***NCLC 102 Global Networks & Communities: Food and Sovereignty***

*Fall Semester 2010*

**Group Presentation on Alternatives and Interventions**

**Introduction**

As an NCLC 102 student, you have been introduced to a number of issues and concepts regarding globalization, with food as the example and as a lens. And so, you have also studied the impact of globalization of food production and consumption.

By now, you have finished the three chapters of your Food Book: seeing your food item (or ingredient) first as personal and then in a historical/cultural/global context, understanding the communities and networks that contribute to its production, distribution and consumption, and finally exploring the extent to which these various components of the life of your food item are sustainable. You have also compared two kinds of groceries, visited Chinatown and a farm, have seen a variety of movies and have read a wide-ranging collection of essays.

And what you have surely noticed is that the effects of globalization are uneven, favoring some communities/individuals more than others. You’ve seen how it’s embraced by some and feared by others. You’ve seen how both how the process of globalization appears inevitable (desirable or not) and how there are forces in play to counteract this perceived inevitability.

As the course comes to an end, you have the opportunity to work with others to think about alternatives to the current way of doing business regarding food locally, nationally, and globally. Learning more about available opportunities for change will help you shape your own experiences as a college student, citizen, and consumer.

Perhaps questions such as these have come to mind:

* Is the global process properly controlled, and by whom?
* What can be done to affect how the globalization process progresses?
* Where should one put one’s efforts? Where should you put yours?
* What might you do to steer/influence the globalization process?
* What are some alternative ideas that could impact globalization?
* What changes, interventions, might be considered?

There are many ways to frame a response to these questions, but we would like each study group within a give seminar to focus on one of the following topics:

**The Presentation Topics**

Fair trade

Fair traded items are produced and sold under regulations that certify that certain “fair” practices are in place.

Trade policies

Global trade policies, set the regulations for international trade among various transnational corporations and various countries.

Organics in the developing world

Organic food production in the developing world faces unique challenges that are often different from those found in the developed world.

Food Independence/Self-sufficiency

Posed as a solution to the looming specter of world hunger and for national sovereignty, this alternative has complex issues—e.g., is food a human right?-- that require understanding and exploration.

Vegetarianism

Posed as a healthy, economic, and/or moral solution to the current food consumption this alternative has many variations to explore and implications to examine.

Non-governmental/Non-profit organizations

NGOs and non-profit organizations are increasingly powerful global players in the food system. Their operations are not always in line with the policies of governments and trade agreements.

2nd green revolution

The second green revolution distinguishes itself from the first in claiming to provide more sophisticated technological solutions to world hunger through such inventions as GMO (Genetically Modified Organisms).

Food-Focused communication technologies

Communication technologies, as a key facilitator in globalization, are increasingly empowering greater numbers of people to navigate and negotiate the global food system.

What has been the impact of the increased use of communication technologies on the globalization process? Are the ways that their future growth might intervene to mitigate certain negative aspect of globalization? What about ways to accentuate the positive aspects?

**The Assignment [There are 3 components.]**

(1) Determine which topic, above, upon which your group will focus.

As a group, do a bit of research on several topics, choose two and describe in about half a paragraph the sorts of things you might present or the areas that you’ll likely further research. Each group should submit its choice, rank ordered, together with your group’s written description. Using this information, your seminar leader will assign your group a topic.

(2) Create the Presentation

We expect you to use PebblePad Action Plan Feature throughout this creation process. Your seminar leader will be looking at that action plan and provide comments and advice. As this is an ongoing activity, this will be examined several times starting from Monday, Nov. 22 [when you’ll know your topic] through Wednesday, Dec. 8, the day of the presentation. This will be a group grade worth up to 20 points.

*What we’ll be looking for as we grade your action plan:*

* All the various components of Pebble Pad have been used.
* Data has been entered by all members of the group rather equally. You should sign your name after each entry that you make.

**(a) Research your topic**

What needs to be done, who does it, by when? What information has been found? What fits with what? What’s missing? What kinds of sources are being used? Meet as a group to brainstorm on ideas. [Use your action plan, here to document this group process.]

**(b) Sketch out a storyboard for the presentation. Included, if possible, who is presenting each section.**

**Tips for the presentation creation process:**

* What’s the plan? What’s the agenda? What points are being made? What comes when?
* Is how you address your topic narrow enough to cover adequately in 45 minute session and yet sufficiently broad to explore the major issues?
* You need to be sure that you have made explicit course connections.
* Make clear any future needs or plans or obstacles.

NOTE: **A minimum of 6 sources**, maybe more depending upon the topic, is required. You will likely use a mixture of academic/refereed sources and other sorts of sources (news, corporate websites, and advocacy sites, for example.) We will be looking for a proper and reasonable spread of sources.

**(c) Flesh out that presentation.**

This need not be a PowerPoint presentation, although it might be a good idea for this to be a component of it. But you might have a class activity, prepare a handout or show a *short* video clip. Be creative without being simply flashy.

You should have these tasks in mind as you prepare your presentation.

* Identify and evaluate alternatives to contemporary models of the global food system
* Critically analyze how these alternatives are developed as a response to global issues
* Identify and evaluate available opportunities for change and interventions as a college student, citizen, and consumer
* Critically analyze the viabilities, effectiveness, challenges and constraints for the interventions on local, national, and global levels

**(d) Storyboard rehearsal with your seminar leader. Monday, December 6, 2010**

Your group will present to your seminar leader a complete, fully fleshed out, storyboard which tells the plan for the presentation, briefly describes the presentation content, tells who is participating in each of the parts (it may be that several of you are leading/presenting a particular section), and gives the timing for each section. Your seminar leader will help you to fine tune what you have planned. This is not a dress rehearsal but more of a walk-through of the presentation. This activity will take between 10 and 15 minutes per study group.

 (3) Final Presentation: **Wednesday, December 8, 2010**

There are two components, both due the day of the presentation.

**(a) The presentation itself:** This should last from 45 to no more than 50 minutes. Include in that time frame from 5 to 10 minutes for comments/questions/discussion. You should prepare either a PPT slide or a hand out of your bibliography for the class. This will be a group grade worth up to 80 points.

Some tips for your presentation:

* REHEARSE the complete script in your group so that you know how long the presentation lasts and identify any unclear parts of the presentation/activity that need additional work. No shortcuts. We’d advise you to do this perhaps twice: once in preparation for the storyboard rehearsal that you do with your seminar leader and then after that meeting.
* Be sure to involve the audience—use active learning!
* Make course connections explicit by referencing course texts, concepts, and themes.
* If you use PowerPoint, video, or handouts, be clear and concise with these materials. Make sure more than one person reviews and proofreads them.

*What we’ll be looking for as we grade your presentation:*

* Thoughtfully targets audience of first-year NCC students.
* Demonstrates creative use of effective approaches to peer teaching.
* Provides a clear sense of purpose/thesis.
* Persuades learners that project is based on sound research and credible sources.
* Clearly relates issue explored to NCLC 102 texts, concepts, and themes.
* All members know material and participate equally.

**(b) Presentation Documentation**: This is a500-800 word essay due with the presentation (a group grade worth up to 30 points) containing:

* A description of the presentation’s rationale. Why did you choose this topic? How does it fit in with our course?
* A description of the presentation goals. What did you hope to accomplish?
* A rough sketch/teaching plan. How were things organized, what major points did you want to make?
* Content: Hand in a detailed outline, PPT slides (in “handout” format, 6 to a page, if you used PPT), any handouts, any links to any websites/videos you displayed to the class).
* An **annotated** bibliography\*. (Include all sources, including websites, videos, articles referenced/presented. This is in addition to the 500-800 word essay.)

Note: **There is a requirement of a minimum of 6 sources**.

\***Annotated** **bibliography**: An annotated bibliography is a list of citations to books, articles, and documents formatted properly. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, which is the **annotation component**. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.” From: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

*What we’ll be looking for as we grade your documentation:*

* Clearly explains thinking behind presentation design and content.
* Clearly explains connections between the issues explored and course texts/ideas.
* Well organized and clearly written.
* All elements (2-3 page essay, annotated bibliography, and outline) included.