

AEM 3385: SOCIAL ENTREPRENEURSHIP PRACTICUM: ANABEL'S GROCERY

Semester: Fall 24 **Credits:** 3 credits

Instructor: Dr. Anke Wessels, akw7@cornel.edu

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

Total Time Commitment: ~9 hours/week

- Discussion Session: **Tuesdays, 2:30-3:20 pm** (50 min)
- Class Session: **Wednesdays, 2:55-4:10 pm** (75 min)
- Staff /committee meetings: **Monday 7-8:00pm** (60 min)
- Course readings & assignments: **2-4 hrs/ week**
- In-store shift: **2 hrs/ week** based on your schedule
- Committee-based project work : **1-2 hrs/week**

OVERVIEW

This hands-on course offers a practicum in social entrepreneurship, centered on Anabel's Grocery, a student-run nonprofit grocery store dedicated to addressing food insecurity at Cornell. Anabel's provides fresh, nutritious food at affordable prices and offers educational programs that connect nutrition, planetary health, personal well-being, and social justice.

As part of the practicum, you will have weekly 2-hour shifts in the store and make collective decisions about product offerings, pricing, staffing, operations, marketing, programming, fundraising, and more.

Through readings and classroom discussions, we will explore the paradox of global hunger amid food overproduction and critically examine the food systems needed to feed 10 billion people by 2050. The course delves into the ways racism and capitalism contribute to inequities in the current food system.

Throughout the semester, we will study concrete examples of individuals and communities driving change, inspiring us to envision the transformation needed for a socially just and ecologically sound food system, and the role that social enterprises like Anabel's can play.

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;
- Explore how choices, norms, and policies that center human wellbeing and that of the planet can create an ecologically sound and socially just market economy and food system.
- Understand the UN SDGs within the limits of planetary boundaries;

- Engage with others in honest, reflective dialogue;;
- Cultivate trusting, caring relationships as a foundation for psychological safety, 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		12%
• Class attendance & participation		10%
• Annotated notes from readings, videos, etc		16%
• Practicum participation		20%
• Final Social Impact Summary Presentation (group)		5%
• Committee Manual / Folder Updates (group)		2%
• Final social impact report		5%
Total		100%

EXPECTATIONS & ASSESSMENT

This is not a passive learning experience—what you do here truly matters. Come prepared to be an active contributor, as your engagement is key to the course's success. It's 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 per week to homework and preparation, and 4-5 hours per week to practicum meetings and work. On average, plan to spend about 9 hours per week on this course.

Grading

Your final grade will be based on:

1. Course assignments,
2. Participation in large and small group discussions,
3. Involvement in practicum-based meetings and projects.

Although this course has an unconventional design with no tests, a good grade is not automatic. If you actively participate, contribute enthusiastically, take initiative, and complete the assignments as designed, you will do very well in this class.

Timely submission of assignments is crucial. If you cannot meet a deadline, communicate with me before the due date to discuss a new deadline. This accommodation is not guaranteed and is decided on a case-by-case basis. Assignments submitted late without prior communication will be marked down by one letter grade.

Extensions

If you anticipate being unable to complete an assignment by the due date, request an extension at least 2-3 days in advance. Suggest a new due date, and wait for my response and confirmation—do not assume an extension is automatic.

Policy on Using Devices in Class

While I value the use of devices to look up information or answer questions during discussions, multitasking that distracts from the discussion is not acceptable. As a rule, I expect you to keep your devices closed during class. If you are using a device, be prepared for me to ask whether it's contributing to or distracting from our discussion.

Regarding ChatGPT and other OpenAI

While this new technology has exciting and helpful applications, using text written by an online generation system as one's own (e.g., entering a prompt into an artificial intelligence tool and using the output in a paper) is considered plagiarism.

Class Participation

One of the core objectives of this course is to cultivate a thoughtful, engaged, and reflective learning community. Your active participation in class discussions and engagement with your peers is essential for this to succeed. When you are not present or do not contribute to the conversation, the learning community becomes less robust, and everyone's experience suffers.

We will often discuss challenging concepts that are crucial to understanding and responding to the complexities of our world today. Your full engagement not only enhances your own experience but also significantly enriches the learning environment for everyone. The diversity of opinions and perspectives strengthens our collective understanding. The same expectation applies to your participation in All-Staff and weekly Committee Meetings.

Attendance in class is a factor in determining your final grade. However, merely being present is not enough.

What Constitutes Participation?

This is a difficult question to answer because participation varies greatly. Some people may be fully engaged and listen deeply but speak little. Others may contribute frequently but without advancing the conversation due to a lack of active listening. I can't know what's going on in your mind—I can only observe signs of your engagement. These include whether you are focused on the discussion, avoid distractions, seem interested, or appear disengaged, bored, or distracted by unrelated activities.

Here's What I Expect from You:

- Come to class prepared and ready to engage in discussion.
- Initiate and shape discussions that encourage critical thinking.

- Participate fully in class activities.
- Listen to new ideas and perspectives with curiosity, asking clarifying questions instead of making assumptions.
- Offer constructive comments on your classmates' contributions to sustain meaningful discussion.
- Examine your practicum work through the lens of course readings and discussions.
- Apply core concepts to unfamiliar situations, offering insightful and rigorous analysis.
- Be willing to be honest and open.

Grading rubric for reading notes

Throughout the semester, you will submit reading notes to Canvas as preparation for class. These notes will prepare you to participate fully in class discussions and write your reflection papers.

The notes must be submitted before the class meeting time. If they are not submitted in time, you will not receive full credit. 50% credit can be received by submitting them within 24 hours after the class.

Your reading notes should respond to the prompts provided but do not need to be full sentences. You are jotting down your understanding of the reading and ideas in response to the prompts. Bullet points are absolutely fine. You should, however, make note of the pages. Full credit for the 8 set of notes will be determined via this simple rubric.

95%	85%	75%	50%
All prompts are clearly addressed with accurate and/or relevant comments	All prompts are addressed but some comments aren't accurate or relevant	Prompts are fully addressed but comments are often inaccurate or irrelevant	Prompts are not fully addressed and/or comments are highly inaccurate or irrelevant

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. You will be assigned a 2-hour weekly shift in the store, based on your availability.

At the start of the semester, you will select a specific role within one of the Anabel's Committees: Purchasing, Marketing, Fundraising, 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 Monday evening meetings (7-8pm). These will alternate between All-Staff or committee meetings. Your active participation in these meetings and accountability to the team are essential for Anabel's to be successful.. *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 store shifts, as well as a peer-review by fellow committee members, will be used to determine your practicum 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)

INSTRUCTOR

Anke Wessels is a Lecturer in the Dyson School of Applied Economics and Management and the executive director of the Center for Transformative Action (CTA), an affiliate of Cornell University. For more than 50 years, CTA has been providing fiscal sponsorship to social entrepreneurs with innovative, non-profit social ventures that address society's most pressing social problems. We also offer hands-on educational opportunities that animate the power of the heart *and* mind to remake the world.

Inspired by the non-violence of Mahatma Gandhi, Martin Luther King, Jr., Dorothy Day, Thich Nhat Hanh, and many others, Transformative Action calls for courage to break the silence that surrounds injustices; patience and compassion for the ultimately liberating work of building an inclusive movement; imagination to stay free from "us vs. them" strategies that only flame our social problems; and inspiration to envision new solutions to common challenges.

Dr. Wessels received a BA in French and Economics from Boston College, an MS in Agricultural Economics and a PhD in Geography from the Pennsylvania State University, specializing in Environmental Politics and Social Movements. She was previously on the faculty at Syracuse University, teaching Environmental Sustainability and Environmental Politics. She has served as the executive director of CTA for 26 years.

COURSE CALENDAR

PART 1: Introduction to Anabel's

August 27 T: Welcome and Intro to Anabel's: Creating Community Around Food and Food Justice

August 28 W: Digging into Anabel's History and Financials

Purpose:

To understand Anabel's grocery as a food justice organization, specifically a nonprofit social enterprise. Come prepared to discuss the problems Anabel's addresses and our approach. In class, we will review Anabel's most recent financial report.

Associated Learning Outcome:

- Gain hands-on experience implementing a food justice social enterprise.

Preparation:

- Review the Anabel's Grocery [store manual](#) pages 1-25.: Pay attention to our purposes, org structure, legal structure, pricing model, product mix and sourcing priorities.
 - Come to class with questions! (~30 min)
- Review [2021 Pulse Survey Data](#) pertaining to food insecurity on campus and the principle barriers to eating well: Lack of money, Lack of time to shop, Lack of time to cook, lack of transportation to off campus stores. Focus on "often and very often categories" and the racial disparities. The question asked in the survey was "How often do you eat less than you'd like because of....?" You can find the [Original PULSE Survey responses](#) to all questions. Food related responses are on pg 146-153. (~15 min)
- Read the Guardian interview with Karen Washington (~17 min) ["Food Apartheid: The Root of the Problem with American Groceries"](#)
 - For class discussion, given the level of food insecurity evident in the Pulse Survey data, why do you think so many Cornell students are unable to eat as much as they need?
 - Do you think Cornell and its surrounding area is a food desert? Based on the interview with Karen Washington, do you think the concept of 'food apartheid' applies?

August 31 S: Retreat from 9:00 am-12 pm in the Auditorium of Anabel Taylor Hall (Second Floor)

Purpose:

To be oriented to the physical store space by returning Anabel's team members and gain an in-depth understanding of what each of the Anabel's committees does. By the end of the retreat, you should have a good idea of which committee you would like to join. Team building exercises will start us on the journey of creating the Spring 24 Anabel's community!

Associated Learning Outcome:

- Gain hands-on experience implementing a food justice social enterprise;
- Cultivate trusting, caring relationships as a foundation for collaborative action and decision making.

Preparation:

- Read [this article](#) about Anabel's student founders, Matt Stefanko and Emma Johnston,
- Read [summary description](#) of each Anabel's committee. After the retreat, decide which committee you'd like to join.
- **Submit [committee preferences](#) and [shift scheduling forms](#) by September 2nd!**

[PART 2: Introduction to Social Entrepreneurship](#)

September 3 T: Learning from Social Enterprise addressing food and food justice

Purpose: To be exposed to how social enterprises can address food justice, using different approaches and revenue models, with different goals and social impact. Identify the business model and social impact of diverse food justice social enterprises. Consider how social enterprises measure and report on their impact. In class you will focus on one of these organizations in small groups to discuss how they are organized and their social impact. You will then share key learnings with the entire class.

Associated Learning Outcome: Gain hands-on experience implementing a food justice social enterprise.

Preparation: ~1.5 hours

- Watch EVERY video (not just the one you were assigned to): [Soul Fire Farm](#), [TerViva](#), [EveryTable](#), [Hot Bread Kitchen](#), [Greyston Bakery](#) (26 min)
- Review the social impact annual report for your assigned organization
 - [Soul Fire Farm 2022 Annual Report](#) (Soul Fire Farm: <https://www.soulfirefarm.org/>)
 - [Hot Bread Kitchen 2022 Annual Report](#) (Hot Bread Kitchen: <https://hotbreadkitchen.org/>)
 - [EveryTable Annual Report](#) (EveryTable: <https://www.everytable.com/>)
 - [Greyston Bakery Annual Report](#) (Greyston Bakery <https://www.greyston.org/>)

Notes: In last week's class, I assigned you to groups to read one of these annual reports to study in more detail. In preparation for today, submit brief answers to the following questions **via Canvas:**

- Write the name of the organization you were assigned to
- What problem(s) is/are this organization trying to solve?
- What is its mission?
- Who does the organization serve, primarily (this may be more than one group)?
- What is the legal structure (for profit or nonprofit)?
- What is the desired social impact (what social/ecological good is the org trying to achieve)?
- How do you think they measure whether they are having the hoped for social impact?

September 4 W: Theory of Change and Social Impact

Purpose: A Theory of Change is a map that shows how an organization's main activities will result in measurable social impact and ultimately in the social change the organization intends to achieve. It is like a hypothesis: if we do these things, we think they will produce these outcomes. Today, we will consider how to construct a Theory of Change and how it determines the measures and metrics an organization uses to assess and track impact. We'll focus on Anabel's own theory of change!

Associated Learning Outcome: Gain hands-on experience implementing a food justice social enterprise.

Preparation:

- Watch [Theory of Change video](#)
- Review [this graphic depicting Anabel's Theory of Change](#) This is a complicated graphic, but simply notice the three major groups of activities at the top, how the time frame gets longer toward the bottom, with the circles at the bottom being aligned to our mission.
- Review **your** [committee's theory of change graphics, activities, and social impact metrics](#)
- Read Anabel's [Fall 23](#) and [Spring 24](#) Social Impact Reports
 - Come to class **ready to discuss and ask questions** about the activities, outcomes, and metrics associated with your committee preference!

Note: Week of Sept 9 you will be coming to the store on your assigned shifts to be trained

September 9 M: First committee meetings, 7-8pm in the Anabel Taylor Hall Auditorium, 2nd floor.

Preparation: Review your committee's manual!

- [Operations](#) Manual
- [Purchasing](#) Manual
- [Marketing](#) Manual
- [Fundraising](#) Manual
- [Collab and Education](#) Manual

NOTICE: we will be using [this editable calendar](#) to keep track of events and activities and to keep us organized across committees!

September 10 T: Creating healthy and effective teams--how we work together is as important as what we do together

Purpose: To examine the qualities of an excellent group or team experience necessary for any successful enterprise. We consider specifically what constitutes psychological safety.

Associated Learning Outcomes:

- Gain hands-on experience implementing a food justice social enterprise;
- Understand and apply systems thinking to evaluate and solve problems;
- Cultivate trusting, caring relationships as a foundation for collaborative action and decision making.

Preparation: (~60min)

- 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)
- Read about the "[Characteristics of White Supremacy Culture](#)" as defined by Tema Okun in 2001. Pay attention to the attributes and the antidotes.
 - If you are curious and want an updated description, [read here](#).

Notes: Jot down responses to the following **via Canvas**, noting relevant locations/page numbers. Short bullet points and incomplete sentences are fine. These are reading notes.

- What did Google learn in its study are the critical elements of a good team? How do they intersect with or differ from the 'antidotes to white supremacy culture' as defined by Tema Okun?
- Why do you think Tema Okun associates the characteristics she identifies as dominant in US culture with 'white supremacy culture'? Do you agree that these characteristics are dominant? If so, offer some examples of where you see them operating. If not, why not? Generally, does it seem right to you to attribute these characteristics to something called 'white supremacy culture'? Is this accurate or a misnomer? Right on or simplistic? Still relevant or out of date?

PART 3: How can we feed 10 billion people without destroying the planet?

September 11 W: The global food system challenge: Feeding 10 billion by 2050

Purpose: To explore the complex conundrum of feeding a growing human population (10 billion people by 2050) and achieving key UN Sustainable Development Goals (SDGs). To introduce Agroecology as one possible solution (among others). To introduce systems thinking.

Associated Learning Outcomes:

- Understand the UN Sustainable Development Goals (SDGs);
- Understand and apply systems thinking to evaluate and solve problems

Preparation: (~75 min)

- Read Chapter 2 (pps 10-39) "Hunger in a World of Plenty" in [Can We Feed the World Without Destroying the Planet](#), by Eric Holt-Gimenez (if you download the pdf, you can then turn it so it is easier read).
- Read about: [The 17 sustainable development goals](#)
- Review principles of Agroecology: study this website and watch the video : <https://www.fao.org/agroecology/overview/overview10elements/en/>
- Read: [Meet Lizzie Shumba](#)

Notes: Jot down your thoughts to the following, noting relevant locations/page numbers, and submit **via Canvas**. Bullet points and incomplete sentences are fine. These are reading notes.

- Bullet point the key reasons why EHG argues global hunger still persists even though food is being overproduced and food prices are low.
- Which of the 17 sustainable development goals would you say are most related to food, agriculture, and food security? Explain briefly.
- How would you describe agroecology to someone unfamiliar with the term? Include your own thoughts about its promise or challenges.
- How are principles of agroecology and the SDGs illustrated in Lizzie Shumba's work?

Note: Store opens week of Sept 16!

September 16 M: All staff meeting on Monday, 7-8pm, second floor Auditorium of ATH
Team building and getting ready for customers

September 17 T: The global food systems challenge: staying within planetary boundaries

Purpose: To explore the complex conundrum of feeding a growing human population (10 billion people by 2050) without destroying the planet.

Associated Learning Outcomes:

- Understand the limits of Planetary Boundaries;
- Understand and apply systems thinking to evaluate and solve problems

Preparation: (~75 min)

- Read the summary of the EAT Lancet Report [here](#) (~20min)

Notes: Jot down your thoughts to the following, noting relevant locations/page numbers, and submit **via Canvas**. Bullet points and incomplete sentences are fine. These are reading notes.

- What would you say are the key takeaways from Figure 5?
- Imagine you had the resources needed and the access to decision makers required to enact the 5 strategies detailed in the EAT Lancet report. Where might you start? (I know this is a huge question. I'm just asking you to think about how or where we might go about implementing these strategies.)

PART 4: The origins and drivers of our current food system

September 18 W: How the capitalist food system came to be

Purpose: To bring into relief agriculture's central and historical role in the establishment of capitalism as an economic system. To introduce an analysis of how racism is embedded in our food system and to consider the ecologically and economically exploitative consequences of an economic system that must grow to survive/thrive. To examine the food system within this economic system and how it can be a focal point for change.

Associated Learning Outcomes:

- Analyze the systemic forces of capitalism and racism that give rise to ongoing social and environmental inequities in our food system

Preparation: (75 min)

- Listen to Episode 2 of the [NYT 1619 Project :The Economy that Slavery Built](#) (32 min)
- Read Chapter 3 (**only pps 40-74**) “Food, Environment, and Systems Change” in [Can We Feed the World Without Destroying the Planet](#), by Eric Holt-Gimenez

Notes: Jot down your thoughts to the following, noting relevant minute markers/page numbers, and submit **via Canvas**. Bullet points and incomplete sentences are fine. These are reading notes.

- Drawing on Nikole Hannah-Jones (NHJ), how would you describe the connection between the transatlantic slave trade, the development of large-scale agriculture, and the global industrial revolution in a brief conversation with a friend?
- What are your thoughts on the statement in NHJ's podcast that there is a culture in American capitalism that is still incredibly brutal and tolerant of inequality? Does this seem like a legitimate depiction of how capitalism functions currently? (it is completely reasonable to say 'no!'). Do you see ways in which these violent roots are tempered today (or not)?
- Drawing on what you learned from Eric Holt-Gimenez (EHG), how would you describe to a friend the most salient reasons Anabel's buys produce and animal products from local farmers using sustainable practices rather than the less expensive products produced by industrial agriculture?

September 23 M: Committee meetings

Discuss and finalize your individual roles and goals. Submit your [individual goal agreement](#) via Canvas by Wednesday.

- Review your [committee's theory of change graphic and social impact metrics](#). Make sure people on your committee are developing the assessments and metrics NOW that you will need to document your committee's social impact.

September 24 T: Racism, capitalism, and the food system

Purpose: To understand definitions of racism and antiracism and how racism manifests in our food system. To consider what it means to engage in antiracist work, generally, and through Anabel's.

Associated Learning Outcomes:

- Analyze the systemic forces of capitalism and racism that give rise to ongoing inequities in our food system;
- Use an antiracist lens to consider and evaluate norms, practices and policies.

Preparation:(~2 hours)

- Read: [How to Be an Antiracist](#), Introduction (8 pp), Chapter 1 on Definitions, (11 pp ~ 22 min), and Chapter 12 (~60min)
- Listen to 1619 Project Podcast Episodes 5--[Part 1](#) & [Part 2](#): The Land of Our Fathers (66 min)

Notes: Jot down your thoughts to the following, noting relevant minute markers/page numbers and submit **via Canvas**. Bullet points are fine. These are reading notes.

- What, according to Kendi, is the problem with being non-racist?
- Why, according to Kendi, are capitalism and racism conjoined twins?
 - How does the experience of June Provost in the 1619 podcasts illustrate Kendi's point?
- On pg. 162, what are the core elements of Kendi's argument that a market-based economy is not necessarily the same thing as capitalism?

PART 5: Transforming Everything: what we do, how we do it together

September 25 W Choosing a different way to do do business

Purpose: To consider concrete ways to upend the dominant ethos of privatizing profit and socializing risk while still creating a thriving economy and successful businesses.

Associated Learning Outcomes:

- Analyze the systemic forces of capitalism and racism that give rise to ongoing inequities in our food system;
- Use an antiracist lens to consider and evaluate norms, practices and policies.
- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can create an ecologically sound and socially just market economy and food system.

Preparation (~75 min)

- **Submit your individual goal agreement** via Canvas
- Read Chapter 4 "Who *Can* Feed the World Without Destroying It" in [Can We Feed the World Without Destroying the Planet?](#), by Eric Holt-Gimenez
- Watch [How a Restaurant Owned Delivery Co-op Thwarted Grub](#)
- Watch [San Diego Food Systems Alliance 2023 Year in Review](#)
- Watch [Soul Fire Farm: Ending Racism and Injustice in the Food system](#)

Notes: Jot down your thoughts to the following, noting relevant minute markers/page numbers and submit **via Canvas**. Bullet points are fine. These are reading notes.

- What values and commitments motivate the people in each of these videos? How do they exemplify EHG's argument in Chapter 4 that to transform food systems we need to rethink relationships of power (who has it, who benefits from it, how it is distributed)?

September 30 M: All Staff Meeting

October 1 T: Guest speaker Christina Mead from Wildflower Farm

Purpose: To learn from our vendors who have 'chosen differently'. The vendors prioritize community and sustainability. We will hear about the values and commitments that inspire their work. Consider that place and relationships matter.

Associated Learning Outcomes:

- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can, and indeed, must create an ecologically sound and socially just market economy and food system.
- 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.

Preparation (~30min)

- Watch this 18min interview with [Ayana Elizabeth Johnson](#), marine biologist and author of "What if we get it right?".

Notes: Jot down your thoughts to the following, noting relevant minute markers/page numbers and submit **via Canvas**. Bullet points are fine. These are reading notes.

- In what ways do you see Dr. Johnson's comments resonating with previous readings/videos and points raised in class? What interests you most and/or what questions do you have?
- Read website, [Wildflower Farm](#), and **come prepared with at least 2 questions**

October 2 W: World Cafe to brainstorm fundraising activities and practice collective economics

NOTE: We are meeting in ATH G14 today due to High Holy Day services in the One World Room

Purpose: To discuss creative fundraising ideas and brainstorm together for collective support!

Associated Learning Outcomes:

- Gain hands-on experience implementing a food justice social enterprise;
- Understand and apply systems thinking to evaluate and solve problem
- 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.

Preparation:

- Come prepared with ideas and contributions around Anabel's fundraising. What fundraising efforts are you involved in? Or, outline a creative (and feasible) fundraising idea for Anabel's!

October 4 F: [Reflection Paper 1](#) due at 11:59pm. Submit via Canvas

October 7 M: Committee Meetings, 7-8pm

October 8 T: Portfolio Group Discussion

Purpose: Today is your first meeting in portfolio groups. Remember to prepare questions 1-2 beforehand and use this time as an opportunity to reflect, explore, and learn.

Associated Learning Outcomes:

- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety, collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation: (~60min)

- [Portfolio Questions](#) # 1-2
- Read: [What Great Listeners Actually Do](#)

October 9 W: World Cafe that focuses on your committee's social impact metrics

Purpose: To review the social impact metrics that are essential to determining the success of a social enterprise.

Associated Learning Outcomes:

- Gain hands-on experience implementing a food justice social enterprise;
- Understand and apply systems thinking to evaluate and solve problem
- 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.

Preparation:

- Come prepared to discuss your committee's impact metrics. **What impact metrics are you responsible for?**

October 15 T: NO CLASS

October 16 W: Guest Speaker: Olivia Carpenter from Via's Cookies

NOTE: We are meeting in the Auditorium today due to High Holy Day Services in the One World Room

Purpose: To learn from our vendors who have 'chosen differently'. The vendors prioritize community and sustainability. We will hear about the values and commitments that inspire their work. Consider that place and relationships matter.

Associated Learning Outcomes:

- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can, and indeed, must create an ecologically sound and socially just market economy and food system.

- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety, collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation (~30min)

- Take a look at the website: [Via's Cookies](#). **Come prepared with at least 2 questions!**

October 21 M: All Staff Meeting, 7-8pm

October 22 T: Second Portfolio Group Discussion

Purpose: Today you will meet in your portfolio groups to discuss your responses to questions 3-5. Remember, this is a discussion, not simply a recitation of what you wrote. It is an opportunity to reflect on what you learned from writing your responses and what you are hearing from others.

Associated Learning Outcomes:

- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety, collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation: (~60min)

- [Portfolio Questions](#) #3-5

October 23 W Food justice and public health

NOTE: We are meeting in the Auditorium today due to High Holy Day Services in the One World Room

Purpose: To consider the science associated with eating food that most benefits our bodies as well as the planet's ecosystems. To understand how the forces of capitalism can get in the way of following scientific recommendations. To understand our decisions regarding Anabel's product mix.

Associated Learning Outcomes:

- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can, and indeed, must create an ecologically sound and socially just market economy and food system.

Preparation: (~1.5 hours)

- Read this brief article, [Processed Foods and Health](#), defining the difference between whole foods, processed foods, and ultra processed foods (~10min)
- Read M. Moss's *Salt, Sugar, Fat* "[Prologue](#)" (19 pp, ~38 min)
- Watch this [11 minute video](#) about the true cost of cheap chicken (trigger warning regarding abuse of animals)

Notes: Jot down your thoughts to the following, noting relevant locations/minute markers, page numbers and submit **via Canvas**. Bullet points and incomplete sentences are fine. These are notes.

- Reflect on the Moss reading, the video, and the Harvard article. How do you think we can shift a system that seems so entrenched and unmovable? Is it necessary? possible?

October 28 M: Committee Meetings, 7-8pm

October 29 T: Third Portfolio Group Discussion

Purpose: Today is your third meeting in portfolio groups. Remember to prepare questions 6-8 beforehand and use this time as an opportunity to reflect, explore, and learn.

Associated Learning Outcomes:

- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation: (~60min)

- [Portfolio Questions](#) # 6-8

October 30 W: Guest Speaker Tor Oechsner (Oechsner Farm) and Stefan Senders (Wide Awake Bread)

Purpose: To learn from our vendors who have 'chosen differently'. The vendors prioritize community and sustainability. We will hear about the values and commitments that inspire their work. Consider that place and relationships matter.

Associated Learning Outcomes:

- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can, and indeed, must create an ecologically sound and socially just market economy and food system.
- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety, collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation (~30min)

- Read [Wide Awake Bakery](#) and [Oechsner Farms](#) websites and come prepared with at **least 2 questions**.

November 1 F: [Reflection Paper 2](#) by 11:59 pm

November 4 M: All Staff Meeting, 7-8pm

November 5 T: Guest Speaker Molly Flerlage from the Full Plate Collective

Purpose: To learn from our vendors who have 'chosen differently'. The vendors prioritize community and sustainability. We will hear about the values and commitments that inspire their work. Consider that place and relationships matter.

Associated Learning Outcomes:

- Explore how bold yet reasonable choices, norms, and policies that center human wellbeing and that of the planet can, and indeed, must create an ecologically sound and socially just market economy and food system.
- Engage with others in honest, reflective dialogue and openly examine held beliefs and knowledge;
- Cultivate trusting, caring relationships as a foundation for psychological safety, collaborative action and decision making;
- Become confident in yourself and others to bring about meaningful change toward a more just world.

Preparation (~30min)

- Read about the [Full Plate Collective](#) and come prepared with at least 2 questions.

November 6 W. Last Portfolio group meeting

Review the experience of meeting together and your key takeaways. Express gratitude.

November 8 F: Final Portfolio is due at 11:59pm. Submit via canvas.

PART 6: Evaluating Social Impact

November 11 M: Committee Meetings, 7-8pm

November 12 T: Preparation for Social Impact Presentations and Report

Purpose: To understand the difference between reporting on the work you did and reporting on the impact you've had! We will discuss the different expectations for the presentation and the report.

Preparation:

- Review Anabel's [Fall 23](#) and [Spring 24](#) Social Impact Reports (Your report should be unique)
- Review your committee's impact presentation from last semester (your presentations do not have to follow their example). See my [comments to presentations here](#).
 - [Collabedu](#)
 - [Fundraising](#)
 - [Marketing](#)
 - [Purchasing](#)
 - [Operations](#)
- Come prepared to discuss your committee's impact metrics. What do you think are the most salient results to include in the presentation vs the report.

November 13 W: Prepare for your social impact presentations

Purpose: To organize and present your committee's social impact data/information

Associated Learning Objectives:

- Gain hands-on experience implementing a food justice social enterprise

Preparation (~60min)

- Come prepared to work on your social impact presentation based on your committee's social impact metrics, testimonials, and pictures
- We will combine marketing and fundraising for this presentation
- Presentations should focus on IMPACT metrics and be no more than **10 minutes** long. This is not a presentation of what you did but of the social impact your work has had.

November 18 M: All Staff Meeting, 7-8pm

November 19 T: Short (keep it to 10 min!) social impact presentations by committees

Purpose: To present data that reflect and demonstrate your committee's social impact.

Associated Learning Objectives:

- Gain hands-on experience implementing a food justice social enterprise

Preparation (~60min)

- Come prepared to present on your committee's social impact
- Submit your presentation on canvas: (only one person needs to upload the presentation)

November 20 W: World Cafe process for report design (Marketing will present their draft template)

Purpose: To foster a collective understanding of the impact we've had together and how to present it effectively.

Associated Learning Outcomes:

- Gain hands-on experience implementing a food justice social enterprise;
- Understand and apply systems thinking to evaluate and solve problem
- 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.

Preparation (~30min)

- Come prepared with ideas for the design of this semester's social impact report based on your committee's most salient social impact metrics, testimonials, and pictures

November 26 T: NO CLASS--work on your social impact reports in committees

November 27 W: NO CLASS Thanksgiving

December 2 M: Committee Meetings, 7-8pm

December 3 T: Work on the social impact report in and across committees

- Finalize information based on your most recent assessments, numbers, testimonials and pictures
- Place text and graphics in the report template

PART 7: LAST DAY, FINAL THOUGHTS, AND FINAL DELIVERABLES

December 4 W: Last Day!

By 11:59pm via canvas

- **Submit 3rd [reflection paper](#)**
- **Submit [Peer feedback of committee members](#)**

December 7 Saturday: Store closes

December 9 M: All Staff Celebration!

Final Deliverables

December 10-12: **CLEAN AND CLOSE THE STORE**

December 16

- **Submit your revised committee manual and organize the folder (only one person needs to upload the committee manual)**
 - Also submit a document detailing who worked on what aspects of the updated manual and organization of the folder.
- **Submit final social impact report**
 - Also submit a document by committee detailing who worked on what aspects of the impact report.