

ENVS 411: FOOD SYSTEMS FROM THE GROUND UP

Integral Project Guidelines

Purpose

The integral project is intended to provide students with a necessary, hands-on perspective of the local food system, to complement the theoretical underpinnings provided by readings and discussion. Students are expected to utilize this project as an opportunity to increase their understanding of the day-to-day operation of real food systems and engage with local community members outside of the U of O. In addition to crafting a final 'product' in the form of an end-of-term presentation, students are asked to reflect critically on *process* of working within student teams, and of interacting with local community partners.

Projects

The Willamette Farm and Food Coalition (WFFC) is a Eugene based non-profit organization whose goal is to facilitate and support the development of a sustainable and secure food system in Lane County, Oregon. To achieve this purpose the WFFC is engaged in a diverse assortment of projects. On the second day of class (10/3/13) members of the Willamette Farm and Food Coalition will outline five distinct projects that require help from student teams:



- Buy Local Campaign (*Lane County Food Makes Dollars and Sense*)
- Farm to School in Lane County
- Supporting Farm to School Programs throughout Oregon
- Lane County Farmers Market
- Marketing Local Foods to U of O students

Each student is expected to spend 8-10 hours outside of class working with WFFC.

Integral teams

Students will divide into 5 teams of 5 students each, based on mutual interest for a project and, if possible, based upon complementarity of each student's skills and expertise. As members of an interdisciplinary student team, students are expected to reflect critically upon their personal strengths and weaknesses, and on their particular roles and responsibilities for the team. Students are encouraged to be attentive to interpersonal team dynamics, as well as their own personal development as the quarter progresses. These observations may be shared in the integral project reflection paper.

Integral Project Reflection Paper

Individually, students will write a three-page reflection paper on their experiences working on the Integral Project, including dynamics within their group and with community members. Students should reflect on their project by integrating conceptual frameworks and vocabularies covered in course readings. Students may analyze any challenges the group faced, whether they met personal

development goals, and describe if and how the project changed their own perspectives on creating change in the food system. Integral Project Reflection Papers will be evaluated on depth of analysis, integration of course concepts and readings, thoughtfulness, grammar, and spelling.

Integral Project Presentations

Integral Teams will be required to give a 20-minute presentation on their Integral Project. The presentations should relate their experiences and findings, if applicable, to course themes, and should situate the organization(s), farms(s), community garden(s) etc. with which the students worked within the context of the Willamette Valley food system. If students prepared end-products for community stakeholders, these should be artfully presented if possible. Following presentations, students should be prepared to field questions and have an open discussion with students, faculty and community members on the implications of their findings. Presentations will be evaluated on clarity of ideas, content, informativeness, connections made to course themes, creativity, delivery, and on thoughtful responses to questions and discussion points brought up at the end of the presentation.