Honours Seminar: Globalization & Food

GInS 4090C

Fall 2019

Prerequisite: 4th Year Standing

Seminars**:** Tuesdays 11:35-2:25

Instructor: M. Steckley

Location: CO 210

Office: Ritchcraft Hall 1401R-B

Office Hours: Wednesdays 4:30-6:00

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Course Overview

Food offers exciting possibilities for social change, and tragic illustrations of the trenchant inequalities of the human condition in our time. Food offers ways to build bridges and community cohesion, but can also embody prejudice, violence and suffering. Food production and consumption can foster social equity, healthful lives, and environmental rejuvenation, or can entrench labour exploitation, dietary bankruptcy, and ecological decline. In this course, we explore the consequences of the way we eat. In particular, we investigate the relationship between Globalization and Food following 3 key themes: the Global Food Economy; Food, Identity and Ethics; and Food Justice. To complement our 'food' content, we will work our way through a variety of qualitative research methods. Through the lens of Food, students will have the exciting opportunity to engage meaningfully in their food communities to conduct primary research, imagine possibilities for more just and equitable food systems.

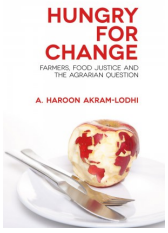
Learning Outcomes

1. Be aware of the historical roots of the contemporary Global Food System, and to be able to describe the rise of industrial farming.
2. Develop a scholarly capacity for analyzing the interactions between food, society and the environment, and have an awareness of key themes in food research (alternative food movements, the global food economy and agrarian capitalism, the relationship between food consumption and identity construction).
3. To improve oral, and written communication with a focus on clarity of expression, and brevity.
4. To carry out a collaborative qualitative research project, and improve skills in research ethics, qualitative methods, interviewing, taking initiative, and scholarly independence.
5. To provide an opportunity for active scholarly leadership, and debate in the form of seminars, with a focus on peer-peer learning in preparation for graduate school style seminars.

Required Texts

Akram-Lodhi. 2013. Hungry for Change: Farmers, Food Justice and the Agrarian Question.

*Other Readings Available on Ares



Office Hours and Communication:

I am eager to help you with any problems you might have with the course, and will be available after each class, for as long as I am needed. My preference for in-depth thematic and content-related questions is for a meeting (either face-to-face, through google hangouts, or by phone). I am happy to respond to short logistical questions through e-mail. When sending an e-mail please remember to put GInS 4090 as the subject. Please do not expect an instant reply: I will do my best to answer promptly. I do not read e-mails either on weekends.

Thematic Outline:

Week #	Class Dates	Topic	To Read:
PART 1	THE GLOBAL FOOD ECONOMY		
1	Sept. 5	Introduction *Workshop: Reading Responses*	Fraser & Fraser. 2014. 10 things you need to know about the Global Food System. The Guardian.
2	Sept. 12	History of Agrarian Capitalism *Workshop: Proposals*	Akram Lodhi Chapter 1&2
3	Sept 19	The Agrarian Question *Workshop: Research Projects*	Akram Lodhi Chapter 3&4
4	Sept 26	The Green Revolution & Food Import Dependence *Workshop: Research Ethics*	Akram Lodhi Chapter 5&6
		Proposal Presentations	
5	Oct. 3	Hunger and Obesity	1. Albritton. Between Obesity and Hunger. 2. Nabhan. Rooting Out the Causes of Disease: why diabetes is so common among desert dwellers
PART 2	FOOD, IDENTITY, & ETHICS		
6	Oct. 10	Glocalization	1. Wilk. "Real Belizean Food." **OR** 2. Watson. China's Big Mac Attack.
7	Oct. 17	Gender	1. Rothgerber. Real Men Don't Eat (Vegetable) Quiche. 2. Brehaut. Why are we programmed to think meat is for men?
	Oct 24	Fall Break - Read Ahead	
8	Oct. 31	Cheap Work & Nature	1. Patel & Moore. How the chicken nugget became the true symbol of our era. 2. Schlosser. The Chain Never Stops.
9	Nov. 7	Race	1. Hope Alkon. Whiteness and Farmers Markets. **OR** 2. Williams-Forson. More than Just the "Big Piece of Chicken"
PART 3	FOOD JUSTICE		
10	Nov. 14	Questioning Alternatives	1. Guthman. Fast Food/ Organic Food: Reflexive Taste an the Making of Yuppie Chow. **OR** 2. Clark. The Raw and the Rotten: Punk Cuisine.
11	Nov. 21	Organic and Fair Trade	Jaffee. Corporate cooptation of Organic and Fair Trade Standards
12	Nov. 28	Food Sovereignty	Akram Lodhi. Food Sovereignty: a critical dialogue.
13	Dec. 5	Wrapping Up	
		Final Presentations & Food Research Projects Due	

Evaluation

Seminar Participation	20%
Reading Responses	20%
Week's 2-11 = 10 in total	
Proposal Presentation	10%
Seminar Leadership	10%
Final Research Presentation and Project	40%

Due to cuLearn: **by 11:30 December 5th**

Assignment Policies: No extensions will be granted without approval prior to the deadline. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail. Please remember to keep a hard copy of all assignments. Students must submit ALL assignments to qualify for an A- or better on final grade.

Participation (20%)

Participating in discussions is one of the best ways to learn! Students are expected to share their insights through class participation. Listening and engaging with other students' ideas is expected. Because participation is absolutely crucial to the success of seminars, I will expect full attendance at all sessions (with one freebee absence for each student). Participation will be judged on the basis of quality and frequency of contribution. Participation is an active process, so students who show up but fail to become involved in the discussions will be deemed not to have participated. Participation, also, is more than just talking: the quality of your contributions will bear heavily on your grade.

Reading Responses (20%)

Summary : Students are expected to submit a short (100-150 words) response to one or more of the week's readings from Week #2-11 (10 submissions in total). In this short piece, you are encouraged to choose a representative quote from the readings, explain the author's main argument, and briefly offer your own analysis/critique of the reading(s), citing other references if appropriate. You are also expected to raise one meaningful question for discussion in class. The primary purpose of reading responses is to kick- start seminar discussions and to identify issues that need further elaboration, so come prepared to have your response read out in seminar, and to discuss your response and the reading(s) it relates to. Given that reading responses are key to great seminars, late reading responses will not be accepted.

Reading Responses CONT. (20%)

Evaluation: Individual Reading Responses will not be graded, you will receive a mid-term and final grade (each out of 10) for your reading responses. Mere submission of a reading response does not merit a "point". Rather, the evaluation of your responses will be based on the quality of your submissions, the depth of your questions, and your engagement with the readings. To receive an "A" grade, you will critically engage with the weekly material, using examples and making direct reference to readings. Your submission will reflect that you have understood all readings. Excellent responses might: demonstrate exceptional ability to relate films to real-world events, comment meaningfully on readings including personal reflections on arguments/ situations in films; and ask meaningful questions. In addition, excellent responses will be free of grammatical and spelling errors.

Seminar Leadership (20%)

Each student will work with a partner, or group of three to lead one seminar (50-60 minutes). Students will offer a brief overview of the week's readings, and then move beyond the readings to engage their peers in discussion. ***Mere summary of the assigned readings is seriously discouraged.*** Seminar leaders, are encouraged to use supplementary sources to engage their peers (news media, comedy, photos). The leaders will be in charge of the seminar group for that session. In this respect, they will both lead, and be responsible for facilitating a meaningful class discussion. Leaders will need to ensure all members of the group participate in the discussion and that no person dominates. This will also mean they will need to have researched the topic in greater detail than the assigned reading will have allowed. All students are expected to have read the assigned pages in the textbook prior to the seminar session. The leader will need to develop a list of questions they will use to promote discussion. Questions should encourage thinking and discussion, not recall.

Proposal Presentation: (10%)

- in-class September 26th
- 3 minutes to present + 5-7 minutes questions/feedback/discussion

Each student will develop a concise and compelling presentation that relates to how you intend to explore one of our class research projects. Why is this a great topic? Why are you interested? How will you proceed? The aim here is to provide opportunity for students to synthesize the projects (including the focus of analysis) in compelling, punchy and accessible terms that make information fun and engaging. Students will then get feedback from their peers and the instructor.

Evaluation

Proposal presentations will be evaluated on the basis of:

- The quality of the content of the presentation. This will involve the offering of pertinent information on your Research Plan (setting up the problem, methodology, key actors)
- The ability of the presenter to synthesize important material in informal, compelling terms using clear language.
- The effective use of real-world examples/stories/comedy etc to elucidate points

Helpful Tips

- reflect on what captivates you about a great presentation
- how can you offer the information on your chosen theorist in a way that is compelling, punchy, and engaging
- metaphor, story-telling, and verbal illustrations are often a great tools
- aim for a conversational style and tone - unforced and 'natural'
- use simple rather than 'academic' or complex sentence structure
- It can be difficult to convey information in 3 minutes, but the trick here is to avoid seeming rushed and avoid cramming in words - 100 words per minute is a good rule of thumb
- brevity does not mean 'dumbing down' , as you choose information aim for depth over breadth
- Great presentations are fun to watch and participate in, so have fun with it!

Food Research Project (40%):

Honours Seminar: Food GInS 2030

Summary

In this class, you will conduct a collaborative research project designed to give you the exciting opportunity to conduct primary research. You are welcome to work individually, or in pairs. You may choose one of two research projects related to food justice.

- 40% of final grade
- due to cuLearn: by 11:30 December 5th
- Length: 2000 words (Individual) 4000 words (Pair)
- *draw on at least 8 academic sources (course materials can be included)
- *Typed, double-spaced, 1-inch margins, in 12 pt, Times New Roman font.
- Include your name, student number, and the date on the first page of your assignment.

Option #1: Students will conduct interviews with adults (18 years or older) in farmers market settings. In this study, you may choose and tailor your project to explore a range of themes. For example, you might investigate participant motivations for shopping at farmers markets (ie. economic, health, social justice, environmental etc.). Or, you might explore participant connections with "food justice" narratives (equity, food rights and access for all, race and class exclusion, gender). You might consider researching farmers market policies and practices that serve to hinder or broaden access to food purchasing for low-income shoppers, and barriers to broader social inclusion at farmers markets. There are many options, and you are encouraged to adapt your thematic focus to meet your interests.

Option #2: In the second project, students will engage with two methods (interviews and photo voice methodologies) to explore perceptions of healthy eating and identity. Perceptions of healthy eating are mitigated by the environments and cultural contexts in which they occur. Considering that Canada is a diverse nation, and in the wake of Canada's revision of the National Food Guide, it is important to identify how people understand dietary health. The goal of this research is to help students understand how local contexts, and "food environments" shape dietary practices, and perceptions of healthy diets. In this option, you are welcome to engage with one or both of interviewing and Photovoice, and your thematic focus and demographic focus is up to you. For example, you might conduct interviews with white men aged 18-25 to explore perceptions of "healthy eating", and gender. You might also use Photovoice methods to explore perceptions of "healthy eating", age, and loneliness. There are many options, and you are encouraged to adapt your thematic focus to meet your interests.

Helpful Readings

1. Some Strategies for Developing Interview Guides (Harvard).
2. Duke University Tipsheet— Qualitative Interviews.
3. Photovoice: a useful method to learn about the food environment.
4. Leung et al. 2016. Voices through Cameras: Using Photovoice to Explore Food Justice Issues with Minority Youth in East Harlem, New York. Health Promotion Practice 18(2):211-220.

Food Research Project (40%):

Honours Seminar: Food GInS 2030

Components:

1. Presentation (10%)

- You will have 5-7 minutes to share the experience/findings of your research. Tell us about your findings and your experience in an engaging way!
- The Evaluation for this Component will be Identical to that of the Proposal Presentation

2. Research Paper (30%)

- **Introduction**
  - Include a short statement of your argument, and your research question.
- **Background/Literature Review**
  - Summarize the research problem, context, and the literature related to the question.
- **Methodology**
  - How did you we collect our data, and why was this methodology appropriate?
- **Analysis and Discussion**
  - This is where you describe the data. What does it mean? How do you interpret what the data shows? What is the significance of your findings? Was this expected?
- **Personal Reflection**
  - How did the experience of researching impact you? Did your perceptions change? How?
- **Conclusion/Recommendations**
  - Return to the big picture. Restate your research question and results, and why this is meaningful. What next steps should be taken to address your findings?

3. Rubric

Research Paper Rubric						
Introduction /5	No introductio or introduction does not address paper. ***0points***	Does not provide some core details: research problem, research, question(s), or research significance. No explanation of methods, or direction the paper will take. ***1points***	The research problem and questions are vague. The introduction is off topic, or broad. Methods are weak, and direction of the paper is not articulated, or does not coincide with actual paper. ***2points***	The research problem and research question(s) are muddy and need honing. The significance of the topic and problem are difficult to decipher. The methods are not described, or described hazily. The blueprint of where the paper is headed lacks focus. ***3points***	Adequately describes research problem and research question(s). Situate the topic & highlight its significance to some degree. Describes the problem to be solved; justifies the study. The methods are described adequately and there is some effort to offer the direction and purpose of the paper. ***4points***	Clearly articulates research problem and research question(s). Offers brief & concise background information to situate the topic & highlight its significance. Describes the problem to be solved; justifies the study. Briefly, and concisely summarizes methods and blueprint for the paper. ***5points***

Research Paper Rubric Cont.

Methods /3	Methods are not presented ***0points***	Methods are ambiguous, lack details and clarity. ***1points***	Adequately describes methods, sample is offered but lacks some details. Justification of methodological choices is present but needs honing. ***2points***	Precise description of sample including: sample size, location of study, and other important attributes. Clear articulation and justification of of research design- ie 'qualitative methods'- and methodological tool(s) used. ***3points***

Literature Review /4	Sources were mostly based on non-scholarly works and there was little to no meaningful review of academic literature. ***1points***	Use of less than 4 academic articles. The findings of the articles were mentioned with little or no comparison or connection to each other, and minimal or hazy discussion of the relationship between the literature and the student's study. ***2points***	Use of at least 4 academic articles that were specifically related to the research question, with other sources that were either non-academic or only marginally applicable. The findings of the articles were summarized, and there was adequate discussion of the relationship between the articles selected and the student's study. ***3points***	At least 8 articles were used, each specifically relating to the research question(s). The articles were thoughtfully and eloquently compared/ contrasted and the relationship between the concepts/theories/cases presented in the articles and the student's study were clearly articulated. ***4points***

Analysis & Discussion /5	No analysis/ discussion section. ***0points***	Presents little to no clarity in formulating conclusions and/or organization. ***1points***	Addresses the topic; lacks substantive conclusions/ findings; sometimes from the topic; relationship between discussion and research problems is fractured or blurry ***2points***	Addresses the topic well; offers some conclusions/findings, but there are not substantive; offers a fair review of the relationship between discussion and research problems . ***3points***	Presents a logical synthesis/summary of findings, to some degree relates these to literature and research questions. Presents recommendations but these may be lofty or impractical. ***4points***	Skilled critical analysis of results that goes beyond summary. Connects results to literature and relationship of findings to the research questions with eloquence. Offers excellent and practical recommendations based on findings. ***5points***

Personal Reflection /3	No personal reflection ***0points***	Response demonstrates a surface level reflection on the study. Viewpoints are expressed only marginally, reflection or viewpoints are unsupported (flawed arguments). ***1points***	Response demonstrates a general reflection on, and personalization of the concepts described in the paper. Viewpoints are sometimes supported, reflection may drift from central argument, or viewpoints are minimally supported ***2points***	Response demonstrates an in-depth and meaningful reflection on, and personalization of the theories and concepts raised in the paper. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided as applicable. ***3points***

Conclusion & Recommendations /3	No clear conclusion. ***0points***	Connection with the introduction and body of the paper is surface level only or formulaic. Essay ends with a minimal or weak attempt at any of the following strategies to: echo from the beginning of the piece; anecdote or scenario; quotation or dialogue; startling or important fact or point; prediction; question; call to action; response to the 'so what' question. Ending/ conclusion leaves the reader with questions or is a weak wrap up of the paper ***1points***	Connection with the introduction and body of the paper is adequate but room for improvement. Essay ends with one of the conclusion strategies to: echo from the beginning of the piece; anecdote or scenario; quotation or dialogue; startling or important fact or point; prediction; question; call to action; response to the 'so what' question. ***2points***	Strong synthesis of ideas and findings. The conclusion clearly connects the introduction and body of the paper with insightful comments/analysis. Essay ends with a stunning use of one of the conclusion strategies to: echo from the beginning of the piece; anecdote or scenario; quotation or dialogue; startling or important fact or point; prediction; question; call to action; response to the 'so what' question. ***3points***

Research Paper Rubric Cont.

Organization & Includes all assignment components /3	Does not include some assignment components. Bibliography is absent. ***0points***	Includes most assignment components although some are weak. ***1points***	All assignment components are included but the layout is hazy or unprofessional. There is need for more careful attention to the structure of the paper (paragraphing, lay-out). ***2points***	All assignment components are included. There is a clear and compelling title, cover page. The lay out is clear, and the student has used proper paragraphing, indentations, and sub-titles (when appropriate). The bibliography is sharp and consistently uses a standard citation format. ***3points***	
Writing & Grammar /4	This paper is extremely difficult to decipher, is unorganized, and the writing is so poor that the research is very difficult to make sense of. ***1points***	Writing and compositional adequate but there is need for substantial proofreading and edits. Frequent errors in grammar/ spelling. ***2points***	Solid college level writing and composition. Few errors in grammar, spelling. ***3points***	Sophisticated writing and composition. Few errors in grammar and spelling. ***4points***	

Presentation

Content /5	Does not describe research problem, question, or findings ***1points***	Offers some description of research problem but this is difficult to decipher and the findings are vague and do not demonstrate quality research ***2points***	Offers an adequate articulation of research problem/ question(s). Describes some use of methods, though this is hazy. Findings are presented in broad terms, and the significance is not clear. ***3points***	Offers a good assertion of the research problem, questions, methods, and findings with some details missing or lacking. Uses examples, supplementary material to engage audience, but these are sometimes off base. ***4points***	Holds attention of entire audience with compelling hooks and examples, engaging body language and eye contact, makes sense of their research to a lay audience. Students exhibits relaxed, self-confidence, with no mistakes. Clear speaking and good pacing. Shows positive feeling about their topic. ***5points***
Style /5	Reads directly from the paper with no engagement. ***1points***	No eye contact. No movement or gestures. Tense and nervous and has trouble recovering from mistakes. Shows minimal interest in the topic. Poor pacing and timing. ***2points***	Minimal eye contact, reading mostly from notes. Very little movement or descriptive gestures. Displays mild tension and has trouble recovering from mistakes. Dispassionate about project. Difficult to hear the presentation. Significant pacing/ timing problems. ***3points***	Consistent use of direct eye contact but still returns to notes. Makes minor movements or gestures that enhance articulation. Makes minor mistakes but quickly recovers. Pronounces most words correctly. ***4points***	Holds attention of entire audience with compelling hooks and examples, engaging body language and eye contact, makes sense of their research to a lay audience. Students exhibits relaxed, self-confidence, with no mistakes. Clear speaking and good pacing. Shows positive feeling about their topic. ***5points***

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGInS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage Letter grade 12-point scale Percentage Letter grade 12-point scale

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGInS website is the official course outline.

Seminar Peer Assessment Form

Student Name_____

Topic _____

Use the following form to assess the seminar you are participating in. Circle the appropriate number beside each of the criteria listed with 1 being the lowest score and 5 being the highest.

The seminar was the proper length (30 to 45 minutes).

1 2 3 4 5

The seminar included an introduction and conclusion.

1 2 3 4 5

The seminar was logical and easy to follow.

1 2 3 4 5

The leader was easily heard. He/she didn't talk too fast or too slow.

1 2 3 4 5

The leader knew his/her material. He/she did not need to refer to his/her notes often. They were able to answer questions related to the topic.

1 2 3 4 5

The leader was able to generate discussion about the topic. They had a list of questions developed prior to the seminar.

1 2 3 4 5

Use the space provided to make comments about the seminar presentation in which you just participated. Include both positive and negative points. How could he/she improve his/her presentation for next time? What did he/she do really well?

_____

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Evaluator: _____

Seminar Self-Assessment Form

Student Name_____

Topic _____

Use the following form to assess the seminar you just led. Circle the appropriate number beside each of the criteria listed with 1 is the lowest score and 5 being the highest.

The seminar was the proper length (30 to 45 minutes).

1 2 3 4 5

I included an introduction and conclusion in my presentation.

1 2 3 4 5

I felt that the seminar was logical and easy to follow.

1 2 3 4 5

I knew the material. I did not need to refer to my notes often and I was able to answer questions related to the topic.

1 2 3 4 5

I was able to generate discussion about the topic. I had prepared a list of questions prior to the seminar.

1 2 3 4 5

Prepare a 1/2-page assessment about the seminar you just led. Include both positive and negative points. How could you improve the presentation if you were to do this again? What did you do really well? Was it a positive learning experience? Why or why not? What about the process would you like to see changed? Any other comments/questions?

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Presenter Signature: _____