

Part C: Webpage on Sal y Luz Project

Goal:

This class will design and create a webpage for the Sal y Luz project based here at GAC. This will serve as a space on campus to document the work and activities of the project and to inform the campus community about the project, including information about how students could get involved in the project if they desired. The Sal y Luz project is a multi-year project, and thus the website can be of use in the future.

Nuts and Bolts:

*The class will produce ONE webpage. However, tasks for the webpage will be divided among groups, as denoted below.

*Each group will submit their group's work to Prof. Gerstbauer and to the webteam by e-mail. You must submit your group's contribution to the webpage by **5/12** (earlier than listed in syllabus). This will allow webteam to have the page ready by **5/17**.

You should also submit a printed copy of your group's webpage contribution to Prof. Gerstbauer (at her office in Library 103A). This printed copy should include any photos or graphics your group has identified for use on the webpage.

Further instructions on submission are below.

*Grade is worth 7.5% of your overall course grade
Each group will receive a group grade.

Grading Criteria:

Groups contributing substantive content to the webpage will be graded on what they hand into the professor on 5/12. Grade will be based on the quality of the information that they find, the comprehensiveness of their coverage of the topic, and the user-friendliness of the information (its appropriateness to the website, interest, and organization). You will not be graded on your fancy formatting of the information, but rather the emphasis will be on substantive CONTENT.

The webteam will not need to turn in anything to the professor, but rather will be graded on the final look of the webpage and how it has pulled together as a final product. To be completed by 5/17.

Individual Accountability: In order to receive credit on the assignment, each individual will write a one page write-up of their contributions to the project. You may also note here any difficulties experienced within your group. This should be e-mailed to me (in the text of the e-mail) by 5/17.

GROUPS AND DIVISION OF LABOR:

* I highly suggest that each group denote a group leader who can communicate to the webteam on behalf of their group.

*You should read over all group descriptions and be aware of where your assignment intersects with another groups. Hopefully, this will avoid duplication of efforts.

*Each group should be creative in what to include in their contributions. I have given you ideas, but you should do your own thinking about what to include as well.

Further Submission Instructions:

1. *Submit as TEXT file (like a Word document, e.g.):* Each group will submit their work to the webteam and to Prof. Gerstbauer as a TEXT file. Do NOT waste your time fancily formatting your text. The webteam will be in charge of making sure that all the contributions from all groups have a uniform formatting/look. You should include the complete address for any links you want included.

2. *If you want to send the webteam photos/graphics:* You should not embed photos in your text file. Rather any special graphics or photos you want included in your page should be accompanied by their web location (url). If this is not possible, you will need to work out the details with IT and the webteam about how to send them in an appropriate separate file. This should not be difficult.

Group 1) History and Purpose of the Sal y Luz Project:

Group members: Lyndsey Palen, Nick Peterson, Jeremy Ordemann, Molly Lundberg, Lyncee Davies

This group will research and tell the story of how the Sal y Luz project was formulated by Lutheran World Relief, who the six midwest partner sites are and how they were chosen, and particularly how Gustavus ended up being one of these. This might entail research with Lutheran World Relief, leaders at GAC (such as President Peterson), and current Gustavus Sal y Luz project coordinators John Cha and Noreen Buhmann. In addition to researching the history of the project, you should also address its purpose. What does Gustavus hope to gain/offer through this partnership? Lutheran World Relief? Others involved?

Group 2) Links:

Group members: Josh Seeger, Alex Groth, Ahmed Bachelani, Danny George, Josh Roy
This group will find appropriate links to include on a “links” page. Keep in mind that some of the other groups may find links appropriate to their own task. However, you are specifically tasked to find good links of interest to the project. You might categorize the links and you MUST annotate them. This means that you should include a paragraph description of the link (with things like who sponsored it and the information it contains). You might include links to other groups like LWR working in Colombia like Fellowship of Reconciliation (FOR), American Friends Service Committee (AFSC), Mennonite Central Committee (MCC), Witness for Peace (WFP). You might include links to general websites about Colombia or to articles, news, history about Colombia.

Group 3) Student Involvement with Sal y Luz Project:

Group members: Natasha Hawkins, Elissa Bashleben, Emily Lodermeier, Lajlim Yang, Lukas Madson

This group will research student involvement in the project and ways for students to get involved. You might include an activities calendar of activities hosted on campus so far this year, or scheduled activities. You might include instructions for getting onto the listserv so students can receive updates on the project. You will probably want to contact/interview current student leaders: Barbara Guy and Daria Hashemi-Rad – both working with Noreen Buhmann in the Community Service Office. Noreen would also be a good person to speak with. You might want to interview a few other students who have been involved in the project to find out why they have been interested (Daria could probably provide names). What are some ways in which students at Gustavus will be able to get involved in the project now or in the future? What ideas do you have about how students can make a difference for Colombians and the Peace Sanctuary churches? What are some good reasons to get involved?

Group 4) Advocacy and US foreign policy:

Group members: Amy Abrahamson, Javen Swanson, Anne Bortscheller, Carl Johnson, Katie Lohmann

This group will research US foreign policy in Colombia and ways that the Sal y Luz project can advocate for better US foreign policy. For example, you might include background on a few key issues/pieces of legislation concerning US foreign policy in Colombia. You might include information about how students/others can contact their representatives/senators and perhaps even a sample letter they might write. Kirsten Anderson works with Lutheran World Relief on some of these advocacy issues, and might be a good person to contact (Kirsten Anderson-Stembridge kanderson@lwr.org).

Group 5) Information directly from the Peace Sanctuary Churches:

Group Members: Audrey Joslin, Erin Bettendorf, Erin Sandberg, Melissa Lundberg.

This group will use information directly from the peace churches (such as the document I forwarded to the class earlier this year and other information available from the LWR website or LWR personnel) to explain what the peace churches are and to tell their stories and the threats they face in their work. If available, you might post some letters, stories, and photos from the communities. You might also explain where the peace sanctuary churches fit in terms of their model of peacebuilding (using, for example, the work of Lisa Schirch). You might include information on how to communicate with the peace churches.

Group 6) Webteam:

Group members: Michael Rippenkroeger, Kirsten Haalboom, Kitty Hurley

Your task is to actually place the material on a webpage (space TBD by IT still). You will, with help of IT if needed, oversee the editing, formatting, and overall design of the class webpage. You will receive a text file from each group by 5/12. They will also provide the urls for any links they send with their material. You will need to watch for overlap among student contributions, and embellish the page with graphics, photos, maps as you see fit. You will also need to interface with each team about any problems you have had or questions they have for you.