* by Raj Patel, Chapter 1, *Dead Aid* by Dambisa Moyo, Chapter 1 and *Ending Global Poverty: A Guide to What Works* by Stephen Smith, Chapter 2. Students broke up into three groups and taught the other member of their groups the content of the articles they were assigned to read. Then they had to think of discussion questions for each article to present to the larger group. We had a great discussion afterwards where many students drew interesting conclusions from the readings. In the discussion we discussed the need to begin education about hunger at an early age, seeking to change paradigms before throwing resources at a problem and the hesitancy politicians have in undertaking a long-term problem that they cannot be accredited for solving.

Evaluation:

Although we could have shown the second part of the video I decided to create a powerpoint from Professor Mayfield's speech to offer a more engaging form of teaching and for personal public speaking practice. The presentation went very well and I think the student's appreciated having a more engaging form of learning about the material. When we watched the speech on Monday I remember thinking that I should have made this into a powerpoint and presented it myself. One lesson learned was that if we prepared our class content a few days earlier then I could have put together a powerpoint. Fortunately, however, I was able to put together a powerpoint for this class which was a good challenge to me academically and allowed me to gain a deeper understanding of development from 1980 until the present.

The class dynamic improved and individuals became more comfortable contributing in class and facilitating the discussions. Students were engaged and dug deeper into questioning readings while realizing their own biases. We are concerned for one student who seems to not be contributing in discussions. We also recognized a need to establish guidelines for discussions since many people were raising their hands and waiting for us to call on them. We felt it would be more beneficial for them to gain ownership of the discussion by speaking freely and decided to explain it in the next class. Another challenge we faced was that it was difficult to contact Campus Kitchens and I had heard no response. I went to their meeting a few weeks before, therefore I knew they were aware of the project, yet it was challenging to maintain contact. Due to feedback from students, we decided to post reflections after every class that was relevant to concepts discussed. This posed a potential challenge because it required quick communication with Talis, who manages cheeseworld, and forced us to think of questions quickly. A student invited us to speak at an event she coordinated with Oxfam which is exciting. I also went to Middlebury the week prior to listen to the keynote speaker at the opening of Middlebury's new Center for Social Entrepreneurship and made contact with the director who invited our class to visit the center.

Unit 4: Emerging Principles of Sustainable Hunger Eradication

Monday February 6th

In-class: Current models of hunger eradication; Discussion of readings

Readings: *Intro to Community Development* by Robinson, Ch. 4, 5
American Citizen, Global Citizen by Mark Gerzon, Ch. 3

Agenda:

- Updates: Wednesday reflection and check in with interview assignment
- Community development/international development activity
- Discussion of readings

- Case study/role play activity: NGO, community member (woman, male), member of government

Class began with check ins on the progress of the interview assignment which seemed to be going well, but some students were facing challenges reaching officers. Then we lead an engaging activity in which students wrote down a personal experience with an NGO or one that they heard about and then passed it to a different student. Each student then responded to the description with whether they thought it was sustainable, a good development strategy and critiqued their effectiveness. Students shared afterwards and it was interesting to learn about their perspectives on sustainable practices and hear them critique different actions. We heard about a variety of different organizations such as those that increased water access in Tanzania, reforested slopes in the Andes in Ecuador, and built urban gardens in Detroit. Afterwards, we had a discussion of the readings which lasted until the end of class.

Evaluation:

The activity for this class was particularly strong because it allowed students to become comfortable sharing their experiences with NGO's and other organizations. It was also beneficial for Sam and I to understand the level of critical thinking different students had in their ability to analyze different NGO's. I received the paper of a student who was a community and international development major, therefore, this student had a solid understanding of community development. Sam, however, received the paper of a student who did critique an organization with questionable practices. Therefore, we were able to get a better sense of the different levels of students. There was an active discussion on the readings, which was a strength, but it prevented us from using the final activity planned. In this discussion we talked about the role as an outside facilitator in the decision-making process and asserting control while allowing for ideas that are consistent with local values and structures. The *American Citizen, Global Citizen* was a strong reading during the discussion and allowed for the one male to share a personal experience which was one of the first times he contributed. This reading emphasized the importance of building bridges between individuals, communities and countries and allowed for deeper insight by many students. Unfortunately, we were not able to complete the final activity. This was a role-playing activity in which students were assigned different roles and given a scenario from India, Ghana or Peru. They were presented with the problem in that area, potential challenges and needed to develop a sustainable method to confront the issues. Even though we were not able to complete this activity, we assumed we could use it later in the course. This activity, however, worked well with the theme of that day and we found it did not relate sufficiently to other parts of the course.

Wednesday February 8th

In-class: Case Studies: The Hunger Project & CHOICE; FG Criteria; Discussion of readings

Readings: "THP Principles" by The Hunger Project
"Epicenter Strategy by The Hunger Project
"Impact Assessment" by The Hunger Project
"Key Initiatives" by The Hunger Project
"Advocacy" by The Hunger Project
"CHOICE Model" by Choice Humanitarian

Agenda:

- Updates: readings: prompt on BB, interview assignment going well?--due in one week
- FG 5 criteria, THP, CHOICE
- Readings discussion

The class began with a couple updates, the prompt for the reflection from the class before was posted on blackboard. I did a brief check-in with the class on the progress of the interview assignment to see if they were having any challenges since it is due in a week. This class was an exciting opportunity for me because I needed to plan and facilitate the class by myself since Sam was attending a dance workshop. The purpose of this class was to introduce the students to one of our project partners, FeelGood. I was familiar with The Hunger Project and CHOICE through my involvement with FeelGood, and used a powerpoint to discuss the specific aspects of the program.

The first part of the presentation explained how conventional approaches to hunger use a top-down service delivery approach which misidentifies the hungry population. This approach ignores the perspectives, values and contributions of the poor and reinforces the conditions of resignation and powerlessness. Therefore, aid agencies have spent trillions of dollars on poverty alleviating initiatives with little impact. FeelGood developed a methodology to assess organizations that are using an approach of mobilizing and empowering hunger people in a way that is affordable, replicable and sustainable. The FeelGood certification looks at an organization's ability to end hunger by unleashing the human spirit and restoring dignity as a way to inspire the poor to end their own hunger. FeelGood's certification process includes a methodology of five key elements that lead to the sustainable end to world hunger. This criteria includes 1-Mobilize people at the grass roots for self-reliant action. 2- Effectively address the deeply entrenched social condition of gender inequality. 3-Forge partnerships with local government and organizations. 4-Embrace environmentally sustainable practices. 5-Have a proven track record of a cost-effective model for unleashing self-reliance. This model is important when learning about sustainable hunger eradication methods.

Each of the five criteria was discussed in depth and in order to make the presentation interactive I asked students the importance of each criteria before beginning an in-depth explanation. The second criteria "Effectively address the deeply entrenched social condition of gender inequality" created a small discussion on how to integrate women into the decision making process and change the minds of men. We discussed how it is not a process that comes easily or quickly, but this transformation is the key to development. I mentioned how we would watch a short video at the end of the presentation which would answer many questions about the necessity and way in which women are empowered within their communities. Additionally, I mentioned how we had a specific unit devoted to gender equality. Following the explanation of all the five criteria I briefly explained the two organizations that partner with FeelGood, The Hunger Project (THP) and CHOICE Humanitarian. The Hunger Project video uses a journey style documentary format to describe the experience of a woman who begins by describing her condition within society of subordination and disempowerment. Then THP entered her village giving her the tools to become an active member in society and eventually an animator, a position which allowed her to enter other communities and empower women to be changemakers. This video explained many of the different ways to bring women into the decision-making process. The CHOICE documentary uses a similar model and explained the transformation of all members of society.

Following the presentation we had a brief discussion on the readings since the presentation took more time than expected. An important quote from one of the readings that was highlighted in the discussion was “Ending hunger requires principles that are consistent with a shared humanity”. It takes a community to work together in cooperation with the government and community members to sustainably end hunger. This requires a global and steadfast mobilization across communities. We discussed how important the accountability of government is in the mobilization process. The conversation concluded by broadening the definition of community to ensure sustainability in implementing projects. The prompt for this class’s reflection will encourage students to critically analyze the methodologies used by these organizations.

Evaluation:

It was a good learning experience to facilitate a class by myself and grow more confident in my abilities to engage with students more personally. At one point during the presentation a student asked how to change the mindsets of men who have deeply entrenched cultural traditions that place women in a subordinate role. Since this question is difficult to respond to with a clear answer, I explained my opinion but then opened it up to the class to discuss their ideas. This was a good technique that utilized the dialogical method that engages both students and teachers in open communication to share their experiences and personal knowledge. This discussion was an example of problem-posing education in which teachers and students are critical co-investigators that dialogue about problems in order to discover solutions or greater insight into an issue. This presentation allowed students to understand an organization using a sustainable hunger eradication method to alleviate poverty.

After the presentation students broke into groups to discuss the readings and then have a larger discussion with the group. Students seemed to be less vocal and subdued following the presentation and I believe it was due to the heat in the room and the long presentation. There was less participation in the discussion, which could have been attributed to the content of the articles. They were mostly factual information about The Hunger Project which was less thought-provoking. The primary focus of the discussion was around reactions to a statement made by The Hunger Project that was “Ending hunger requires principles that are consistent with shared humanity”. There were many aspects of the presentation that could have contributed to an interesting discussion but much of the information related to topics that we planned to cover more in-depth later in the semester. Therefore, the discussion was not very engaging, however, the presentation introduced many key concepts that we revisited throughout the course.

Unit 5: Project Development and Grassroots Mobilization

Monday February 13th

In-class: Common Vision (purpose, process); Discussion of readings

Readings: “The Effectiveness of an Integrated Approach to a Common Vision” by Samantha Ethridge, Conclusions section

An Intro to Community Development by Rhonda Phillips, Ch. 6

Agenda:

- VCA
- Biography Assignment
- Readings discussion
- Personal Visioning Exercise

This segment of the course focused on developing a personal life vision and creating a vision with community partners for a successful project. This class introduced the importance of visioning and introduced the Vision, Commitment, Action (VCA) strategy. A vision is created between community members through compromise and collaboration to create a final agreement on their group vision. The importance of a common vision can be drawn from the quote “If you want to go fast go alone, if you want to go far go together”. The four components of a VCA is having a common thread- creating the vision, fostering good leadership, drafting a community vision and establishing an action plan through commitments to specific steps. Sam presented the presentation to introduce students to this concept. Following an introduction to a VCA we broke up to discuss readings.

The last activity in class was a personal visioning exercise. Exercise 1 was the Genie Exercise and asked students to make three wishes, a personal wish, a wish for their family and friends, and a wish for their community. This exercise uses a genie as a medium to further discover one’s vision. The second exercise asks students to make two lists, one with things they can’t live without and one with what they want to get rid of in their lives. This exercise allows students to evaluate what things are important and worth defining in a personal vision. The third exercise asked students to define the legacy they will leave to the younger generations. For this exercise I clarified how I wanted them to think about their legacy. Often times, we think of a legacy as achieving great prestige and having your name on a plaque. But legacy is about the connections you make with people and parts of you that they carry in their hearts after you are gone. The last exercise asks students to describe a superb lifetime imagining the people in their life, their job and how they give back to the community.

Evaluation:

This class allowed students to reflect on the importance of vision and direction in ensuring success in a project and also in their personal lives. Forming a vision is an important part of any organization, but I don’t think people understand its importance until the concept is discussed and evaluated. Students were introduced to the Vision, Commitment, Action approach which encouraged them to become motivated about completing this activity the following class with our community partners. The powerpoint was clear and easy to understand, therefore it would be a good resource to use in the future. The reading discussion was beneficial since students were given the opportunity to critically analyze the Phillips reading which was a technical, domestic approach to visioning. A strength of the class was that many identified that the reading was not very relevant to the course due to its specificity, yet were still able to recognize useful concepts and ideas.

The final exercise asked students to create a personal vision statement by responding to a series of exercises. This activity was a great strength of the class and provided them with valuable insights. It gave students the opportunity to think about their goals and aspects of their character that they wanted to define their lives. I think this was probably one of the first times for many students that they were asked to evaluate themselves. We considered asking students to share after each exercise but decided to make this personal reflecting time. Based on reflections, students seemed to gain a deeper perspective into their life mission. Once they understood the importance of visioning I was excited to see the ideas that came forth in the next class when they did a visioning exercise with our project partners.

Wednesday February 15th

In-class: Visioning exercise with community partners

Readings: *Accelerate Leadership* by Suzanne Mayo Frindt, Section One (required text)

Agenda:

- VCA

- Invited guests: officers from FeelGood and Campus Kitchens

Students turned in their interview assignments where they met with officers in FeelGood and Campus Kitchens in order to gain a better understanding of the organization's needs. In order to effectively implement a successful project, we invited officers from FeelGood and Campus Kitchens to talk about potential future projects. For the next two classes, including this one, we went through the process of a VCA, Vision Commitment Action, an exercise that works with partners to assess their needs or desires, formulate a project idea and take the necessary steps towards completing the project.

We began class with a personal visioning exercise to help students form an idea about what they want to gain from the course and create a shared vision with their community partner. Project partners also participated and described what they envision for the future of their organization. In this activity, everyone made three columns on a sheet of paper with their skills, interests and weaknesses. They then reflected on their mission or goal for this class, their organization and the future partnership. For the last question we asked students to draw a visual representation of what they envisioned for this partnership with our community partners. After the participants shared, Sam wrote the common themes and ideas on the board to formulate an official shared vision statement.

The second part of the visioning exercise was to align the needs of the community with the passions of the students. Before we allowed the officers from FeelGood and Campus Kitchens to share their ideas, we asked students to call out the needs of the clubs based on their interviews. Steph from Campus Kitchens needed to leave early, therefore, we added their needs to the Campus Kitchens list and Helen contributed for FeelGood. We were unable to discuss the reading from *Accelerate Leadership*, but it was mostly a detailed description of visioning goals and did not require much discussion. For the student's personal reflection they will discuss the top five projects they would like to work on this semester, since we were unable to have them decide in class due to limited time.

Evaluation:

I was a little anxious for this class because it was very important but we were unsure if representatives from Campus Kitchens and FeelGood would be able to attend. I wrote Campus Kitchens three days before the class but realized it would have been helpful to have given them more notice. The day of class I still had not heard from CKP and many of the FeelGood officers had conflicts with our class time. It would have been disappointing and embarrassing to not have community partners, but luckily Steph from CKP and Helen from FeelGood were able to attend. I was not very familiar with the VCA activity, therefore I felt unprepared, but Sam had a better understanding due to her work in Uganda and at the summer Big Cheese FeelGood retreat.

It was beneficial to conduct a VCA since it's a strategy we had discussed in class and was helpful to apply it in the course. I especially liked this class because I was able to participate and I think students enjoyed creating a personal life vision. We are seldom asked to describe a vision for our future and life goals. I was very impressed with the creativity of how students represented

their visions. Formulating visions have been successful in this class, I believe, because it was a safe, reflective, comfortable environment that allowed students to explore deep within themselves to discover how to live a passionate, committed life. The VCA took longer than anticipated and we were unable to complete other class activities such as choosing groups and discussing the reading.

Monday February 20th

NO CLASS – Presidents Holiday

Wednesday February 22nd

In-class: Our project commitments; Create teams; Discussion of readings

Readings: *Soul of Money* by Lynn Twist: Ch. 7 (class reader)

“Respect is Given, Not Earned” by David Bradley (class reader)

Accelerate Leadership by Suzanne Mayo Frindt, Section Two (required text)

Agenda:

- Rose, Bud, Thorn
- Readings reflection
- Assigned project groups
- Get to know your neighbor

Class began with the Rose, Bud, Thorn activity where students shared a good and bad thing that happened to them in the past week and one thing they were looking forward to in the coming week. This activity took longer than expected but clearly engaged students and generated conversation around their experiences. We broke up into groups to discuss the readings and each of the three groups created a discussion question. Students were assigned three readings and we opened up the discussion with the reading “Respect is given, not earned”. The second reading was Chapter 7 from *Soul of Money* and asked students to reflect on the quote “If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.” We explored how to you make that connection between one’s liberation on a profound level and connect with an unfamiliar culture.

The students in the last group did not connect to the third reading in *Accelerate Leadership* and asked which aspect stood out for students. Others agreed and Sam reminded students to think about the audience for the book which is mostly large businesses and organizations. One student mentioned that the “filing cabinet” concept in the book was interesting and how we compartmentalize many distinct pieces of our lives.

For the final activity we assigned students into their different groups for their final group project. There were six groups working on projects with FeelGood and Campus Kitchens. The first group worked with the Student Government Association in order to allow FeelGood to accept credit cards at the deli. The second group worked on finding new donors for FeelGood and strengthen existing partnerships with donors. The third group worked on a campaign to distribute the Who, What, Where, When and Why aspects of FeelGood. The fourth group analyzed the consumer base of FeelGood. The fifth group worked on a specific food drive for Campus Kitchens. The sixth group would work on events related to the Food Summit held by Campus Kitchens. Each group then generated a mission statement for what they wanted to accomplish with their project partner.

Evaluation:

After reading past STS course and noticing their emphasis on community building, I thought it would be good to do a bonding exercise. We wanted to put greater emphasis on community building, which should be furthered through group partnerships. The readings discussion went well, it was beneficial that the students were able to critically evaluate when text was beneficial, but did not apply directly to them. It was exciting to assign students to their different groups and begin the service learning component of the course. Many students expressed an interest in this aspect, and we have spent a significant amount of time building to this point, therefore, many are prepared to begin the necessary steps towards completion. The following class we had a guest speaker who assigned a great deal of readings and activities with little advanced notice, but it was exciting to have the prospect of our first guest speaker.

Monday February 27th

In-class: Guest Speaker: Alison Gardner from USAID

Readings: FAO/WFP/IFAD: *State of Food Insecurity in the World 2011*
 UK Parliamentary Inquiry: *Why No Thought for Food?*
 Save the Children-UK: *A Life Free from Hunger-- Tackling Child Malnutrition*
 IFPRI: *Reshaping Agriculture for Nutrition and Health*
 USAID: *Feed the Future Guide (2010)*
 FAO on-line course: www.foodsec.org *Food Security concepts*

Agenda:

- Discussion with Alison Gardner in the Greenhouse

Alison Gardner joined the class to lead a discussion about hunger, nutrition and the current food system. We read five articles, *UK Parliamentary Inquiry: Why No Food for Thought*, *Save the Children UK: A Life Free from Hunger*, *FAO: State of Food Insecurity in the World 2011*, *USAID Feed the Future Guide 2010*, and *Reshaping Agriculture for Nutrition and Health 2012*. We opened class with introductions and chance for students to express their interest in taking the class. Ms. Gardner shared her experiences working for a variety of organizations such as Care International, Action Against Hunger and Save the Children. Typically, we break up into groups when students read different articles to discuss the material and think of different discussion questions. Ms. Gardner prepared a few potential questions but wanted students to create their own discussion questions. During break Ms. Gardner, Sam and I discussed an effective way to integrate nutrition into solving hunger issues and addressing food insecurity. Afterwards, students posed a few questions to the class which led to an interesting discussion with our guest speaker.

Evaluation:

I was very excited to have Ms. Gardner join our class as the first speaker because she seemed to have a great deal of experience in the field. She sent me many documents and articles to give to the students, which were very valuable and informational. I thought we would have a lively, engaged discussion and was excited to be in a new room, Room 9 in the Greenhouse. Unfortunately, the class did not go as well as planned due to two challenges. The first challenge was that Ms. Gardner was not a dynamic speaker. She was very intelligent and was doing many interesting things in Sri Lanka, but I believe her intentions were different than the students. She expected the students to lead a discussion with her, even assuming they wrote down discussion

questions, and she would facilitate the discussion. The student's expected more of a presentation from the speaker about her life and career which provided context for the readings. I told students we were going to have a discussion with Ms. Gardner, but I think they were looking forward to changing the typical classroom dynamic. When a student asked a question about her work and life she dismissed it and said we should focus on the readings first. It seemed as if she wanted to ask the students questions, but the students wanted to ask her questions. Therefore, I think the expectations were different and students felt disappointed. The other challenge was that Ms. Gardner made a statement that the stunted housecleaning ladies in Sri Lanka were unhappy and did not have opportunities as a result of malnutrition and lack of job opportunities. A few students discussed this statement after class and how many poor individuals would see that job as better than nothing and wondered if she knew they were unhappy. I believe her intentions with the comment were misinterpreted and snowballed into a larger issue. She provided valuable resources to the students and shared a few interesting experiences, but due to these two issues, I think the students had mixed feelings about the speaker.

Wednesday February 29th

Readings: *Accelerate Leadership* by Suzanne Mayo Frindt, Section Five (required text)
"Creating S.M.A.R.T. Goals" by Top Achievement (Blackboard)
"SMART Goal Setting" by Goal Setting Guide (Blackboard)

Agenda:

- Announcements: Reflections due at midnight on Friday, email biography assignment in addition to hardcopy, same with interview assignment and do we prefer to have classes in the greenhouse on Mondays?
- Transformational Leaders Presentation
- Fill out commitment and actions (goal-setting) sheet (check-in with teams)
- Discussion of people first readings
- THP Case Studies Activity

Class began with students sharing about their spring break plans. We debriefed on the Alison's nutrition discussion and students enjoyed having a guest speaker in our class. Students turned in Assignment #2 Biography on a Transformational Leader today and we went around briefly describing their research. More time was spent presenting on these leaders than we planned, yet many were passionate about their research and I believe it is important to learn from inspiring changemakers. This activity took approximately 25-30 minutes. Afterwards, we broke up into the groups for the final projects and told students to make a commitments and actions sheet. This activity is an important aspect of the VCA exercise where students formulate specific objectives and plan the necessary steps for achieving these objectives. Sam and I decided to work with three groups specifically. Sam worked with the credit card team, to evaluate how to accept credit card transactions at the FeelGood deli. The consumer analytics team to evaluate the customer base for FeelGood. The 5 W's team to create an educational campaign to inform the UVM community on the Who, What, Where, Why and When for FeelGood. I worked with three groups as well, the partnerships team, to find new donors for FeelGood and improve the relationships with current donors. The food summit team to plan events for the week long event organized by Campus Kitchens Project. The food drive team to organize an competition at a local school to collect specific types of food and involve a teaching component for each grade.

The winning class will potentially have a group lunch or dinner where they learn more about the mission of campus kitchens. The presentations on transformational leaders and creating a commitment and action sheet took longer expected therefore we were unable to discuss the readings. We ended class with an activity to discuss the case studies students had to read about The Hunger Project. The students were supposed to pretend as if they were describing their life as a case study. They had to come up with country of origin, background story, how life changed after THP arrived and how you changed personally. The activity did go very well and the students were confused but we only had 5 minutes left so they discussed in small groups.

Evaluation

Class went great today, students seemed very passionate about their transformational leaders and many expressed interest in other leaders. We tried to limit presentations to a couple leaders but many became very engrossed and continued to ask questions. I wish we had more time in class sometimes because we weren't able to discuss readings but I don't think many students did the readings since we had many assignments due. After class, one student personally thanked up for assigning the biography assignment and said that she had a great time doing the research. A couple students mentioned that they did not expect to connect to their leaders due to their religious background, time period, or background but ended up finding many commonalities. I want to work on building a stronger classroom community after break because I think we have a solid foundation but could become even closer. I want to do a mini-hunger banquet and talk to Courtney about how Oxfam runs hunger banquets.

March 5th and 7th

NO CLASS; SPRING BREAK

Unit 6: Ending Hunger Sustainably

Monday March 12th

In-class: Gender equality; Discussion of readings

Readings: "The Women's Crusade" by Nicolas Kristof (class reader)
"The World Bank: Getting to Equal" by The World Bank (class reader)
"2012 Gender Equality and Development" by World Development (class reader)

Agenda:

- Discuss changes to syllabus
- Watch video: <http://www.youtube.com/watch?v=mWa9jmv3u90&feature=related>
Because I am a Girl Plan International
- Discussion on gender equality readings
- Where the big wind blows game

Class began with updates on changes to the syllabus since it says that the mobilization project is due on Wednesday. Based on the flow of the class and the emphasis on creating visions and working towards project implementation, we felt as though we did not want to distract students with this project. We decided to make it extra credit and add 25 points each to the Fantasy Social Enterprise and Project and Class Assessment assignments. The Mobilization project and Social Media Campaign for Gender Equality are good opportunities for further exploration into different issues but we realized that they detract from further development on the students final projects. Therefore, we decided to allow students to create a social media

campaign relating to their final projects. Two groups, consumer analytics and the FeelGood credit card, do not have as strong of a connection to designing a campaign as other groups, yet we believe they can find a creative way to design a campaign.

To begin the segment on gender equality we showed a video called “Because I am a Girl” by Plan. The video described the situation for many impoverished young girls in developing countries and the differences in responsibilities. Since it was a beautiful day outside we decided to move class to the Greenhouse green roof. We broke up into three groups to discuss the readings. The setting was not ideal due to lack of benches for all the students but it was enjoyable to have a different atmosphere. Sam and I also decided to sit in on the discussions this time. My group went on a tangent and talked a great deal about the speaker and it was challenging for me to decide whether to contribute and remind them to stay focused on our class theme and the article or allow them to discuss an interest. We finished class with a fun activity.

Evaluation:

I am glad that we did not assign the mobilization project, I think students have a lot to do with their final projects and other assignments are more important. This should be an interesting segment of the course and believe students will learn a great deal about the importance of gender equality as a tool for sustainable hunger eradication. We were able to take advantage of the outdoors, which was a strength of the class. The discussion format was a little strange on the green roof since some students had a place to sit and other didn't, but we were all adaptable. We had an extensive conversation about a point the speaker made concerning stunted women in a southeast Asian country. Alison stated that the women couldn't find good work because they were stunted due to an undernourished diet and had to work as cleaning ladies. A few of the students were very upset by this statement and mentioned how any job was better than none and often time these jobs were considered good in some countries. It seemed as if they were disgruntled with Alison assuming that these women were inferior because they didn't have a prestigious job. I mentioned how my interpretation of her remark was that this was a problem because stunted women were discriminated against in society and weren't given the opportunity to seek other employment. The larger issue is that a portion of the population is denied access to respect, the broader job market, and advancement within society because of a condition that they could not control. I think this put her comment in perspective for many students and I was glad we were able to address this issue. Class finished with a fun activity *Where the Big Wind Blows*, which allowed students to get to know each other better and was a great class bonding activity.

Wednesday March 14th

In-class: Utilizing Social Media

Readings: “How to Guide for Social Networking” by Ashoka (Blackboard)
“4 Ways to Master Social Marketing” by Michael Mothner (Blackboard)
“7 Steps for Successful Social Marketing” by Nick Shin (Blackboard)

Agenda:

- Recap of main points from readings
- The Girl Effect: http://www.youtube.com/watch?v=WIVmE4_KMNw&feature=relmfu
- Presentation on forming an effective campaign

The theme for this class was social media and we began by asking students about the important points from the readings. We discussed how utilizing social media is now a necessity for any campaign. It is a good way to engage people to join a conversation and encourage them to become involved in a larger issue. Understanding how to use specific tools are important, but having a strategy is the most important aspect for an effective campaign. To show an example of an effective media campaign we showed a video called “The Girl Effect” which uses two bold colors, orange and black, and bold type with interesting transitions to describe the importance of women empowerment in developing countries. Afterwards, we discussed why the video was an effective media campaign for gender equality. Students described how the video was dramatic, conveyed a simple message and presented an achievable solution. As an audience member, you can picture yourself in this position since the creators decided to use animation rather than real images. The video does not dramatize the facts, it is presented in a straightforward manner since facts equal power. We discussed how a good way to spread the message through the media is through public service announcements, using a shock campaign on campus, and using a common logo. Images aren’t used but the video concluded with a logo, a “G” in the form of an arrow that indicates a cycle, that would be an effective figure to symbolize the movement.

The following assignment due for class was to launch a social media campaign relating to the student’s projects. Sam used a FeelGood presentation on effective campaigning to help students form a strategy for implementing a campaign. The strategy involves a series of exercises where we asked them to evaluate their objectives, goals, key messages, and central statement. Students finished at different times and although some seemed to be waiting longer for the others to finish, I think they appreciated having class time to begin these campaigns. We explained how often times it’s difficult to initially start a project, but by giving students time in class we got the ball rolling. One student thanked us for this in-class project time after class. A few groups may struggle with creating a campaign with their projects, but I am confident that they are creative and can find a way to make it successful.

At the end of class we handed back the interview and biography assignment. The grades on the interview assignment were generally high, the average grade for the class was 23.8 out of 25, or 95%. The grades for the biography assignment varied more greatly and the average was 21.7 out of 25, or 87%. Sam and I read all assignments and their final grade was based on an average of our two grades. This was the first time I graded other student’s work and it was a very interesting experience. Writing style varied greatly between students, and my own, and often times I would want to correct a sentence but then realized that I should respect different people’s style. There were a few important points, however, that I made clear when I handed back papers. Many students lost points on simple formatting. Some did not have 1 inch margins, indent their paragraphs or use correct APA formatting. I shared with all students a website that has helped me throughout high school and college called “Diane Hacker’s Guide to Referencing”. None of the students have heard of this website and it specifically explains how to do correct APA, MLA, CSA and Chicago style, citations from different sources. Everyone should leave college with an understanding of how to make correct citations. Another important aspect of the assignment that was made clear in the prompt and rubric was a reflection and making a connection to bigger picture concepts. Many students spent a small amount of time reflecting on how the transformational leader relates to them personally, although it is clear that reflection is an integral part to this course. All students, except one, lost points when making a connection to topics in and out of the classroom and showing critical thinking and deeper reflection relating to the effect of their leader. We told students that they can resubmit their papers if they are not

satisfied with their grades. The grades for reflections 7-12 were sent to students through blackboard. Students have greatly improved their reflection grades, making more thoughtful analysis of topics discussed in class. Students seemed engaged and excited to begin working on their projects, a sentiment that was also conveyed in past reflections. This project will allow them to utilize their creativity and begin tangible work. Understanding how to use social media is an important part of the course and I believe students will learn a great deal from this opportunity.

Evaluation:

This class introduced social media, which is important part of society and an important tool to be utilized in the fight against hunger. The students were given time in their groups to devise a media campaign for their final project which many students appreciated. We used an interactive presentation from FeelGood that outlined how to run a campaign in a clear and understandable way. It was beneficial to be able to give students back assignments and re-visit our expectations. We gave them good resources that they can use to improve their writing. The media campaign did not apply to all groups, therefore, some groups had more difficulty making a connection between this assignment and their project.

Monday March 19th

In-class: Partnership, not charity. Began Environmental Sustainability topic- Movie “Mother: Caring for 7 billion”,

Readings: *American Citizen, Global Citizen* by Mark Gerzon: Ch. 4 (class reader)
“The Art of Listening” by Brenda Ueland (class reader)
People First by Stan Burkey: Ch. 7, 8 (class reader)

Agenda:

- Updates: Class will be cancelled on Wednesday, clarifications on social media project, FeelGood Community Banquet and Earth Week events
- Begin movie “Mother”
- Readings discussion
- Project Check-ins

Class began with a few important updates. The memorial service for one of our UVM family members Avi Kurganoff will be held on Wednesday at 4:00pm and we decided to cancel class in order to allow students to attend the service. I knew a few of our students were affected by this great loss, as well as I, and we wanted to give them the opportunity to attend without missing material. The social media project was due the following week and we addressed any concerns. There was an extra credit opportunity that weekend, a community banquet held by FeelGood to invite community members to be part of the FeelGood movement to end chronic, persistent hunger. Students should also begin to think about another extra credit opportunity, forming a partnership with an event happening on campus during Earth Week. I mentioned my plans to have an Earth Dinner/Hunger Banquet with FeelGood if anyone was interested in partnering. We watched the first half hour of the documentary *Mother: Caring for 7 Billion*. Sam and I attended a screening of the movie last semester and realized that it strongly applied to themes covered in our course. After the documentary we discussed the readings for the day.

Evaluation:

Many students are engaged with environmental clubs on campus, therefore attending Earth Day events seemed like a good opportunity for many. The movie showing went well, the information discussed was very applicable to class and highlighted many issues. Unfortunately, it was hot and stuffy in the classroom and many students seemed low on energy. I also thought the discussion that day was more challenging than others which could have been due to the fact that it was a nice, hot day and we spent it inside watching a movie. I needed to facilitate the discussion more rather than the students and the discussion seemed to go on tangents. After class I decided to try to implement a new discussion format for the following class. Each student in the group will present a main idea from the article and the last group member will present the discussion question. This will refresh other student's minds of the article's content and all students will participate in the discussion. Hopefully this will engage more students in discussion, especially students who are more reserved.

Wednesday March 21st

CLASS CANCELLED: In remembrance of Avi Kurganoff

Monday March 26th

In-class: Environmental Sustainability - Movie "Mother", Discussion of readings

Readings: "Interview with Lynn Twist" (class reader)

Ending Global Poverty by

"Environment and Human Well-being: a practical strategy" by UN Millennium Project (class reader)

Agenda:

- Updates to the syllabus schedule: switched the agendas for March 28th with April 2nd to allow for a guest speaker, Corin Blanchard to come to class. Eliminate readings by Pimbert and the Rodale Institute to be replaced with a reading by Cynthia.
- Reflections: A reminder to students to do their reflections regardless of if they're late
- Mother: Watch last 30 min
- Discussion of three readings

We began class with updates to the class schedule and the readings required each day. The past weekend we had an exciting community banquet to engaged community members in the Burlington area about the efforts of FeelGood. Two students attended for extra credit and one brought her parents who were visiting for the weekend! We discussed the importance of students participating in class discussions and how we keep track of those who speak. The students have also been behind on their reflections, and I mentioned the importance of completing these reflections even if they are late. One student commented that it can be difficult to reach the page limit requirement. In order to confront this challenge I mentioned how they should feel free to bring outside topics, material, articles, discussions from other classes, into their reflection pieces, in fact, that is what we look for in a solid reflection. Showing connections made both in and outside the classroom demonstrates deeper critical thinking skills. We encouraged students to take the prompts in the direction of their choosing and not necessarily sticking strictly to the question posed. Afterwards, we had a discussion of the readings and concluded class by watching the last half hour of *Mother: Caring for 7 Billion*.

Evaluation

I was glad that we discussed challenges with reflections since it seemed to be an issue for many students. When I mentioned that students should make connections outside of the classroom I realized that perhaps we had not explained that aspect well enough. In most reflections, this was the connection we looked for but many people did not realize that was a possibility. The discussion readings went better this class and we were able to use my new idea for group participation, which worked very well! I think we will use it in all discussions from now on. The class also seemed to have more energy for the film and appreciated the messages.

Wednesday March 28th

In-class: Non-profits, NGO's, IGO's and other organization, Discussion of readings. Guest speaker: Corin Blanchard

Readings: *Understanding Nonprofit Organizations* by Wolf (class reader)
The Role of Community-Based Organizations in International Development by Green (class reader)
People First by Stan Burkey: Ch. 11 (class reader)
"To hell with good intentions" by Illich (class reader)

Agenda:

- Student introductions to guest speaker
- Activity: Aligning beliefs with an NGO
- Readings discussion

We were lucky to have a special guest come to our class and lead an engaging activity to further explore our values and how that will connect with our life mission. Corin Blanchard, a changemaker igniter from FeelGood World, was in town due to a community banquet aimed at connecting the Burlington community with the UVM feelgood movement. Everyone introduced themselves and described one thing that they bring them inspiration. A few of the responses included running, passionate people and permaculture. Corin then lead an activity where she asked students "What gives us inspiration?" to continue on from the opening activity. The students responded with an exhaustive list that included beauty, knowledge, energy, family, nature, passion, empowerment, love, community, fulfillment, adventure, compassion and creativity, among many more. She then asked us to think of someone we don't relate to very well and analyze what motivates them. We came up with a list that included money, status, fame, prestige, acceptance, material wealth and power, among others. Afterwards, Corin asked us to individually come up with a list of our 10 core values, then cut it to five and then to three. My three core values were passion, fulfillment, and community. We discussed with our neighbor our reasoning for choosing these particular values. I told my partner, Anna, that I believed the best way to reach personal fulfillment and happiness is to be dedicated and bring passion into my actions. I understand the importance of community since it's been the central focus of my studies, yet I struggle with the prospect of building a community in my personal life since I visualize myself working in other people's communities. Nonetheless, fostering a sense of community, connectedness and belonging is an important value I strive towards.

After we shared with our neighbors, we discussed as a group reactions from this exercise. Students described how it reveals something about yourself when are obligated to cross a value

off the list and shows which are the most important. It was found that many relate to each other and the ones that stayed are those that are more encompassing of other values. Once we understand the importance of our personal values we have must learn how to invest those in who we are and want to become. When decided an organization to partner with or work for its important to determine which is most aligned with your values. Understanding each others motivations and passions teaches us how to work productively together, an important life skill. This exercise allows us to articulate what is important and it's a good reminder to recalibrate meaningful qualities of our lives. Corin concluded by thanking the class for taking this course, allowing themselves to explore deeper concepts and engaging their minds in meaningful dialogue.

The last part of class involved a discussion of the readings, primarily *To Hell with Good Intentions*. The students broke up into groups to talk about their readings and many explicitly requested to talk about the Illrich reading.

Evaluation

This class went really well, as I knew it would, because Corin is an amazing individual. Many students commented later than they enjoyed the values exercise. It is always beneficial to have a new person join the class and share new insights. Corin is also very funny, therefore all students seemed to have a good time. After Corin left we had a great discussion on the readings, or one reading in particular. A couple students who rarely contribute to discussions participated in the following discourse about this reading. I realized that our course could have been strengthened if we had more controversial readings. The majority of the readings are factual and straightforward, which may be difficult for some students to engage. This reading in particular usually leads to animated discussions since the viewpoint criticizes the work we've been learning about this semester.

Monday April 2nd

In-class: Food Systems – Can we feed the world? Guest speaker: Cynthia Belliveau

Readings: “Can Organic Agriculture Feed the World” Perfect and Badgley (class reader)
“Opening Spaces through Relocalization: Locating Potential Resistance in the Weakness of the Global Food System” Mary K. Hendrickson and William D. Heffernan

Agenda:

- Speaker Presentation
- Potluck

Personal reflection:

Class was held in the Greenhouse and we invited a special guest Cynthia Bellavue, professor of Environmental Cooking, to hold a discussion about the current food system. She began by writing “Food System” in the center of the board and asking students words that relate to this concept. Students called out ideas such as distribution, place, ecosystems, politics, community, accessibility, nutrition, education, subsidies, farm hands, waste and cooking, among others. Cynthia then explained that these descriptions could be divided into four themes, environment, healthy-eating, economics and social. These themes are intricately related, yet, often times, individuals think about one without acknowledging the others. This introduction lead to an interesting discussion on food systems. During this discussion we discussed ideas and

were asked to reflect on quotes such as “Eating is an agricultural act”. An emphasis on relationship fosters responsibility between the consumers and the farmer, an unspoken desire to support one another. Yet, where is the relationship in our current system? Cynthia’s main argument was: In order to create a healthier ecosystem, population and economy, we need food closer to us, which would lead to better food flavor, aesthetically pleasing open land and organic approaches. Another quote we reflected on was “If you are not connected to food you are not connected to the environment”. After Cynthia left, we had a delicious potluck, check-ins and created plans to host a final potluck and barbeque at a student’s house!

Evaluation

It was refreshing to have an experience teacher join the class to lead an interactive, interesting class on food systems. Class was held in Room 9 in the Greenhouse which was a great location. She connected very well to students and made strong statements that surprised some students and myself. I took avid notes on everything she said because it was so interesting! She had a great teaching style that was relaxed, yet very knowledgeable about food and made great connections to our lives. Since Sam and I are not experienced in food system information it was helpful to have Cynthia join our class to teach students about this topic. Afterwards, we had a potluck and ate the delicious food students brought it to share. This was a good opportunity to talk about projects and have class bonding time.



Our end of the year class celebration, potluck and gratitude sharing

5.0 Discussion

5.1 Assessing effectiveness in meeting course goals

There were four main course objectives that we aimed to accomplish by the end of this course. The first objective was to “define and critically examine hunger's systemic causes, explore emerging models of hunger eradication, and consider the role of pattern-changing social entrepreneurship in this context.” Through a series of presentations in the beginning of the course, along with numerous articles, I believed we successfully accomplished this goal. The feedback from students as well, clearly demonstrated that this aspect of the course was very influential since it introduced new topics and ideas about hunger. The second objective was to “empower students to build a foundation for themselves of necessary skills, knowledge, confidence, and tools to be successful pattern-changing social entrepreneurs and educated global citizens”. This objective was accomplished by completing a Vision, Commitment, Action plan, visioning exercises, readings on social entrepreneurship, the social entrepreneurship panel and our enthusiasm. We spent significant time exploring social entrepreneurship by planning a trip to the farmer’s market and visited the Middlebury’s Center for Social Entrepreneurship, where we had a tour of the facility by the director, Jon Isham. In the final assessments, many students commented on how they became inspired by our energy and positivity. The success of this objective can be seen in a quote from this student:

“The big difference for me, between now and the beginning of the semester is empowerment. I have the tools necessary to make sure my life is aligned with my goals and to empower others in their goals. I can see what is working within my life and what needs to change to meet my vision. I want to encourage change not only within myself, but inspire others to be passionate about change. As a result of this class I can see how personal growth is not only about self-development, but the development of others as well.”

The completion of the first two objectives was successful; however, we ran into challenges completing the final two objectives. The third objective was to “develop students’ critical analytical skills, especially in regards to different hunger eradication models and NGOs.” We thought we had accomplished this goal through readings and the NGO assignment; however, some students did not feel as if they sufficiently grasped these concepts as described in their final assessments. There were only a few students who mentioned this, but I recognize that this was also a weakness in the course. We presented a few different sustainable hunger eradication methods, but they related primarily to FeelGood and The Hunger Project. While these

organizations have good models, I recognized my personal academic shortcomings in not being familiar with many other models due to a lack of expertise. In this area, the course could be improved in the future.

The final course objective was to “form a partnership with UVM FeelGood and UVM Campus Kitchens through creating a shared vision, designing and developing a successful project that furthers their mission, applying practical skills learned throughout the course, and engaging in a comprehensive evaluation of the project and partnership.” As teachers, I believe Sam and I facilitated this partnership the best that we could, yet nonetheless, the majority of the groups had communication problems. As president of FeelGood, Sam was in constant communication with FeelGood officers, yet many students still had difficulty reaching officers. We could have formed a stronger relationship with Campus Kitchens prior to teaching the class; however, I went to their meeting and discussed the partnership with their officers. Ultimately, I believe that part of the experience working on a service learning project is understanding how to adapt to challenging situations and effectively communicate with project partners. Perhaps meeting course objectives is more about the experience and knowledge gained along the journey therefore, with this perspective, all objectives were successfully reached.

5.2 Class Evaluation

5.2.1 Class planning

Sam and I held “office hours” at various cafes downtown every Monday where planned classes for Monday and occasionally Wednesday. In the beginning of the course, it made me nervous to plan classes close to the time in which we needed to teach. Even though I became more comfortable as the semester progressed, I would not recommend this schedule. We tried to find a different time to meet, but were unable to due to our busy schedules. In an effort to plan ahead of time I created a google doc to share ideas for next class, but it did not prove very successful in the end. When planning the class, we would look at what was scheduled for that day and then find any additional activities, resources or discussion points. We often used this time to catch up on grading or create assignment descriptions. It was very important that we maintained a schedule and met up every week in order to discuss the day’s activities. We planned agendas for every class and assigned roles to lead different parts of the class. There were times when I felt like Sam had a plan, but I was not completely aware of what it was. It never

interfered with how class was facilitated, therefore I never mentioned it, but it would have been best to start off in the beginning with clear communication.

5.2.2 Grading and rubrics

There were three aspects of the course that required grading: reflections, assignments and the final presentation. For all aspects of the course except two assignments, the NGO assignment and social media campaign, Sam and I graded all the students and averaged our two grades for their final grade. We generally had similar grading styles, occasionally we gave the exact same grade to students but usually differed by a point or two. If there was a large difference between the points we gave we would discuss our reasoning and arrived at a consensus. We divided the grading for two assignments because it was a time when both of us were busy finishing our thesis and final projects for other classes. We change the rubric for reflections because we realized it was too extensive and difficult to grade items such as honesty. For the other assignments, rubrics were made by assigning points to different parts of the assignment description. We also allowed students to resubmit assignments to receive a higher grade. Overall, I believe we were clear about our expectations and requirements for all assignments.

5.2.4 Facilitating discussions and class

Sam and I worked well at facilitating the class together. Before deciding to teach this course, I had never had an interest in teaching. This wasn't because I did not think I would enjoy it, but rather I didn't think I was capable to leading a class and providing students with new, valuable, insightful information. I did not feel qualified to teach a course with no prior experience or training, but I found that leading a students teaching students course is the best environment for gaining this experience. Whenever I have done presentations in front of a class, at work or in a professional setting I tend to be very rigid and formal. I found it challenging to transition into a comfortable state when giving presentations, most likely due to my nervousness. It was clear from the first week of class, however, that Sam taught in a very relaxed, informal manner. Stepping out of my comfort zone to embrace this new form of teaching was a great growing experience for me personally. I learned a great deal from observing Sam's teaching style and how she always remained composed, focused and explained things clearly. Each of us took turns sharing different roles within the classroom setting, Sam tended to do more

presentations, while I tended to lead the discussions, but it varied based on our strengths in different areas and preparedness. I worked on incorporating powerful questions and formulating questions that challenged and engaged students to think deeper about concepts.

Throughout the course we received feedback from students based on the strengths and weaknesses of the course. At the end of every reflection we had two or three questions to provide feedback on the course and it was instrumental in learning what aspects were working best. Feedback was very helpful in allowing us to change assignments, reflections and coursework as necessary.

5.2.5 Reflections

Reflection on thoughts, concepts and theories is important in the service learning pedagogy. We designed the course to use reflections as a tool for students to think more critically about information discussed in class. There were some students who wrote very strong reflections and made valuable connections to concepts both in and outside of the classroom. Yet, there were many who did not like the reflection aspect of the course. We listened to their comments and adapted the expectations of the reflections throughout the course. After a couple weeks we began to create prompts based on topics covered in individual classes. Towards the end of the semester students were struggling with material to discuss in their reflections and we were also posting them later than we should have. Therefore, we decided to change the reflection to once a week. In hindsight, it would have been better to have reflections once a week in order to draw on more topics covered in class. Sam and I also should have switched back and forth every week on the reflection prompts because sometimes we did not communicate well on who was making the prompts, thus they were put up late. Reflections were a very valuable component to the course, however, and it was beneficial to track the student's learning.

5.2.6 Co-teaching

Teaching this course has been an incredible learning experience. I have learned a great deal about teamwork, cooperation and patience. I observed from the beginning of the course that teaching and public speaking seem to come naturally to Sam. I believe it comes from her experience leading FeelGood meetings every week and a natural teaching ability. Initially, I was intimidated by the prospect of teaching students since it implied that I had greater insights into

new knowledge. This role made me feel uncomfortable, yet, as the course progressed; I realized that student teaching student classes are more about learning from each other rather than just the teachers.

Sam and I worked well together as co-teachers. We met to plan classes and assigned roles during class to lead different activities. In the beginning, I seemed to be more anxious before class because we would sometimes plan class close to when it began, but I became more comfortable as class progressed. We were able to offer further clarifications for each other when an assignment needed additional explanation for students. Initially, I had a more formal style of teaching, but throughout the course I began to embrace a more informal style of teaching. As the course progressed I became more comfortable with the students and was able to adapt to their learning styles.

5.2.6 Service-learning

The service learning component of the project could have been improved by forming better relationships and communication with partner organizations. However, Sam and I both have good connections with FeelGood and some groups still had trouble contacting them. It can be challenging evaluating individuals in partnerships because it is difficult to determine who was at fault for not planning sufficiently ahead of time or responding promptly. This component of the course was included because it represented an opportunity for students to help busy non-profit organizations complete a desired project. Students would be motivated by the desire to receive a good grade and organizations would appreciate the help. I have been involved in service learning projects in the past and I have always run into difficulties with community partners. Yet, these experiences were rewarding because they forced me to become more independent and adapt to the situation. A common theme in many of the presentations was the need to re-adjust one's expectations for success. Therefore, completing a service learning project is a valuable learning experience and was a beneficial aspect of this course.

5.3 Critique of assignments

5.3.1 Interview project (See Appendix 7.2)

All students completed this assignment and generally received high grades. They were graded on preparation, follow-up questions, report writing, knowledge gained, relevancy and

timeliness. Students were given two weeks notice on the assignment and seemed to have sufficient time to complete the requirements. The students tended to group together and interview one officer. This assignment allowed students to make a personal contact with our partner organizations.

5.3.2 Biography on Transformational Leaders (See Appendix 7.4)

All students completed this assignment and grades varied. They were graded on formatting and timeliness, content, bigger picture items and writing conventions. Many students struggled with citations and reflecting on the personal impact of the leader on themselves. There were many little spelling mistakes that could have been avoided with a proofread. We discussed grading before handing back the assignments and encouraged anyone to resubmit their papers if they were unsatisfied with their grades. The presentations took longer than expected due to many people presenting over the time limit. The students seemed very animated and inspired by their leaders, one student personally thanked us for assigning this project.

5.3.3 Organizational profile and analysis on NGOs (See Appendix 7.6)

Sam graded this assignment but based on their presentations in class, students seemed to have enjoyed researching a new NGO. This assignment was very valuable because we spent a large amount of time discussing FeelGood and The Hunger Project, therefore, it was beneficial for students to learn about other international development organizations. In the write-ups, however, some students did not offer sufficient critical analysis or examine faults with the organization.

5.3.4 Social media campaign (See Appendix 7.7)

This assignment followed a clear powerpoint presentation shown in class a couple weeks before the assignment was due. The presentation was posted on blackboard and the assignment clearly stated to follow the criteria in the presentation. The description also stated to write a 1-2 page reflection what strategy was selected, the implementation plan and why social media is important in social change. The students generally did well on this assignment, except almost half of the class forgot to do the reflection. It was challenging to remind these students to turn in reflections afterwards. If the student listed all the criteria in the presentation and wrote a thoughtful response then they received full credit.

5.3.7 Fantasy Social Enterprise (See Appendix 7.9)

The inspiration for this assignment was from FeelGood, which was started by a student for a class project. The assignment gave students the opportunity to be creative and think of a new enterprise, club or business that would fulfill a need in the community. Students were very successful with this assignment and were able to apply concept and skills used in class to create a new enterprise.

5.3.6 Final class project (See Appendix 7.12)

The final class project was successful on different levels. I was very impressed by the presentations made by students at the end of the semester. They put in a great deal of effort and learned about the challenges working with a community partner. Both of the Campus Kitchens groups had challenges working with CKP because it seemed as if there was not an interest in the club to work with the students. Many faced challenges staying in communication with their partners, yet this is an important aspect of the learning process. They all demonstrated consistent work throughout the semester and had great final presentations.

Table 2: Quantitative and qualitative data from the Final Evaluation

Ratings were based on a system of 1-10

<i>Question</i>	<i>Average rating</i>
Meeting Course Objectives	
How effectively did the course meet the first objective? <i>To define and critically examine hunger's systemic causes, explore emerging models of hunger eradication, and consider the role of pattern-changing social entrepreneurship in this context.</i>	9.38 “I had the biggest connection to the first objective. I knew that hunger was a problem, but haven't gotten the chance to examine some sustainable solutions until now. I feel like out of all of my classes this semester, this is one that I've learned the most from, and will be able to use this information later on in my future career.”
How effectively did the course meet the second objective? <i>To empower students to build a foundation for themselves of necessary skills, knowledge, confidence, and tools (i.e. leadership, applied empathy, teamwork, self-awareness) to be successful pattern-changing social entrepreneurs and educated global citizens connected and committed to their human family.</i>	9.46 “The second objective was the one that I think I learned about the most. The idea that leaders create leaders really resonated with me. I think that leadership is so important in everything that we do, no matter what it is because it can create a positive change. I have a much better understanding of how to develop and maintain a project because of what I have learned from this class.”

<p>How effectively did the course meet the third objective?</p> <p><i>To develop students' critical analytical skills, especially in regards to different hunger eradication models and NGOs.</i></p>	<p>8.92</p> <p>“I found the critical thinking about NGOs to be most interesting to me as someone who may be working with NGOs in development in the future. It was great to have these tools to analyze an organization and their effectiveness/sustainability. Widely applicable.”</p>
<p>How effectively did the course meet the fourth objective?</p> <p><i>To form a partnership with UVM FeelGood and UVM Campus Kitchens through creating a shared vision, designing and developing a successful project that furthers their mission, applying practical skills learned throughout the course, and engaging in a comprehensive evaluation of the project and partnership.</i></p>	<p>8.46</p> <p>“This was the objective that I feel contributed the most to my learning experience. I loved doing the service learning portion of the class- it taught me how to lead a project and educate others about local hunger. I learned a lot of skills that are necessary for my field of work, the most important thing being educating others about global issues.”</p>
Co-teacher Partnership	
<p>How well did the co-teachers work together and effectively teach the material?</p>	<p>9.54</p> <p>“Cat and Sam gave awesome feedback and were always very enthusiastic about everything which really encouraged positive growth.”</p>
<p>How effectively did the teachers build a safe and open learning environment?</p>	<p>9.62</p> <p>“I always felt very comfortable discussing if I had an issue or suggestion for the class. Every interaction had a conversational feel to it- I felt like everyone was working together to create this class and that the teachers and the students were on equal levels, which I really liked. This made all of us feel more comfortable openly expressing our opinions and ideas surrounding the class, readings, and discussions.”</p>
Clarity of Rubrics and Assignments	
<p>How clear were the rubrics and assignments explained?</p>	<p>8.8</p> <p>“They were all clearly explained, you just didn't give us enough time to work on them”</p>
Effectiveness of Reading Discussions	
<p>To what extent did reading discussions further your understanding of concepts?</p>	<p>8.8</p> <p>“The class discussion contributed a lot to what I've learned. I can't express how helpful the discussions have been. The readings are helpful to get an understanding of the concepts</p>

	we go over, but the discussions are what really expanded our opinions and outside experience with everyone.”
Effectiveness of Reflections	
How well did reflection (for assignments, homework and in-class activities) contribute to your overall learning experience?	<p style="text-align: center;">7.15</p> <p>“I found them really fun to write and it was helpful towards clarifying my own thoughts toward the material.”</p> <p>“A lot of us started to struggle with writing the reflections after every class. At first we discussed that we thought the questions on the reflections could be more varied, which was changed. Then, we discussed how difficult it was to keep up with all of the reflections that were posted, and this reflection requirement was changed to doing only one reflection a week.”</p>
Effectiveness of Enrichment Activities	
To what extent did you enjoy enrichment activities e.g. field trips and guest speakers?	<p style="text-align: center;">8.8</p> <p>“I really enjoyed having guest speakers come in to talk to us. Throughout the semester we became really comfortable having discussions and expressing our opinions and ideas about the readings and the class units and it was interesting to have outside sources come in and open our eyes to different perspectives.”</p>
Service Learning Experience	
Rate your overall satisfaction with a service learning course.	<p style="text-align: center;">8.69</p> <p>“I think through the service learning I grew tremendously in that I realized how active kids can be in creating a more globally sound environment. The kids we worked with were completely inspiring and showed us all what a huge impact we can have as individuals, no matter our age. It also showed me how much the community <i>wants</i> to be involved, and sometimes people just do not know how.”</p>
Overall Satisfaction	
How highly would you recommend this course to a student in the future?	<p style="text-align: center;">9.38</p> <p>“Very highly! Best class I’ve ever taken! This was such an inspiring class! I really can’t thank you enough for teaching it. I learned so much about being a change maker and it is so</p>

	amazing to meet so many people who live their lives with so much compassion.”
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5.4 Recommendations for future STS classes

On preparing the course: Try to think about what units you want to build on throughout the course. If you are passionate about an area, seek out further guidance to help you formulate ideas, themes and find articles. Read all your articles before the course begins, then you can read them a second time with students. Depending on your topics and the focus of the class, try to find readings that are thought provoking or controversial to create better discussions.

On teaching the course: Prepare early enough before class to be present mentally in class. If you are confident in the teaching material and sufficiently prepared by reading all the articles, then you will be able to appreciate the students and experience more. I always found that the better prepared I was the more I had fun and were able to deeply listen to the students. Ask for feedback throughout the course and respond to the students suggestions. The final course assessments were very insightful because students mentioned weaknesses in the course that I had not noticed. Be realistic in your expectations of students, yourselves and the course. It is natural for the syllabus will change, as well as assignments. It is challenging to create a balanced workload. I believe we assigned too many assignments due to feedback from student and because we should have returned assignments quicker.

On writing your thesis: If you are planning to write your thesis on the STS course, look at past STS courses as soon as possible and begin to outline your sections. Find an appropriate outline before the class starts; therefore, you can receive feedback from students based on your thesis requirements. If you could wait to write your thesis while you are not teaching the class, do it! But make sure your outline the ideas for your thesis first so that you receive proper course material from students during your class. Begin writing daily reflections on the first day of class and try not to get behind. It's hard to play catch up and can become very time consuming. Work on your thesis in sections to make it the most manageable. Remember, past STS theses will be your greatest resources, as well as your advisors. Don't be afraid to ask for help, this is a large project.

5.5 My learning experience

Before teaching this course, I had no interest in teaching, primarily because I did not think I had the aptitude or expertise. Throughout this process, however, I have learned about what individuals are capable of accomplishing with passion, dedication and trust. I did not expect to learn as much from my students and they might have from me. One of the most rewarding aspect of this course has been reading the student's responses to reflections, assignments and the final project presentations. I was constantly impressed by the students' insights, knowledge, life experiences and deep reflection. There were a few students who wrote strong reflections and I valued their honesty and trust in being open and genuine. A few students gave open feedback when they were impacted by a particular assignment or concept, which allowed us to see their growth and appreciation for the material. It felt as if over the course of the semester we were all growing together in different ways.

Teaching this STS course has been a transformative experience. I never thought I would be capable of teaching a class or know how to guide students along in the learning process. The students in my class looked up to me for advice and respected the time and effort we put forth in class to work hard. I always worked harder to teachers that I admired and we demanded that the students work hard in this class.

I also discovered that teaching a very validating experience. While I was initially intimidated by the students, I learned to relax and feel more comfortable in a classroom setting, even the couple times I had to teach by myself. We built a community of respect and appreciation within the classroom, which I know was very unique. I loved listening to student's comments during discussions and learning their valuable insights. It was the greatest honor when two students decided that they want to teach the class again next year. One of the student's described how this course is too important and inspiring to not be taught again. This was the best decision I ever made.

Concluding thoughts

This experience has defined my experience at UVM and within the environmental studies department. I am grateful to have been given this opportunity and hope that more students take advantage of this exceptional program. In high school, I learned immensely from a senior project that I completed about green roofs, which help guide my decision to study environmental studies. I was always looking forward to completing a senior project in college as I knew it would prepare me for the next chapter in my life. I am grateful to have collaborated with Sam on this course because she taught with confidence and ease and helped guide me along this journey. I hope that others will continue teaching these valuable students teaching students course and build a community of inspired, committed global citizens.



Co-teachers Sam and Cat

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7.0 Appendices

7.1 ENVS 197: Hunger, Leadership & Social Change

STS Course for Spring 2012

Samantha Ethridge (ENVS '12) and Catherine Gannascoli (ENVS '12)

Monday and Wednesday: 4:05-5:20 PM

Office Hours: Monday 10:00 am – 12:00 pm (off-campus location); Wednesday 11:30-12:30 SGA offices

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Course Description: This course will develop students' skills as pattern changing social entrepreneurs and global citizens, through critically analyzing and deepening their understanding of the economic and social causes of—as well as solutions to—the major global challenge of chronic, persistent hunger.

Course Objectives

- a) To define and critically examine hunger's systemic causes, explore emerging models of hunger eradication, and consider the role of pattern-changing social entrepreneurship in this context.
- b) To empower students to build a foundation for themselves of necessary skills, knowledge, confidence, and tools (i.e. leadership, applied empathy, teamwork, self-awareness) to be successful pattern-changing social entrepreneurs and educated global citizens connected and committed to their human family.
- c) To develop students' critical analytical skills, especially in regards to different hunger eradication models and NGOs.
- d) To form a partnership with UVM FeelGood and UVM Campus Kitchens through creating a shared vision, designing and developing a successful project that furthers their mission, applying practical skills learned throughout the course, and engaging in a comprehensive evaluation of the project and partnership.
 - o This partnership will be based on the Service Learning pedagogy that finds meaningful opportunities for the intersection of civic engagement, academic enhancement, and personal growth for students. Service Learning also places a lot of emphasis on reflection on both the process of learning and its outcomes.

Core Questions

What is hunger and its systemic causes?

What are some of the emerging models of hunger eradication today?

How do we critically analyze these organizations and models working to end hunger?

What is a sustainable approach to ending hunger?

What is a pattern changing social entrepreneur? A global citizen? A changemaker?

How can we create a shared vision for projects with an organization while applying our own skills and knowledge in a “real world” project?

Primary Texts

Accelerate Leadership by Suzanne Mayo Frindt (books are being donated so don't purchase)

How to Change the World by David Bornstein

All other readings will be in the class reader, posted on Blackboard or handed out in class. Required readings should be read prior to class and will be heavily drawn upon for discussions daily in the classroom. In the Course Schedule, readings are listed as due the day they are listed in order to be discussed that day in class.

Please also purchase a small composition notebook. We will decorate these notebooks called "Changemaker Journals" and use them as an outlet for drawing, writing, taking notes for your thorough daily reflections, and whatever else you feel inspired to use them for. You will be able to share the contents of your notebooks with your classmates or us if you want, but are not required to. We hope this to be a tool for fostering your creative and innovative ideas for solutions to these deeply rooted social problems we talk about throughout the course.

Grading

Students will be evaluated based on their participation in class, attendance, completed assignments, weekly reflections, and final project with their community partner.

Participation: 15 %

Students will be graded daily on how well they participate actively in class discussion and activities.

Attendance: 10 %

Students will be given points for coming to class each day. If students are late to class (more than 15 minutes) their attendance grade will suffer. Three late is equal to missing one class. This class only meeting twice a week for a short time and we have a lot of important and inspiring material to cover so coming on time and to all classes is extremely important for both your growth as a Changemaker and your final grade in the class.

Assignments: 25 %

Short descriptions of each assignment are listed in the syllabus as well as their due dates. More detailed descriptions and the opportunity to ask clarifying questions about each will happen the day of class they are assigned. This day is listed in the course schedule for your reference.

Reflections: 20 %

Because this is a Service Learning class, reflection is a huge part of your grade and experience. Daily reflections will be completed online at cheeseworld.org. We will go over how to access and use this site in class. Reflections are expected to be completed in a word.doc double spaced 2-3 pages and then attached to the post on the website. The focus of these reflections is to write quality, not quantity on your experiences in the classroom and those outside of it associated with the class. We want you to reflect these different perspectives: personal growth, civic engagement, academic achievement, in regards to your learning process and goals. A more detailed guide on what we are looking for in these reflections will be posted on cheeseworld.org

Final Project: 30 %

Your final project will be with either UVM Campus Kitchens or UVM FeelGood on various projects your team and your community partner come up with together. You will work on these projects the whole semester and draw on your skills/knowledge learned in class. You and your team will present your final project the last week of class in front of the community partners and fellow classmates.

Description of Assignments:

Interview Project

Before the visioning exercise with community partners, you'll do preliminary research by interviewing its officers and members to determine their needs, assets, and challenges to form ideas for projects. Write-up your findings: needs, assets, challenges, etc. Process the data gathered and write-up any project ideas. You will be graded on the depth of the interviews, if you addressed needs, assets, challenges, and how

thoughtful your processing was.

Due: Wednesday Feb. 15th

Total of 25 points

Biography on leaders of hunger eradication:

Write a 2-3 page biography to be presented to the class about a leader in social change (i.e. Gandhi, Wangari Maathi, etc.). You will be graded on paper length, how you connect the leader to social change, sources used and proper citations, relevant details/facts, but focused on their leadership. End with a reflection on what their work means to you and how you can learn from them.

Due: Wednesday Feb. 27th

Total of 25 points

Mobilization Project

With your group, plan and execute a project of mobilizing groups of people in a short amount of time like a flash mob. The message of ending hunger through self-reliance must be incorporated. Write a 1-2 page reflection after. You will be graded on how detailed the reflection is, how well your group worked together, how well you incorporated/communicated the message, leadership skills learned, and your description of why mobilizing is an important skill.

Due: Wednesday March 7th

Extra credit

Social media campaign:

Create a campaign strategy with your group to effectively express the message of your final projects by utilizing social media, and media (i.e. video, recordings, visuals, etc.) You will be graded on the organization and development of the campaign strategy, the message being communicated, why you chose the strategy, how well your team worked together, how detailed your assessment was, what skills you, and why social media is important in social change.

Due: Wednesday March 26th

Total of 50 points

Partnership through UVM's Earth Week:

Create a partnership with organizations involved in UVM's Earth Week and then plan and execute an event for Earth Week that ties environmental sustainability and hunger together. For the plan, you will be graded on how well you thought through the plan, how detailed you were, how well you and your team worked together, how realistic the plan is, and how you will tie in the environmental focus in connection to hunger. For the reflection, you will be graded on how deeply you assessed how the partnership worked or didn't work, how the event went and if it reached your intended goals from the plan, what worked and what didn't work, what you learned from the experience in terms of knowledge and skills, and why partnership is so much more effective than doing it on your own or through charity. For both assignments, you will also be graded on if you handed in and completed the assignment.

Plan Due: Monday April 9th; Reflection on event Due: Monday April 30th

Extra Credit

Organizational profile and analysis on NGOs:

Create an organizational profile (i.e. how funded, staffed, its philosophies, projects, and timelines) of your assigned NGO, along with a 2-3 page analysis of the organization in terms of the FeelGood criteria and its overall effective sustainability. You will be graded on how well and detailed you address the various aspects of the NGO (i.e. funded, staffed, the items stated earlier), the sources you used and if you cited correctly, how critical and unbiased you were in your analysis of the NGO in terms of if it's transparent and sustainable or not, how thoughtful you were in the suggestions you made for organization more transparent and sustainable, how thoughtful you were when deciding what works well for the organization and what doesn't, and finally how detailed you were when reflecting on *how* you went about critically analyzing the NGO, if you were biased, and what you learned from the assignment.

Due: Wednesday April 4th

Total of 100 points

Fantasy Social Enterprise:

Make your own socially conscious club, organization, or business. Write-up your mission, staffing, budget, who you need to partner with, and how you will operate. Then analyze how your enterprise fulfills the Ashoka definition of social entrepreneurship. You will be graded on how thoughtful and detailed your description is and how thoughtful your reflection of fulfilling the Ashoka definition is. You will also be graded on how you reflect on what you learned from this assignment in terms of skills and knowledge learned to be a pattern changing social entrepreneur.

Due: Wednesday April 18th

Total of 100 points

Personal Mission Statement

Write-up your own personal mission statement. How are you connecting your passions with the world's needs? What is your vision for yourself and your world? What beliefs are most core to you? This should be no more than a page. You will be graded on how concise, articulate, and thoughtful you are and if you have been learning, utilizing, and reflecting on all the information and skills built throughout this course.

Due: Wednesday May 2nd

Total of 25 points

Project and Class assessment

Write-up an assessment of your own personal contributions to your final project, as well as each of your group members. Assess your groups overall contribution to the mission of your community partner and the effectiveness of the partnership. Assess the effectiveness of this course reaching its objectives. You will be graded on how detailed, thoughtful, and honest you are about you and your teammates contributions, how you worked as a team and how you worked with your community partner. The same criteria (details, thoughtfulness, and honesty) will be used for the course assessment as well.

Due: Same date as final presentations

Total of 75 points

Course Schedule:

Unit 1: Our Time: A Call to Action

Wednesday January 18th

In-class: Review syllabus; Setting Community Standards; Wake-Up Experience

Readings: None

Homework: *Online reflection due Jan. 23rd*

Monday January 23rd

In-class: Wake-Up Experience; Discussion of readings; Intro to community partners

Readings: "Everyone a Changemaker" by Bill Drayton (handout)

American Citizen, Global Citizen by Mark Gerzon, Ch. 1, 2 (handout)

Hunger an Unnatural History by Sharman Apt Russell, Ch. 13 (handout)

Homework: *Online reflection due Jan. 25th; Interview Assignment due Feb. 15th*

Unit 2: Intro to Hunger: Definitions, Causes and Consequences, Systems Thinking

Wednesday January 25th

In-class: Definitions, root causes, and consequences of chronic hunger; Discussion of readings

Readings: *Pedagogy of the Oppressed* by Paulo Freire, Ch. 1, 2 (handout)

"Hunger and Poverty: Definitions and Distinctions" by The Hunger Project (handout)

“The Threat of Global Poverty” by The Hunger Project (handout)
People First by Stan Burkey; Ch. 1 (handout)

Homework: *Online reflection due Jan. 30th*

Unit 3: History of Development

Monday January 30th

In-class: Video on development in last 50 years; Discussion of readings

Readings: *People First* by Stan Burkey, Ch. 2 (class reader)
“Millennium Development Goals” by The UN (class reader)
The End of Poverty by Jeffrey Sachs, Ch. 1 (class reader)
The White Man’s Burden by William Easterly, Ch. 1 (class reader)

Homework: *Online reflection due Feb. 1st*

Wednesday February 1st

In-class: Video on development in the last 50 years; Discussion of readings

Readings: *The Value of Nothing* by Raj Patel, Ch. 1 (class reader)
Dead Aid by Dambisa Moyo, Ch. 1, 2, 5 (class reader)
Ending Global Poverty: A Guide to What Works by Stephen Smith, Ch. 2 (class reader)

Homework: *Online reflection due Feb. 6th*

Unit 4: Emerging Principles of Sustainable Hunger Eradication

Monday February 6th

In-class: Current models of hunger eradication; Discussion of readings

Readings: *Intro to Community Development* by Robinson, Ch. 4, 5 (class reader)
American Citizen, Global Citizen by Mark Gerzon, Ch. 3 (class reader)

Homework: *Online reflection due Feb. 8th*

Wednesday February 8th

In-class: Case Studies: The Hunger Project & CHOICE; FG Criteria; Discussion of readings

Readings: s “THP Principles” by The Hunger Project (Blackboard)
“Epicenter Strategy by The Hunger Project (Blackboard)
“Impact Assessment” by The Hunger Project (Blackboard)
“Key Initiatives” by The Hunger Project (Blackboard)
“Advocacy” by The Hunger Project (Blackboard)
“CHOICE Model” by Choice Humanitarian (Blackboard)

Homework: *Online reflection due Feb. 13th; Biography Assignment due Feb. 29th*

Unit 5: Project Development and Grassroots Mobilization

Monday February 13th

In-class: Common Vision (purpose, process); Discussion of readings

Readings: “The Effectiveness of an Integrated Approach to a Common Vision” by Samantha Ethridge, Conclusions section (class reader)
An Intro to Community Development by Rhonda Phillips, Ch. 6 (class reader)

Homework: *Online reflection due Feb. 15th*

Wednesday February 15th

DUE: Interview Assignment

In-class: Visioning exercise with community partners

Readings: *Accelerate Leadership* by Suzanne Mayo Frindt, Section One (required text)

Homework: *Online reflection due Feb. 22nd*

Monday February 20th

NO CLASS – Presidents Holiday

Wednesday February 22nd

In-class: Our project commitments; Create teams; Discussion of readings

Readings: *Soul of Money* by Lynn Twist: Ch. 7 (class reader)
“Respect is Given, Not Earned” by David Bradley (class reader)
Accelerate Leadership by Suzanne Mayo Frindt, Section Two (required text)

Homework: *Online reflection due Feb. 27th*

Monday February 27th

In-class: Guest Speaker: Alison Gardner from USAID

Readings: *Accelerate Leadership* by Suzanne Mayo Frindt, Section Five (required text)
“Creating S.M.A.R.T. Goals” by Top Achievement (Blackboard)
“SMART Goal Setting” by Goal Setting Guide (Blackboard)

Homework: *Online reflection due Feb. 29th*

Wednesday February 29th

DUE: Biography Assignment

In-class: Grassroots mobilization for self-reliance; Discussion of readings

Readings: “THP Case Studies” by The Hunger Project (Blackboard)
People First by Stan Burkey: Ch. 3, 10 (class reader)

Homework: *Online reflection due Mar. 12th*; *Mobilization assignment due Mar. 14th*

March 5th and 7th

NO CLASS; SPRING BREAK

Unit 6: Ending Hunger Sustainably

Monday March 12th

In-class: Gender equality; Discussion of readings

Readings: “The Women’s Crusade” by Nicolas Kristof (class reader)
“The World Bank: Getting to Equal” by The World Bank (class reader)
“2012 Gender Equality and Development” by World Development (class reader)

Homework: *Online reflection due Mar. 7th*

Wednesday March 14th

DUE: Mobilization Assignment

In-class: Utilizing Social Media

Readings: “4 Ways to Master Social Marketing” by Michael Mothner (Blackboard)
“7 Steps for Successful Social Marketing” by Nick Shin (Blackboard)

Homework: *Online reflection due March 19th*; *Social Media Campaign due March 26st*

Monday March 19th

In-class: Partnership, not charity; Partnership workshop

Readings: *American Citizen, Global Citizen* by Mark Gerzon: Ch. 4 (class reader)
“The Art of Listening” by Brenda Ueland (class reader)
People First by Stan Burkey: Ch. 7, 8 (class reader)

Homework: *Online reflection due March 21st, Earth Week Partnership Plan due April 9th, Earth Week Partnership reflection due April 30th*

Wednesday March 21st

Class Cancelled for Memorial Service

Monday March 26th

DUE: Social Media Campaign

In-class: Environmental Sustainability - Movie “Mother”, Discussion of readings

Readings: “Environment and Human Well-being: a practical strategy” by UN Millennium Project (class reader)

“Interview with Lynn Twist” (blackboard)

Ending Global Poverty: A Guide to What Works by Stephen Smith, Ch. 8 (class reader)

Homework: *Online reflection due March 28th*

Wednesday March 28th

In-class: Non-profits, NGO’s, IGO’s and other organization, Discussion of readings

Readings: *Understanding Nonprofit Organizations* by Wolf (class reader)

The Role of Community-Based Organizations in International Development by Green (class reader)

“To hell with good intentions” by Illich (class reader)

People First by Stan Burkey: Ch. 11 (class reader)

Homework: *Online reflection due April 4th*

Monday April 2nd

In-class: Food Systems – Can we feed the world? Guest speaker: Cynthia Belliveau in Room 9, potluck

Readings: “Towards Food Sovereignty” by Michel Pimbert (class reader)

“Can Organic Agriculture Feed the World” Perfect and Badgley (class reader)

“Regenerative Organic Farming: Rodale Institute” (class reader)

Homework: *Online reflection due April 2nd; Organizational Profile due April 4th*

Wednesday April 4th

DUE: Organizational Profile

In-class: NGO Critical Analysis and Presentations

Readings: None

Homework: *Online reflection due April 9th*

Unit 6: Social Entrepreneurship in the World Today

Wednesday April 11th

In-class: Local social entrepreneurs today: Panel of guest speakers

Readings: *How to Change the World* by David Bornstein: Ch. 3, 4, 5 (required text)

Homework: *Online reflection due April 16th*

Saturday April 14th

DUE: Earth Week Partnership Plan

In-class: Class field trip to Church Street area: Social Entrepreneurship with a new paradigm, Discussion of readings

Readings: *Blessed Unrest* by Paul Hawken: Ch. 1, 2, 3 (class reader)
“The Landscape of Social Entrepreneurship” by Heidi Neck (class reader)
How to Change the World by David Bornstein Ch. 1, 2 (required text)
Homework: *Online reflection due April 11th*; *Fantasy Enterprise due April 18th*

Unit 7: Living a Committed Life

Monday April 16th

In-class: Dialogue for change, Project check-ins

Readings: “The New Humanism” by David Brooks (class reader)
How to Change the World by David Bornstein, Ch. 6, 7 (required text)

Homework: *Online reflection due April 18th*; *Mission Statement due May 2nd*

Wednesday April 18th

In-class: Discussion of readings; Project time

Readings: *How to Change the World* by David Bornstein, Ch. 8, 9, 10 (required text)

Homework: *Online reflection due April 23rd*

Unit 8: Reflection, Assessment, and Gratitude

Monday April 23rd

DUE: FINAL PROJECTS AND PROJECT AND CLASS ASSESSMENT

In-class: Project presentations

Readings: *How to Change the World* by David Bornstein, Ch. 11, 12, 13 (required text)

Homework: *Online reflection due April 25th*; *Project and class assessment due April 30th*

Wednesday April 25th

DUE: FINAL PROJECTS AND PROJECT AND CLASS ASSESSMENT

In-class: Project presentations

Readings: *How to Change the World* by David Bornstein, Ch. 14, 15, 16 (required text)

Homework: *Online reflection due April 30th*

Monday April 30th

DUE: FANTASY ENTERPRISE

In-class: Course evaluations, Discussion of readings

Readings: *How to Change the World* by David Bornstein, Ch. 17, 18, 19 (required text)

Homework: *Online reflection due May 2nd*

Wednesday May 2nd

DUE: PERSONAL MISSION STATEMENT

In-class: Class celebration and gratitude; Potluck at Cat or Sam’s house

Readings: *How to Change the World* by David Bornstein, Ch. 20, 21 (required text)

7.2 Interview Assignment: Description

ENVS 197: Hunger, Leadership, and Social Change

Due: Wednesday February 15th

Total of 25 points

Before the visioning exercise with our community partners, UVM FeelGood and UVM Campus Kitchens Project, you will do preliminary research by interviewing the organizations officers to determine their needs in achieving their missions, their assets (i.e. resources, funds, volunteers, supplies) available, and challenges preventing them from achieving their goals. Make sure to come to these interviews prepared with thoughtful and relevant questions of both quantitative and qualitative information. You are required to interview only one officer so we are really looking for thorough, detailed, and thoughtful questions. We are looking for the same qualities in the report you will write-up to be handed in. This can be done in whatever style of writing you see fit, as long as it is well organized. In the write-up you will cover what questions you asked and the responses. You will then process your findings to determine what opportunities there are for projects. These ideas should be thoughtful and detailed. We aren't expecting you to come up with a lot of ideas or very concrete steps of the project. We just want to see that you really listened during the interview and took the time to really think about what projects would work for the organizations and your own interests/passions. You will also be graded on if you hand the assignment in on time. For every day the assignment is handed in late, your grade will go down by half a letter grade. For more details on grading, refer to the grading rubric for this assignment on Blackboard. Times and contact information for the officers of FeelGood and Campus Kitchens will also be posted on Blackboard.

7.3 Interview Assignment: Rubric

CATEGORY	4	3	2	1
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what s/he thought the person said.	The student did not ask any follow-up questions based on what the person said.
Report Writing	The report is well organized, contains accurate quotations and facts taken from the interview, and is detailed and thoughtful about opportunities for projects.	The report is well organized, contains accurate facts taken from the interview, and is detailed about opportunities for projects.	The report contains accurate quotations and facts taken from the interview, but lacks thoughtful ideas and details about opportunities for projects.	The report is lacking facts, quotations from the interview OR the quotes and facts are not accurately reported. The report also lacks any ideas for opportunities for projects.
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Relevancy	Student's questions were relevant to the goals of the assignment, i.e. covered needs, assets, and	Some of the student's questions were relevant to the goals of the assignment, i.e. covered, needs,	Student's questions did not cover all the three major categories: needs, assets, and challenges.	Student's questions did not cover any of the three major categories: needs, assets, and challenges.

	challenges.	assets, and challenges.		
Timeliness	The assignment was submitted on time.	The assignment was submitted a day late.	The assignment was submitted a three days late.	The assignment was submitted a week late.

7.4 Biography on Transformational Leaders Assignment: Description

ENVS 197: Hunger, Leadership, and Social Change

Due: Wednesday February 27th

Total of 25 points

Write a 2-3 page biography in essay format (full sentences, connecting paragraphs, double spaced, 1 inch margins, 12 point font). Please cover the following topics in the biography:

Part 1:

- Relevant facts/details about the leader (some background information)
- Focus most on:
 - Who, what, where, when, and why of how they got involved in social change
 - How were they a leader?
 - What skills/characteristics did they possess to be a great leader in social change?
 - What was their impact?

Part 2:

- A reflection that focuses on:
 - What their work means to you?
 - What can you learn from them?

You will be graded on if you met the paper length requirements, if the biography is formatted correctly, if it was handed in on time, if it uses sources and cites them correctly (APA format please), and if you thoughtfully covered the prompts in part 1 and 2. You are free to write more in part 1 and 2 on topics that aren't listed if you want to, just make sure you do cover the ones already listed. As with most assignments in this class, we want you to focus on connecting things together and really learning/reflecting on them. Quality over quantity always.

***Directions for choosing leader:**

Please choose a leader from the list below or one of your own choosing. Then you're your selection in the discussions section on Blackboard named "Transformational Leaders for Biography" thread.

In short,

1. Post who you want to do
2. I will reply and say whether or not to go ahead with that choice or find a different one
3. If people choose the same leader, whoever posted earlier will get first dibs (first come first serve)

List of Transformational Leaders

- Dalai Lama
- Mother Teresa
- Thich Nhat Hanh

- Mahatma Gandhi
- Wangari Mathaai
- Dr. Martin Luther King Jr.
- Desmond Tutu
- Paul Hawkins
- Bill Drayton
- Frederick Douglass
- Harvey Milk
- Nelson Mandela
- Bill McKibbon
- Susan. B Anthony

There are many more so feel free to go beyond this list!

7.5 Biography on Transformational Leaders Assignment: Rubric

1. Formatting/Timeliness:

- 2-3 pages _____ /1 points
- full sentences _____ / .5 points
- connecting paragraphs _____ / .5 points
- 1 inch margins _____ / .5 points
- 12 point font _____ / .5 points
- Handed in on time _____ /1 points
- Formatted in APA style _____ / .5 points
- Documented correctly _____ / .5 points

Total _____ /5

2. Part 1 Content:

- Who, what, where, when, and why of how they got involved in social change _____ /2
- How were they a leader? _____ /1
- What skills/characteristics did they possess to be a great leader in social change? _____ /2
- What was their impact? _____ /1

Total _____ /6

3. Part 2 Content:

A reflection that focuses on:

- What their work means to you? _____ /2
- How can you learn from them? _____ /2

Total _____ /4

4. Bigger Picture Items:

- Paper connects to topics in class and out of class _____ /3
- Relevant, telling, quality details that give important info beyond the obvious _____ /3
- Shows critical thinking and deep reflection _____ /3

Total _____ /9

5. Writing Conventions:

- No grammatical or spelling errors _____ /1

Total: _____ /25

7.6 Organizational Profile and Analysis on an NGO: Description

ENVS 197: Hunger, Leadership, and Social Change

Due: Wednesday April 4th

Total of 100 points

Format: 500-800 words (of the analysis/reflection), double-spaced, Times New Roman font, 12-point font.

Part 1: Organizational Profile on assigned NGO

(this doesn't have a word or page requirement, just make sure you include the needed information. Bullet form is acceptable as long as it is organized well).

Include:

- Mission and history, location
- Financials (how funded, could include charity navigator ratings on financials)
- Programming and Projects
- Timelines (meaning how long they plan to do what, when/if they plan to leave, just what is the timeline for how this NGO will work)
- Development philosophies/methods

*This part should be written as concisely as possible. It is not a narrative about the organization but a list of all its components.

Part 2: Analysis and Reflection on assigned NGO

Include:

- How does this NGO fit or not fit the FeelGood Criteria?
- How does this NGO plan on making its projects sustainable?
- How can this NGO improve to be more sustainable and effective?
- In your opinion, does this NGO fit in with all the aspects of sustainable effective development we have been talking about this whole semester? Be sure to include what you think the aspects of sustainable effective development are in this answer.
- In your opinion, how can this NGO change/improve to be more sustainable and effective?
- Would you invest your money in this organization? Why or why not?
- What did you learn from researching this organization?

**Please remember that this assignment has one of the biggest points values of the semester so be sure to be objective and a critical thinker when appropriate in your responses. Also remember

to cite where you get your information from properly and to check your spelling and grammar. Finally, remember the importance of connecting everything we've learned in class together and to be very thoughtful about how it connects to you and your learning.

7.7 Social Media Campaign: Description

ENVS 197: Hunger, Leadership, and Social Change Social Media Campaign Proposal, Materials, and Reflection

Due: Wednesday 28th

Total of 75 points

Create a campaign strategy with your final project group to effectively express your message for whatever event/products/etc. you are trying to get the word out about by utilizing social media, and media (i.e. video, recordings, visuals, etc.) You will be graded on the organization and development of the campaign strategy (follow the layouts in the three powerpoint presentations called "Creating Campaigns", the message being communicated, the materials you hand in i.e. flyers, twitter/FB statuses, videos, and then your individual reflection piece. In this reflection address why you chose the strategy, how well your team worked together to create it, how you plan on carrying it out, and why social media is important in social change. You will hand one ONE copy of your marketing outline/proposal as a group along with your materials for the campaign. You will EACH to your OWN reflection on the assignment. Keep in mid this assignment is to help you get started on implementing you final projects so if you end up changing parts of your strategy before the final presentation in April that is OK! Please talk to Cat and me if you need any help/advice.

7.8 Social Media Campaign: Rubric

Part One: Journey 1

States objective _____/5

States goal _____/5

Identifies audience

Primary _____/1

Secondary _____/1

Tertiary _____/1

Hangouts _____/1

Media for hangouts _____/1

Total: _____/15

Part Two: Journey 2

SWOT Analysis _____/10

Create messages

Value Proposition: Key Message 1, 2 and 3 _____/10

Total: _____/20

Part Three: Journey 3

Campaign strategy

Who's your audience? _____/5

Where do they hang out? _____/5

What's your media? _____/5

Tailor your message _____/5

Total: _____/20

Part Four: Reflection

Why you chose the strategy _____/3

How well your team worked together to create it _____/3

How you plan on carrying it out _____/3

Why social media is important in social change _____/6

Total: _____/15

Grammar, spelling and presentation

_____/5

Total: _____/75

7.9 Fantasy Social Enterprise: Description

ENVS 197: Hunger, Leadership and Social Change

Total Points: 100

Minimum 2-3 pages double spaced, 1 in. margins

Make your own socially conscious club, organization, or business. Write-up your mission, staffing, budget, who you need to partner with, and how you will operate. Then analyze how your enterprise fulfills the Ashoka definition of social entrepreneurship. You will be graded on how thoughtful and detailed your description is and how thoughtful your reflection of fulfilling the Ashoka definition is. You will also be graded on how you reflect on what you learned from this assignment in terms of skills and knowledge learned to be a pattern changing social entrepreneur.

“Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. They are ambitious and persistent, tackling major social issues and offering new ideas for wide-scale change.”

- Ashoka Foundation: http://www.ashoka.org/social_entrepreneur

Motivations:

What is your mission?

What are your motivations for creating this social enterprise?

How do your values influence what you want out of developing and running a social enterprise?

What impact do you want to have?

Are you looking to sell a product or service to a customer?

What do you want to achieve by running this social enterprise?

Preparation:

What kind of culture do you want to build around your social enterprise? (What principles, values and approaches will you have?)

Where will you find funding?

Will you partner with any existing organizations or clubs?

What need are you fulfilling in the community?

Implementation:

How will you run your social enterprise?

Why will customers buy from you?

What services will you provide?

What is the audience you are appealing to in order to begin your enterprise?

Reflection:

What did you learn from creating a plan to begin a new organization, club or business?
Did you use any advice from the panel to help guide the process of forming your social enterprise?

What skills are important as a pattern-changing social entrepreneur?

What skills do you personally want to develop and think that you already have?

7.10 Fantasy Social Enterprise: Rubric

Motivations:

What is your mission? _____ /4

What are your motivations for creating this social enterprise? _____ /4

How do your values influence what you want out of developing and running a social enterprise?
_____ /4

What impact do you want to have? _____ /4

Are you looking to sell a product or service to a customer? _____ /4

What do you want to achieve by running this social enterprise? _____ /4

Total: _____ /24

Preparation:

What kind of culture do you want to build around your social enterprise? (What principles, values and approaches will you have?) _____ /8

Where will you find funding? _____ /4

Will you partner with any existing organizations or clubs? _____ /4

What need are you fulfilling in the community? _____ /8

Total: _____ /24

Implementation:

How will you run your social enterprise? _____ /6

Why will customers buy from you? _____ /6

What services will you provide? _____ /6

What is the audience you are appealing to in order to begin your enterprise? _____ /6

Total: _____ /24

Reflection:

What did you learn from creating a plan to begin a new organization, club or business? _____ /6

Did you use any advice from the panel to help guide the process of forming your social enterprise? _____ /5

What skills are important as a pattern-changing social entrepreneur? _____ /6

What skills do you personally want to develop and think that you already have? _____ /6

Total: _____ /23

Formatting/Mechanics:

2-3 pages minimum _____ /1 points

1 inch margins _____ /1 points

Complete ideas _____ /1 points

Grammar/spelling _____ /1 points

Handed in on time _____ /1 points

Total: ____ /5 points

Total: _____ /100

7.11 Mid-semester Evaluation

Readings

1. How many readings have you read on average before class?

A. A few B. About half C. Most D. All

2. Which reading(s) most impacted you thus far?

3. Is there any reading you want to explore more deeply?

4. Do you want to spend more time discussing readings?

A. Yes B. No C. Fine as is D. Indifferent

Class

5. Do you feel as if we've built a strong and safe community within our STS class?

6. Do you like the class structure (presentation, activity, discussion)?

7. Is the material covered in class interesting, new and compelling?

Reflections

8. Are the reflections helpful to finding deeper meaning in the topics discussed in class?

9. What challenges have you faced with reflections?

Assignments

10. Have directions and rubrics for assignments been clear?

11. Have the assignments been beneficial?

12. Where you given sufficient time to complete assignments?

Projects

13. Do you feel prepared to complete your project?

14. Do you feel as if you can complete your project this semester?

15. Do you enjoy the service-learning component of the class (partnership with FG and CKP)?

16. Do you have any comments/suggestions about any of the topics listed above or in regards to anything else

7.12 Final Project and Class Evaluation

Project Evaluation

Feel free to expand on any if you would like

How well did you complete your project goals and objectives?

1 2 3 4 5 6 7 8 9 10

Were you given sufficient support and did you feel prepared to complete your project?

1 2 3 4 5 6 7 8 9 10

How well did all members contribute to completion of your group project?

1 2 3 4 5 6 7 8 9 10

Rate the sustainability of your project to continue in the future.

1 2 3 4 5 6 7 8 9 10

Rate your overall experience completing a service learning project.

1 2 3 4 5 6 7 8 9 10

Reflection (please give specific examples, if applicable):

How did you contribute to completing the project? Did all group members sufficiently contribute to the project?

What challenges did you face in completing the project?

What are the necessary steps to be completed to ensure the sustainability of your project?

Did you enjoy completing this project? Any recommendations?

Class Evaluation

Feel free to expand on any if you would like

How effectively did the course meet the first objective?

To define and critically examine hunger's systemic causes, explore emerging models of hunger eradication, and consider the role of pattern-changing social entrepreneurship in this context.

1 2 3 4 5 6 7 8 9 10

How effectively did the course meet the second objective?

To empower students to build a foundation for themselves of necessary skills, knowledge, confidence, and tools (i.e. leadership, applied empathy, teamwork, self-awareness) to be

successful pattern-changing social entrepreneurs and educated global citizens connected and committed to their human family.

1 2 3 4 5 6 7 8 9 10

How effectively did the course meet the third objective?

To develop students' critical analytical skills, especially in regards to different hunger eradication models and NGOs.

1 2 3 4 5 6 7 8 9 10

How effectively did the course meet the fourth objective?

To form a partnership with UVM FeelGood and UVM Campus Kitchens through creating a shared vision, designing and developing a successful project that furthers their mission, applying practical skills learned throughout the course, and engaging in a comprehensive evaluation of the project and partnership.

1 2 3 4 5 6 7 8 9 10

How well did the co-teachers work together and effectively teach the material?

1 2 3 4 5 6 7 8 9 10

How effectively did the teachers build a safe and open learning environment?

1 2 3 4 5 6 7 8 9 10

How clear were the rubrics and assignments explained?

1 2 3 4 5 6 7 8 9 10

To what extent did reading discussions further your understanding of concepts?

1 2 3 4 5 6 7 8 9 10

How well did reflection (for assignments, homework and in-class activities) contribute to your overall learning experience?

1 2 3 4 5 6 7 8 9 10

To what extent did you enjoy enrichment activities e.g. field trips and guest speakers?

1 2 3 4 5 6 7 8 9 10

Rate your overall satisfaction with a service learning course.

1 2 3 4 5 6 7 8 9 10

How highly would you recommend this course to a student in the future?

1 2 3 4 5 6 7 8 9 10

Reflection (please give specific examples!):

Did you feel as if feedback given by students throughout the course were applied to the course?

What was your favorite reading, lecture, class activity and course unit (see syllabus)?

Which of the four objectives do you feel contributed most to your learning experience? Feel free to elaborate on more than just one if you feel strongly towards a few.

In what ways have you grown personally as an individual, student and global citizen through this course?

In what ways could the course be improved in the future?

Any other advice, comments or feedback?!

It has been such a pleasure to teach the course with you all. Thank you for opening up your hearts and minds and good luck with all your wonderful future endeavors! Stay in touch!
Love, Cat and Sam.

7.13 Reflection questions and prompts

Reflection 1

Part one:

1. Describe your experience with part one of the Wake-Up Experience today objectively using the guiding questions on Clayton Deal. Then describe the experience from these three perspectives: academic, personal, civic. Use the guiding questions on the ""Clayton's Deal"" attachment. You don't need to answer all those questions, just a few that really stuck out to you for how you want to articulate your experience today.
2. Articulate your learning, again using the guiding questions.
3. Set some goals for next class whether it be goals for personal growth, learning objectives, or how you engage and participate in the class. Again, use the guiding questions to help you navigate through this reflection.

Part two:

1. What were your expectations for this course and how did today's class either meet them or not?
 2. Which units are you most excited for and why? Do you think there are units/topics missing that you would like to cover?
 3. How did you feel about the structure of the class today? Do you feel it is a safe environment conducive to innovative learning and creating?
 4. If you have any other additional feedback, comments, questions, please let us know.
- Reflection is the key to a transformational experience so we greatly appreciate anything and everything you have to say.

Reflection 2

Part one:

1. Assess your progress since the last reflection. Did you reach your goals set in your last reflection? Use the guiding questions to help.
2. Describe your experience with the Wake-Up experience, reading discussions, or intro to community partners today (choose 1 or 2) objectively. Focus today more thoroughly on the personal perspective. Again, you don't need to use all the guiding questions, but more than last time since you are focusing in on the personal growth perspective.
3. Articulate your learning.
4. Set some goals for next class.

Part two:

1. What were some strengths and weaknesses of the class today?
2. How do you feel about the service learning portion of this class thus far, especially after being introduced into the community partners? What do you think will make these projects successful and what challenges do you anticipate?

3. How did you feel about our first readings discussion today? Do you feel there is a better way to approach it? Would you like more or less time for discussions?
 4. If you have any other additional feedback, comments, questions, please let us know.
- Reflection is the key to a transformational experience so we greatly appreciate anything and everything you have to say.

Reflection 3

Part one:

1. Assess your progress since the last reflection. Did you reach your goals set in your last reflection? Use the guiding questions to help.
2. Describe your experience with learning about and discussing the deeply rooted social problem of hunger today. Focus today more thoroughly on the civic perspective. Again, you don't need to use all the guiding questions, but more than last time since you are focusing in on the personal growth perspective.
2. Articulate your learning.
3. Set some goals for next class.

Part two:

1. What questions did this class raise for you? Was there a subject/question/etc. we touched upon today that you think deserves more attention?
 2. How do you feel about the way we all engage with each other in class, especially during deep discussions?
 3. Did you feel the readings were appropriate and useful for your learning process and for reaching the course objectives?
 4. If you have any other additional feedback, comments, questions, please let us know.
- Reflection is the key to a transformational experience so we greatly appreciate anything and everything you have to say.

Reflection 4

Part one:

1. Assess your progress since the last reflection. Did you reach your goals set in your last reflection? Use the guiding questions to help.
2. Describe your experience with learning about and discussing the history of development. Focus today on one or two perspectives of your choice.
2. Articulate your learning.
3. Set some goals for next class.

Part two:

1. What questions did this class raise for you? Was there a subject/question/etc. we touched upon today that you think deserves more attention?
2. Did anything surprise you in class today? Frustrate you? Excite you?
3. Did you feel the readings were appropriate and useful for your learning process and for reaching the course objectives? You can be candid, but thoughtful with your answers. We really want to know what you think.
4. How do you feel about the daily reflections so far? Do you think the Claytons Model guide is helpful, drawn from too much, etc.? Would you like a more free form reflection or for us to

come up with more questions, rather than using Claytons Model? Do you feel you are really reflecting or just trying to get an assignment done? Please give us as much detail, ideas, comments, etc. as you can since reflection is such an important piece of this class.

5. Have you been having any issues with the cheeseworld site? Do you think its an effective and/or innovative learning tool, especially when compared to Blackboard? Do you have additional ideas on how it can be utilized for this class?

Reflection 5

Part 1:

1. Which of the discussion questions that was posed to the class really stuck out to you the most and why?
2. Please describe your experience with this particular discussion: i.e. what questions it brought up for you, what it was like hearing differing perspectives, etc.
3. Finally, how did this discussion broaden or deepen your knowledge on the subject of development?

Part 2:

1. How is the use of blackboard going for you? i.e. is it easy for you to find the powerpoints, assignments rubrics, etc.?
2. Is there anything you would like us to also put on blackboard?
3. So far, are there any issues, perspectives, topics, etc. that you think we should have covered that we haven't?

Reflection 6

RESPOND to questions one OR two. Also respond to the feedback questions.

1. One question in our discussion about the role of outside community members in the development process that really made us all think for a second was "where is the line when you're facilitating a community in a development project?" Take some time to really discover where you think that line is and why? You can use examples in real life you've heard about to inform your answers more. The key is to really dig deep and question/ why this is your answer.
2. In American Citizen, Global Citizen, it talked about how we can easily choose to put up walls by distancing ourselves from people by labeling them or stereotyping, but you can build bridges and connect to people just as easily. Talk about an experience you had where you built a bridge and put up a wall. Compare the two to each in terms of how they affected you and what you learned from the differing experiences.

Feedback questions:

3. Do you feel we're meeting the course objectives so far for the course?
4. Do you feel you're given enough time for the interview assignment?
5. Are you feeling overwhelmed so far by the work? Why or why not?

Reflection 7

Respond to question 1 OR 2 and the feedback questions.

1. The Hunger Project believes that hunger is a human issue and ending hunger requires principles that are consistent with our shared humanity. THP lists 10 principals that guide the work they carry out in different countries. Pick two or three principals and describe why they are

important in development work. What strategies could be used to incorporate these principals in a project? Did any principal surprise you? Did any stand out as a cornerstone of development? Are there any principals missing that you feel are important?

2. FeelGood lists 5 main criteria for determining whether an organization is using a sustainable, equitable approach to ending hunger. This criteria includes:

1. Mobilize people at the grass roots for self-reliant action
2. Effectively address the deeply entrenched social condition of gender inequality
3. Forge partnerships with local government and organizations
4. Embrace environmentally sustainable practices
5. Have a proven track record of a cost-effective model for unleashing self-reliance

Does FeelGood use a good set of criteria to determine with which organization to partner? Pick one criteria and explore why this methodology is important in international development. Was there a criteria you had't thought about previously in relation to development work? Any critiques on the criteria?

As always, feel free to include personal experiences and opinions.

Feedback:

1. Did we provide good examples of organizations that use a sustainable hunger eradication model? (THP and CHOICE)
2. Is the jigsaw activity beneficial? Do you prefer the discussions in small groups, the class group or both?
3. Any problems contacting officers for the Interview project?

Reflection 8

Part 1:

Please choose one of these prompts to respond to:

1. In-class, we completed a series of visioning exercises to create your personal life visions. Please describe your experience with this activity, reflect on its impact on you and what you can take away from it. Connecting what we do in class to other classes, other activities in your life, and other concepts is so important in true reflection and growth so please focus on that in this prompt.
2. In the readings we learned about the importance of a common vision and the different approaches there are to visioning exercises in communities. Connect what you learned in those readings to what we've been discussing in class (i.e. the role of outside facilitators, using different or similar approaches in the same communities, the challenges and opportunities associated with each, whatever you want to reflect and connect on). Finally, apply what you've learned in the readings to how your plan on carrying out your community projects and reflect on if you think having a solid vision will be beneficial or not. Feel free to elaborate or touch on similar topics associated with the ones just mention. They're just to get the ideas flowing.

Part 2:

1. What are you most excited for and nervous for in terms of starting the community projects?
2. Would you like to get to know your classmates more? Any getting to know you ideas or games that we might also be able to connect to our in-class topics?

Reflection 9

Our shared vision statement:

As students in ENVS 197 in partnership with Campus Kitchens and FeelGood, our shared vision is to create a grassroots revolution about equality and education that will open new doors for us each to invest in our Burlington community, empower others to empower themselves, establish strong local and global partnerships, and create new leaders. We will do this by using our individual skills and interests and apply them to our projects, inspiring others to live with intent and lead by example, and by both increasing awareness of the problems, while emphasizing the solutions. We aim to foster a healthy and globally connected community.

Project Ideas (list has been narrowed after talking more to Campus Kitchens and FeelGood):

1. Marketing Strategy: Support Local, Support Global (FeelGood project)
2. Food Summit: Marketing and Expanding Partnerships (CKP project)
3. Marketing Strategy/Member Recruitment: Expanding member base to cover all shifts (FeelGood and CKP combined project)
4. Stronger Partnership with Sodexo and SGA: Food and Credit Cards (FeelGood project)
5. Specific Food Drive (CKP project)
6. Customer Analytics: Expanding Consumer Base (FeelGood project)
7. School and Scout Outreach: FeelGood beyond UVM (FeelGood project)
8. Human, Health, and the Environment Dinner: Earth Dinner + Human Wellbeing Dinner + Hunger Banquet (FeelGood project)
9. Food Waste: Evaluating the problem and designing a new system to reduce (Feelgood project)
10. Marketing Strategy: The Who, What, Where, When, and Why (CKP project)
11. Marketing Strategy: The Who, What, Where, When, and Why (FeelGood project)
12. Partnerships: Making stronger donor partnerships and identifying/creating new ones (FeelGood project)
13. Expanding to Farmer's Markets: Go beyond the UVM deli (FeelGood project)
14. Fundraising Strategies (CKP project)

*For your reflection #9 please identify your top 5 project preferences (the first one being your first choice, etc.). For each of your choices include:

- The project number and name
- What you envision for the project
- Why you want to do this project on a personal level (i.e. your interests and skills)
- Why this project should happen based on our shared vision (listed above)

Cat and I before Wednesday will meet with both community partners to decide which projects to go with from their perspective/needs and then look at all of your responses in reflection #9 to determine the final projects and groups chosen. In class on Wednesday we will then break up into our project groups and start making our action plans as well as finish the commitment and action part of the VCA.

Reflection 10

1. Describe your group project and mission statement
2. What challenges and opportunities do you see?
3. What are the keys to effective group work and how will you instill them in yours?
4. What skills/knowledge will you be applying to this project that we've learned in class?

Reflection 11

Respond to ONE of the following (or both if you'd like):

1. Explore the dimensions of "food security"; physical availability of food, economic and physical access to food, food utilization, and stability of these dimensions over time. Is any more important than the others or should one be addressed first? How have current development models fallen short (on a global scale) of ensuring food security for the poor?

"We will fail entirely in our task if we do not also increase accessibility to food for those who are hungry...if we double the volume of food produced but we don't tackle the issues of inequality, lack of purchasing power for the poor, we will simply not do anything to combat hunger effectively...the right to food is hugely important as it can guide us to making the right choices...it obliges us to focus on the plight of the most vulnerable."

Olivier De Schutter, UN Special Rapporteur on the Right to Food

(Why No Thought for Food? pg. 18)

2. USAID's Feed the Future initiative involves investments in their two key objectives of accelerating inclusive agriculture sector growth and improving nutritional status. Why are these aspects important for sustainable hunger and poverty reduction? (USAID Feed the Future Guide pg. 10)

Optional: Did any new idea, concept or point stand out to you from our discussion with Alison?

Feedback:

1. Did you enjoy having a speaker come to our class?
2. What did you think about the location for the discussion?
3. Any spring break plans?

Reflection 12

The semester's halfway through! Let's take some time to reflect on your journey with ENVS 197 so far...

You've learned a lot about yourself and hopefully your fellow classmates so for this reflection we're going to look back at past reflections to connect the dots of our learning process this semester. On Cheese World look back and read through some of your old reflections and some of your classmates. Think about how you have grown, what major ideas you've taken home with you, what skills you've started to develop, what challenges you've met and how you've grown from them...whatever really stands out to you when you look back and reflect on yourself this semester. Then talk about your experiences with your classmates and what it's been like learning from them and seeing each other grow and learn?

Have a great break!

Reflection 13

1. What does true gender equality mean to you?
2. What are some sustainable ways to create gender equality?
3. What challenges and opportunities are there to reach this goal?
4. What help/support do you need from us (Cat and Sam) for your final projects right now?

Reflection 14

1. How can you integrate what we've been learning in class about social media/marketing into your projects?
2. Set 2-3 goals for your project that you want to complete by the end of march. What challenges/opportunities do you for see with these goals and how will you overcome/capitalize on them?
3. What did you think about the marketing campaign activity we did in class? suggestions/comments/ideas for improvement?

Reflection 15

1. How do we sustain the environment and allow for the poor to improve their quality of life?
2. How can effective cooperation exist between individuals, communities, and countries?
3. Are you thinking about partnering with an event during Earth Week (for the extra credit assignment)?

Reflection 16

1. What kind of development solutions keep environmental and human health in mind?
 2. How can you practice committed philanthropy in your own life?
- Also, complete our mid-semester evaluation.

Reflection 17

1. Talk about your experience in class today with our Guest speaker. What did you learn? What did you experience? How can you apply it to your projects and other activities/topics outside of class? What message from this class really stuck with you?
2. Of the two guest speakers we've had so far, please share with us your thoughts on the strengths, weaknesses of those classes and opportunities for future guest speaker classes? We have 2-3 more classes of guest speakers and want your feedback on how to make sure they benefit your learning goals effectively.

Reflection 18

1. Respond to at least TWO of the following prompts:
 - What is needed to build a stronger relationship to our food?
 - Will having food closer to us solve the social and health problems facing our country?
 - Has food become an elitist vs. non-elitist issue? Why? How can this be changed?
 - Do you agree with this statement: If you are not connected to food, you are not connected to the environment.
2. Respond to this question:
Describe one or two important insights, ideas, revelations, a-ha moments you had from researching your NGO.
3. We will be having a panel of speakers join our class next Wednesday. Please think of one question to ask the presenters (and feel free to think of more before Wednesday!)

Guest speakers:

- Annie Bourdon, founder of Carshare Vermont
- Chloe Wieland from Growing Vermont
- Kathleen Liang from the CDAE department

- Amy Kirschner, Founder of Vermont Sustainable Exchange and the Vermont Businesses for Social Responsibility (VBSR) Marketplace
- Jonathan Isham from Middlebury's Center for Social Entrepreneurship

Reflection 19

- Describe at least one way in which you connected to the panel of speakers through their experiences, life stories, insights, jobs, advice, etc.

- Expand on a two concepts from the readings: Blessed Unrest, "The Landscape of Social Entrepreneurship", "The New Humanism" or How to Change the World

Feedback: Are you interested in visiting The Center for Social Entrepreneurship in Middlebury with the director Jon Isham? Are you available May 4th from 1:30-4:00? Could you go earlier or stay later?

7.14 Course Description for ENV-TALK

Hey fellow students!

This spring semester there will be an exciting students-teaching-students course offered called Hunger, Leadership and Social Change taught by Sam Ethridge and Cat Gannascoli. This course will develop students' skills as pattern changing social entrepreneurs and global citizens, through analyzing and deepening their understanding of the economic and social causes of—as well as solutions to—the major global challenge of chronic, persistent, hunger. Students will also get the opportunity to apply these skills to real life projects by working with a community partner (such as FeelGood or Campus Kitchens) working to end hunger sustainably.

A few major topics we will discuss include:

- An analysis of our current, most pressing issues
- Emerging models of sustainable hunger eradication
- Grassroots mobilization for self-reliance
- Gender equality
- Local partnerships
- Exploring the current food system and if “it can feed the world”
- Social entrepreneurship in the world today

A few activities and projects include:

- Wake Up! experience
- In depth analysis of an NGO
- Social media campaign for gender equality
- Execution of an event for Earth Week
- Fantasy social enterprise
- Speakers from local Vermont businesses
- Final project partnership with FeelGood or Campus Kitchens

If you are interesting in this course please respond to the following questions:

- Why are you interested in taking this course?
- Do you have any background in this coursework or life experiences?
- This is a non-traditional course taught by two students who will guide the course in content and exercises, however all students are expected to have an active role in the learning process. Are you prepared to be engaged in this non-traditional learning style?
- What do you hope to gain from the course?

Please limit your responses to no more than 400 words.

The prerequisite for this class is ENVS 1 or ENVS 2, and minimum Sophomore Standing, Permission required. For more information, email cgannasc@uvm.edu or sethridg@uvm.edu