

AEM 3385: SOCIAL ENTREPRENEURSHIP PRACTICUM: ANABEL'S GROCERY

Semester: Spring 2021 **Credits:** 3 credits **Instructor:** Dr. Anke Wessels, akw7@cornel.edu

TAs: Natalie Rosier (nfr22@cornell.edu) and Jacob Blizzard (jeb492@cornell.edu)

Office Hours: Tuesdays: 3:30-4:30pm & Wednesdays 4:00-5:00pm

Total Time Commitment: ~9 hours/week

- Discussion Session: Tuesday, 2:40-3:30 pm (50 min) in Phillips Hall 407
- Class Session: Wednesday, 2:45-4:00 pm (75 min) in Hollister Hall 372
- Practicum : 4-5 hours per week running Anabel's Grocery

Homework: Average 2-4 hrs/wk includes readings, short writing assignments, portfolio assignment, final deliverables.

OVERVIEW

This hands-on course focuses on Anabel's Grocery, a start-up, student-run, nonprofit grocery store that seeks to address food insecurity at Cornell by providing fresh and nutritious food at affordable prices. Through readings and discussion, we examine how forces of racism and capitalism produce inequities in the food system and how social enterprises, such as Anabel's Grocery, can become public spaces for food justice. Key objectives include identifying antiracist revenue models, management and governance practices, and organizational values that emphasize collaboration rather than competition.

Learning Objectives

In this practicum course you will:

- Analyze the systemic forces of capitalism and racism that give rise to ongoing inequities in our food system;
- Gain hands-on experience implementing a food justice social enterprise; Understand and apply systems thinking to evaluate and solve problems; Use an antiracist lens to consider and evaluate norms, practices and policies;
- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Assignments & Responsibilities with weight for final grade

- Reflection papers (3 x 10 %) = 30%
- Portfolio assignment and Peer Feedback 15%

- Class attendance & participation 15%
- Practicum participation 10%
- Committee Peer Feedback 5%
- Final Social Impact Report/group 10%
- Final Social Impact Summary Presentation (group) 5%
- Committee Manual Updates (group) 10%

Total 100%

Important Dates

Store Operations:

- January 24-February 4: Store clean-up and prep (*staffed by returning Anabel's members*)
- February 14: Store operations begin (*staffed by returning Anabel's members*)
- February 16: Store opens
- March 2: Store closed due to March break
- March 16: Cornell Giving Day
- April 2-10: Store closed for Spring Break
- May 6: Store closes for the semester
- May 7-14 Store clean-up

Assignment due dates:

- February 25: Reflection Paper 1
- March 7: Final Portfolio & Peer Feedback
- March 21: Reflection Paper 2
- April 27: Impact Presentations by committee
- May 10
 - Reflection Paper 3
 - Committee Peer Feedback
 - Self-evaluation
- May 18:
 - Updated Committee Manuals w/ recommendations for next team (broken down by roles)
 - Written social impact reports based on your presentation plus additions based on the feedback you got on your presentation.

Team Meeting Dates:

- February 5: Remote Retreat
- Beginning February 8: Practicum All-Staff & Committee Meetings begin; they are held weekly

- February 12 In-store Training

EXPECTATIONS & ASSESSMENT

In this course, you will apply principles of social entrepreneurship to examine how forces of racism and capitalism produce inequities in the food system and discuss how alternative food initiatives, such as our nonprofit grocery store, can become public spaces for food justice and anti-racist action. All of this is made real as you run every aspect of the grocery and its educational and outreach programs. You will work collaboratively and think creatively. You will problem solve--create and iterate ideas--using systems thinking. You will listen carefully, work collaboratively and think creatively. You will build trust through authentic interactions. You will build trust through authentic interactions. This is not passive learning. We will learn by doing and what you are doing really matters! So come prepared to be an active contributor.

With this in mind, it is essential that you are fully present during our meetings, with your computers closed.

In addition to the 50 minute discussion section and 75 minute class session, you should expect to dedicate 2-4 hours a week to homework/preparation and 4-5 hours a week to the practicum meetings and work. On average, expect to spend 9 hours/week on this course.

POLICY ON USING DEVICES

I appreciate having them handy to look up information or answer questions as they arise in our discussion. However, I do not condone multi-tasking that takes you away from the discussion. *As a norm, I expect that you DO NOT have any devices open while in class.* For those of you looking at devices, expect that I will ask whether this activity is contributing to or drawing you away from our discussion.

Class Participation

One of the core objectives of this course is to develop a thoughtful, engaged and reflective learning community. Your active participation in class discussion and engagement with your peers is essential if this is to work. If you aren't present or don't contribute to the conversation, then the learning community is less robust and suffers. We will be discussing meaty, challenging concepts that are critical to understanding and responding to our world today. Not only do you get more from the experience if you are fully engaged, but you contribute tremendously to the rest of us, enhancing our understanding and experience. The same holds true for your participation in All-Staff Meetings and weekly Committee Meetings.

Attendance in class is used in determining your final grade.

Being present, however, is not enough. What constitutes participation? This is a difficult question to answer. Some people, who are fully engaged and listen deeply, may say very little. Others say a lot, but aren't listening well, so their contributions hardly further the conversation. I can never know what's going on inside of your head. I can only detect the signs of apparent interest -- whether you are focused on the conversation and aren't apparently doing other things during our discussion, whether you seem bored, whether your contributions seem to come from listening to the conversation closely, whether you seem like you would rather be somewhere else (or doing unrelated work on your computer or phone), or whether you seem like you are asleep or distracted.

In general, here is what I expect from you:

- Come to class prepared and willing to engage in discussion;
- Initiate and shape discussion in a way that engages critical thinking;
- Participate fully in class activities;
- Listen to new ideas and perspectives from a place of curiosity: ask clarifying questions rather than making assumptions;
- Offer constructive comments about classmates' contributions to sustain ongoing discussion;
- Examine your practicum work through the lens of the topics presented in the readings and discussed in class;
- Apply core concepts to unfamiliar situations to offer insightful and rigorous analyses;
- Be willing to be honest and open.

Participation Rubric: I will attempt to make a fair assessment of your class contribution based on the following rubric.

A - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You listen actively, and you appear to respect the opinions of your fellow students. When you speak, you engage your fellow students, and offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning; you show great motivation and interest. You communicate ahead of time when you have to miss class and only do so rarely. You know the names of all of your fellow students and reference their contributions frequently. You care about your classmates and how they are doing in class. Your video is seldom off.

B - You are an active participant in class discussions. You seem to be showing a great deal of interest. You listen actively, and you appear to respect the opinions of your fellow students. You often contribute many valuable ideas to the class discussions. You sometimes don't communicate ahead of time that you will miss class, but still miss class rarely. You often reference your classmates' contributions. Your video is seldom off.

C - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You regularly miss class sessions without communicating ahead of time. You don't reference your classmates' contributions. Your video is often off.

D - You are present in class, but your mind seems to be somewhere else. Your video is often off. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. You frequently miss class and seldom communicate ahead of time. You don't engage your classmates. Your video is frequently off.

F - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. Overall, you put no effort into the class discussions.

Practicum Participation

The engaged 'learning lab' of this course consists of operating all aspects of Anabel's Grocery. This is a wholly student-run store. The Anabel's Team is composed of students who are currently in AEM 3385 or have taken it in the past.

At the start of the semester, you will have the opportunity to select a specific role within one of the 4 Anabel's Committees: Purchasing & Pricing, Marketing & PR, Operations & HR, and Education & Outreach. In conversation with other committee members, you'll establish objectives for your role with clear, agreed upon tasks. These will be summarized in a 'personal expectations agreement,' that will become a benchmark to track your progress and to reflect on your accomplishments at the end of the semester.

Every week, you are expected to attend the All-Staff or committee meetings. Your active participation in these meetings and accountability to the team are essential if Anabel's is to operate successfully and in a manner that aligns with its values. *Everyone*, no matter their role or experience, has the agency to make recommendations and decisions to improve Anabel's reach and social impact.

Attendance at staff /committee meetings and for your shifts, as well as a peer-review by fellow committee members, will be used to determine your practicum grade.

Grading

Your final grade is based on the course assignments, your participation, your practicum-based meetings and projects. Although this is an unusual course design with no tests, you should not assume a good grade is automatic. That said, if you participate, contribute enthusiastically, take initiative and complete the assignments as designed, you will do very well in this class!

Every effort must be made to submit assignments when they are due. If you are unable to do so, it is important that you communicate with me before the due date so we can agree on a new deadline. This accommodation should not be assumed and is decided on a case-by-case basis. An assignment that is submitted late without prior communication will be marked down a letter grade.

Student Disability, Illness and Stress

If you need accommodations or adaptations because of a documented disability, or if you need assistance, please let me know as soon as possible. Students who require special learning conditions, as identified by the University Center for Learning and Teaching's Student Disabilities Services Office (SDS), must provide me with a letter stating their needs from the SDS office. If you experience personal or academic stress at any time during the semester, or if you need to talk with someone about a personal problem, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in this class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including our Student Services Office at 607-255-6376 and the following university resources:

- [Cornell Learning Strategies Center](#) (or 607-255-6310)
- [Cornell Health Services](#) (or 607-255-5155)

CALENDAR

WEEK ONE (Remote)

Jan 25 Tuesday: Introduction--How capitalism and racism determine our (food) economy

Preparation (~1 hour):

- Read [Foodies' Guide to Capitalism](#), "Forward" by Marion Nestle (4 pp. ~8 min)
- Read [Foodies Guide to Capitalism](#), "Do Foodies Need to Understand Capitalism?" (9 pp. ~18 min)
- Listen to [Heather McGhee NPR interview](#) about her book "The Sum of Us: What racism costs everyone and how we can prosper together. (35 min)

Jan 26 Wednesday: The food system that slavery built

Preparation (~2 hours 32 min):

- Listen to Episode 2 of the [NYT 1619 Project :The Economy that Slavery Built](#) (32 min)
- Read: [How to Be an Antiracist](#), Introduction (8 pp) and Chapter 1 on Definitions, (11 pp ~ 22 min)
- Read [How to Be an Antiracist](#), Chapter 12 on Class (15 pp, ~30min)
- Read [Foodies' Guide to Capitalism](#) Chapter 1 "How our Capitalist Food System Came to Be" (34 pp, ~68 min)

Additional information:

- Remote All-Staff Retreat Feb 5 Time TBD

WEEK TWO (Remote)

Feb 1 Tuesday: Anabel's as a social enterprise

Preparation (~ 1 hr 30min)

- Review [Anabel's Grocery Staff Handbook](#) pp. 1-37 (~1 hr)
- Read [summary description](#) of each Anabel's committee. Consider which committee(s) you'd like to join
- Review 2019 [Pulse Survey](#) data pertaining to food insecurity on campus, focusing on racial disparities (~15 min)

Additional information:

- Fill out shift preferences form (from Katie Go) by Retreat on the 5th

Feb 2 Wednesday: Power & privilege in the food system

Preparation (~2 hr and 20 min):

- Listen to *1619 Project Podcast* Episodes 5--[Part 1](#) & [Part 2](#) : The Land of Our Fathers (66 min)
- Read [Foodies' Guide to Capitalism](#), Chapter 5 "Power and Privilege in the Food System: Gender, Race and Class" (32 pp, ~1 hr 5 min)

Additional information:

- Today we confirm portfolio groups

Feb 5 Saturday Remote Retreat

- Read [summary description](#) of each committee. Consider which committee(s) you'd like to join.
- After the retreat, fill out the form (from Katie Go) to [select committee preferences](#); committee assignments communicated by Monday, Feb 7

WEEK THREE (in person classes begin)

Feb 8 Tuesday 5-6:30pm: Remote all-staff and committee meeting

Feb 8 Tuesday: Portfolio Group Discussion

Preparation (~1 hour)

- [Portfolio Questions](#) #1-3
- Read your committee's manual; review the committee's theory of change paying attention to the methods or metrics in place to document impact
 - [Collab +](#) Committee Manual
 - [Purchasing](#) Committee Manual
 - [Strategy and Operations](#) Committee Manual (coming soon!)
 - [Fundraising](#) Manual

Feb 9 Wednesday: We're all better off when we're all better off--Cooperative economics and social entrepreneurship as an antiracist and anticapitalist response

Guest Speaker: McKenzie Jones, director of [The Worker Place](#)

Preparation (~52 min)

- [Watch Dr. Jessica Gordon Nembhard](#) on the History of African American Cooperative Economics (16 min)
- Watch Niki Okuk Tedx : [When workers own cooperatives, the economy is more resilient](#) (12 min 27 sec)
- Watch [Soul Fire Farm video](#) (9 min)

Feb 12: In person in store orientation

- Read all items in [Store Procedures File](#)

WEEK FOUR (store operations begin)

Feb 15 Tuesday: Committee Meetings

Feb 15 Tuesday: Portfolio Group Discussion

Preparation (~1 hour 30 min)

- [Portfolio Questions](#) # 4-6
- Be sure to review all items in [Store Procedures File](#)
- Be sure to read your committee's manual; review the committee's theory of change paying attention to the methods or metrics in place to document impact
 - [Collab +](#) Committee Manual
 - [Purchasing](#) Committee Manual
 - [Strategy and Operations](#) Committee Manual (coming soon!)
 - [Fundraising](#) Manual

Feb 16 Wednesday: Food as a right not a commodity

Preparation (total ~2hr 30 min):

- Read Holt-Gimenez' [Foodies' Guide to Capitalism](#) Chapter 2: "Food, A Special Commodity" (26 pp., ~52min)
- Read B. Lorr's *The Secret Life of Groceries* "[The Bottom of the Commodity Chain](#)" (45pp., ~1 hr 30 min)
- Read M. Moss's *Salt, Sugar, Fat* "[Prologue](#)" (19 pp, ~38 min)
- Read short May 2020 article [The Sickness in Our Food Supply](#), by Michael Pollen (~15 min) OR watch this [11 minute video](#) about the true cost of cheap chicken

Optional:

- Look at LPN's website <https://www.lpnfoundation.org/>
- Read excerpt of [The Stop, Chapter 3](#), pp 75-82 about food banks as an inadequate response to hunger(7 pp, ~ 15 min)

WEEK FIVE

Feb 22 Tuesday: In-person All-Staff meeting

- How will you track progress on the committee goals and individual goals/objectives?

Feb 22 Tuesday: Portfolio group discussion

Preparation (~1 hour 45 min)

- [Portfolio Questions](#) # 7-11
- Finalize Committee Goals, Roles, Tasks; [individual goal agreement](#); submit to Natalie by this evening!
- How will you track progress on the committee goals and individual goals/objectives?

Feb 23 Wednesday: To free ourselves we must feed ourselves

Preparation (total ~ 2 hrs 15 min):

- Read Holt-Gimenez' [Foodies' Guide to Capitalism](#), Chapter 6 "Food, Capitalism, Crises, and Solutions" (38 pp, ~76 min)
- Read Raj Patel's article in Scientific American (pp 34-45): [Agroecology is the Solution to World Hunger](#) (~20min)
- Watch [Dr. Monica White](#) discussing her book *Freedom Farmers* (39 min)

Feb 25 [First Reflection Paper](#) due at 11:59pm

WEEK SIX

Mar 1 Tuesday: BREAK

Mar 2 Wednesday: To free ourselves, how do we feed ourselves?

Preparation (~2 hr 25 min)

- Read B. Lorr's *The Secret Life of Groceries* "[The Retail Experience](#)' & "[Distribution of Responsibility](#)" (64pp., 2 hrs)
- Read the Guardian interview with Karen Washington (~17 min) "[Food Apartheid: The Root of the Problem with American Groceries](#)"
- Read [Mayor Adams to expand plant-based food clinic to all five boroughs](#) (~5 min)

- Portfolio prompt #12; review and revise entire Portfolio

Completed Portfolios due March 7 at 11:59pm

WEEK SEVEN

Mar 8: Tuesday: Committee Meetings

Mar 8: Tuesday: On creating fierce alliances for social change

Guest speakers: Liz Karabinakis from Healthy Food for All and Taili Mugambee from Ultimate Reentry Opportunity

Mar 9: Wednesday: Fierce alliances and rebuilding public spaces for social change

Preparation (~1 hr 40 min)

- Read [Foodies Guide to Capitalism](#), "Conclusion" (28 pp, ~56 min)
- Read Parker Palmer's [Life in the Company of Strangers](#) from Healing the Heart of Democracy (~40 min)

WEEK EIGHT

Mar 15 Tuesday: All staff meeting

Tomorrow, March 16, is Cornell Giving Day!!

Mar 15 Tuesday: Antiracist governance and leadership

Guest Speaker: Mike Bishop, Director for Student Leadership in Cornell's Einhorn Center for Community Engagement

Preparation (~39min)

- Read: [White Supremacy Organization Culture](#) (~10 min)
- Watch Nikki Silvestri video on [Building True Allies](#) (~13 min)
- Read: [What if instead of calling people out, we called them in?](#) NYTs Nov 19, 2020 (~10min)
- Read: [White People, Please Stop Declaring Yourselves Allies](#) Philadelphia Mag 6/15/20 (~10 min)

Mar 16 Wednesday: Creating good teams

Preparation (~ 1 hr):

- Read "Strategies for Learning from Failure" HBR <https://hbr.org/2011/04/strategies-for-learning-from-failure>; (~18min)
- Read "Social Innovation from the Inside Out" SSIR https://ssir.org/articles/entry/social_innovation_from_the_inside_out# (~18 min)
- Read Google's Research On Building the Perfect Team https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=1 (~20 min)

March 21 [Second Portfolio Paper](#) due

WEEK NINE

Mar 22 Tuesday: All committee meeting

Mar 22 Tuesday: Guest speaker from Tompkins County Recycling and Solid Waste Management

Preparation:

- Check out Tompkins County Recycling and Solid Waste Management Center's website: <https://recycletompkins.org/>

Mar 23 Wednesday: Antiracist business/revenue models: breaking down Anabel's financials

Preparation:

- Watch [video about Open Book Management](#) (2 min 30 sec)

WEEK TEN

Mar 29 Tuesday: All-Staff meeting

Mar 29 Tuesday: Food for the health of people and the planet

Guest Speaker : Thor Oechsner from Oechsner Farms that supplies fresh, organic, local grains and stoneground flour for Farmer Ground Flour and Wide Awake Bakery!

Preparation (~30 min):

- EAT Lancet Report: either watch a 27 min video summary [here](#) or read the summary [here](#)
- Check out Oechsner Farms website: <https://www.oechsnerfarms.com/>

Mar 30 Wednesday:

Guest Speakers : Christina Mead from Wildflower Farm & Mika Ulmet from Wide Awake Bakery

Preparation:

- Review [Wildflower Farm About Us page](#)
- Review [Wide Awake Bakery website](#)

Spring Break (April 2-10)

WEEK ELEVEN

Apr 12 Tuesday: Committee Meetings

Apr 12 Tuesday: Looking beyond financial independence as an indicator of sustainability

Preparation (~25 min)

- Read "[Is the college farm sustainable? A reflective essay from Davidson College](#)"

Apr 13 Wednesday: Impact mapping in committees

Preparation (~55 min):

- Read OEI blog post about [Ripple Effects Mapping](#) (~10min)
- Read [A Field Guide to Ripple Effects Mapping](#) pp 1-20 (~35 min)
- To prep for our Ripple Effects Mapping session, complete this [Google Form](#)

WEEK TWELVE

Apr 19 Tuesday: All-Staff meeting

- Includes Review of Ripple Effects Mapping

Apr 19 Tuesday: Review/Revise your committee's Theory of Change: measuring social, economic, environmental impact and sustainability

Preparation (~15 min)

- Watch [Measuring Your Social Impact: Theory of Change](#) (2 min 30sec)
- Watch Teach for America's Theory of Change video: [How Change Happens](#) (3 min)
- Re-read your committee's Theory of Change in the committee manual

Apr 20 Wednesday: Documenting our work continued

Working on your impact presentations (Goals, Accomplishments, Challenges and Social Impact)

WEEK THIRTEEN

Apr 26 Tuesday: All staff meeting

- Transition of Roles

Apr 26 Tuesday: Working on impact presentations continued (Goals, Accomplishments, Challenges and Social Impact)

Apr 27 Wednesday: Committee Impact Presentations Due Today

- Committee Presentations of Goals, Accomplishments, Challenges and Social Impact

WEEK FOURTEEN

May 3 Tuesday: All staff meeting

May 3 Tuesday: Working on committee manuals (make a copy of existing manual so we don't lose the information from previous semesters)

May 4 Wednesday: Finish committee manuals and compile a org-wide summary Social Impact presentation/report (including key metrics from your committees for our stakeholder and donors).

WEEK FIFTEEN

May 10 Tuesday: All-Staff meeting Celebration!

May 10: Tuesday: Last Day Reflection

Preparation

- Read B. Lorr's *The Secret Life of Groceries, Afterward*.
- Read [Hope is a Discipline](#) from *We Do This 'Til We Free Us* by Mariame Kaba

FINAL ASSIGNMENTS

May 10 3rd Reflection Paper: Self Evaluation Due by 11:59pm

May 10 Committee Peer Feedback Due by 11:59pm

May 18

- Written committee impact reports
- Updated Committee Manuals w/ recommendations for next team (broken down by roles)