

The background image shows a massive, craggy mountain range with patches of green vegetation. In the foreground, a concrete dam stands in a river valley. The river is turbulent and white with foam. The sky is overcast.

Media Relations for Science Reporting and Environmental Advocacy

**A partnership between
Gorno-Altai State University and
Kansas State University**

Media Relations for Science Reporting and Environmental Advocacy:

Facilitating Higher Education Leadership and
Administration at Gorno-Altai State University

Final Report

prepared for the
U.S. Agency for International Development/
Association Liaison Office

Lead U.S. Institution

Kansas State University
Manhattan, Kansas

Host Country Partner Institution

Gorno-Altai State University
Gorno-Altai, Altai Republic, Russia

Additional Partner

Civil Society Group
Lawrence, Kansas

Partnership Directors

Victor Lukyanenko, GASU
Larry Erickson, KSU
Jacqueline Spears, KSU
Mike Cuenca, CSG

Budget Summary

| ALO Award | University Cost-share | Leveraged Funds | Total |
|-----------|--------------------------|--------------------|-----------|
| \$125,000 | \$38,148 | \$60,016 | \$223,164 |

Project period

July 17, 2003 – September 30, 2005

Editors

Victor Lukyanenko
Gorno-Altai State University
1 Lenkin Street
Gorno-Altai, Altai Republic
Russia 659700

Larry Erickson
Wendy Griswold
Kansas State University
104 Ward Hall
Manhattan, KS 66056-2502

Cynthia Annett
Civil Society Group, LLP
PO Box 1486
Lawrence, KS 66044

Contributing Authors

Cynthia Annett
Mike Cuenca
Larry Erickson
Wendy Griswold
Victor Lukyanenko

Heidi Mehl
Abby Mills
Jacqueline Spears
Marie Steichen
Dee Vernberg

Photo Credits

Cynthia Annett
Mike Cuenca
Wendy Griswold
Heidi Mehl
Abby Mills
Valentina Pidlisnyuk
Ray Pierotti

DVD/Video Production

Mike Cuenca

TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 7 |
| Project Activities | 9 |
| Exchange Visits | 9 |
| Curriculum Development | 10 |
| Workshop for Journalists | 10 |
| Journalists and Media Outlets Involved in Project..... | 11 |
| Additional Partners..... | 12 |
| Development Outcomes | 14 |
| Participant Impacts | 14 |
| Institutional Capacity Building | 19 |
| Community Outreach | 20 |
| Workforce Development | 21 |
| Trade Capacity | 21 |
| Interactions with Governmental Representatives | 21 |
| Unexpected Outcomes | 23 |
| Cultural Exchange | 23 |
| Developments at KSU | 24 |
| Additional Student Support/Participation | 24 |
| Partnership with Ukraine | 24 |
| Partnership with Paraguay | 25 |
| Disaster Relief and Recovery | 25 |
| Challenges and Lessons Learned | 26 |
| Plans for Future Activities | 27 |
| Quantitative Data | 29 |
| Appendices | 31 |
| Appendix A. Media Reports and Publications | 31 |
| Appendix B. Grant proposals submitted during the project period | 33 |
| Appendix C. Student Products | 34 |
| Appendix D. Curriculum Products | 39 |
| Appendix E. Project Personnel Contact Information | 51 |
| Appendix F. Documentary produced for ALO Synergy in Development 2004 Conference | 52 |

GLOSSARY OF TERMS

ALO—Association Liaison Office

GASU—Gorno-Altai State University

KSU—Kansas State University

KU—University of Kansas

LJW—Lawrence Journal-World

NAU—Northern Arizona University

NAUU—National Agricultural University of Ukraine

NSEP—National Security Education Program

NSF-UMEB—National Science Foundation Undergraduate Mentoring in Environmental Biology

SDEEC —Sustainable Development and Environmental Education Center

UNM—University of New Mexico

USAID—U.S. Agency for International Development

INTRODUCTION

by *Victor Lukyanenko*

The exchange program between Gorno-Altai State University (GASU) and Kansas State University (KSU) funded by USAID/ALO allowed us to evaluate journalism education in the Altai Republic by examining the need for a journalism program at our university and the needs of working journalists in Gorno-Altai. We were able to learn a great deal by comparing journalism education between our region and comparable communities in the U.S. Our major insight is that the journalism classes we teach at GASU deal mainly with the style of writing and other language issues, while U.S. journalism schools also teach Advertising and Public Relations, which are not taught in Gorno-Altai. This is currently one of the most important topics for future journalists to study.

The most interesting thing we learned from newspaper tours in Kansas was that university papers (both at KSU and the University of Kansas) were able to provide articles interesting to students, faculty, and the community and get funds from advertising to look like (or even better) than some solid daily papers. No advertising is done in the GASU paper, it is free for students, and few people – except students’ parents—read it. We also were able to compare the use of photography and front page organization in U.S. newspapers. These are valuable lessons for our local press.

In addition to visits to journalism programs in Kansas, we were able to visit a journalism program in Kyiv, Ukraine. What struck me most was that both the press and the people stressed that the Ukraine produces exceptionally ecologically clean food stuffs. That is really good PR, given the situation with the Chernobyl catastrophe. In contrast, the Altai papers tend to describe the darker sides of environmental issues, even though that still cannot shatter the image of the Altai as an ecologically clean place. Some balance should be found when reporting on environmental and health issues.

Our trip across Kansas, New Mexico, and Arizona resulted in opportunities to meet many people and see many places, some fantastically beautiful. Having a chance to travel for such a long distance from Lawrence to Flagstaff it was possible to see not only landscapes where people grow crops (poster: 1 Kansas farmer feeds 168 people + YOU), but semi-deserts, deserts, lava from extinct volcanoes, where the rain is the only thing to survive. It helped a lot to understand that life is not that easy even in such a prosperous country as the USA.

I have shared this knowledge with my colleagues, friends, students, and school graduates, and have used it in my lectures on American Studies. I hope that these experiences will help to improve the university paper at GASU. Additionally, meetings with students of the Russian language and literature department who study the basics of journalism might help students to understand better the way journalism is developing in the USA.

Our project also increased the linkages between professional journalists and GASU. There is a need to broaden the minds of local journalists and give them more experience in international journalism, though the



Victor Lukyanenko at the Grand Canyon during the Summer 2003 exchange.

internet allows them to learn how materials in papers are organized and how television covers news. As for television, in bigger cities there is access to CNN, but not in smaller or provincial cities like Gorno-Altai. Still middle-aged and older journalists have difficulties in part with the former stereotypes; they are less flexible and they lack computer knowledge to use the possibilities the Internet can provide.

The major barriers we discovered to developing a journalism program at GASU are: difficulties in finding a job after graduation; unstable funding of newspapers (some of them are dependent on advertising and some on political preferences-some party funding); and a lack of professional lecturers.



Victor Lukyanenko
Gorno-Altai State University
USAID/ALO Project Director

PROJECT ACTIVITIES

The goals of this project were to jointly design a journalism and media relations curriculum focusing on science reporting and environmental advocacy, create a model for professional internships for university students from underserved groups, and improve Gorno-Altai State University's (GASU) capacity for media relations. The proposed project was intended to result in the improvement and extension of university course offerings through the use of information technology applications, increased access to higher education for under-served groups, development of a continuing education program to address local needs, and establishment of an internship program.

In most U.S. journalism schools, the teaching of writing for and about scientific and/or technical subjects, including environmental issues, is frequently omitted because of a prevailing attitude that such writing is "technical writing" and not journalism. As democracies around the world wrestle with increasingly technical political issues, the ability of journalists to grasp and translate technical and scientific subjects is gaining greater importance.

The need for increased public understanding of science and technology is as equally great in Russia as it is in America. This is particularly true of environmental issues, since effective environmental management is key to Russia's long-term economic growth (USAID Strategy Document, 1999-2005, page 21). When this program started, there was no journalism training offered in the Altai Republic. Writing and communication were taught as part of the Russian and Altai languages and foreign languages departments at GASU. Universities such as GASU can foster public understanding of science and technology issues by supporting communication efforts regarding local community and economic development efforts.

Exchange Visits

The project began in July 2003, when U.S. and GASU partners met in the U.S. to outline specific tasks for accomplishing project objectives. In Fall 2003, a U.S. participant traveled to Siberia to work with the faculty and students of the Altai language and foreign languages program to initiate the program at GASU. Journalists in Gorno-Altai were also recruited into the program by involving them in these early discussions.

Several exchange visits have occurred during this project. GASU representatives visited Kansas in July 2003, October 2003 and April 2004 to participate in and observe journalism and media relations courses, review course materials for use at GASU, and meet with representatives of relevant departments and organizations related to project objectives. U.S. partners traveled to the Altai Republic in October 2003, April/May 2004, July 2004, and July 2005 to work with local journalists and GASU partners on developing and delivering workshops for journalists and curriculum development activities. During



Partners meeting with faculty at Dine College on the Navaho Nation.



In July 2004, GASU and U.S. partners presented a workshop to local journalists in the Altai Republic.

these exchanges, meetings were held with local journalists about the project and they were involved in planning subsequent activities.

In January 2005, GASU and U.S. partners traveled to Kyiv, Ukraine to establish connections with the environmental journalism program at the Institute of Journalism at the Kyiv National Taras Shevchenko University to further develop the program. In July 2005, a representative from this Institute traveled with the U.S. partners to the Altai Republic to continue developing this relationship.

Curriculum Development

Upon initiation of the project, the partners began to develop and test exercises for training journalists and students in how to write about science issues. During Fall 2003 and Spring 2004, Kansas State University (KSU) redesigned its media relations course to act as a model for GASU. This course focused on the reporting of water quality and other environmental issues in Kansas. Student assignments included writing a press release on the October 2003 earthquakes in the Altai Republic. Materials from the redesigned course were provided to GASU to use as models for developing a public relations course at that university.

A GASU partner visited KSU in Fall 2003 and Spring 2004. During these trips, the GASU representative visited and participated in classes on journalism and media relations, had several meetings with staff and reporters from the student newspapers of KSU and the University of Kansas (KU) to learn how these papers operate, reviewed course materials for use at GASU, and met with representatives of the Huck Boyd Journalism Center and the Office of International Programs. The Huck Boyd Center provides training to journalists in small Kansas communities where there is a lack of formally trained journalists and coordinates an internship program for KSU journalism students. As part of the project evaluation efforts, the project evaluator conducted interviews and focus groups with KSU exchange participants and students who completed the journalism course modified as a result of this project. See Appendix D for curriculum development materials and Appendix E for evaluation information.

Workshop for Journalists

When the project was initiated at GASU, the partners began involving journalists in discussions about project activities and future needs. During each exchange visit, journalists have been involved in discussions about project activities. As a result of increased interactions between journalists and the university, a better relationship between them has developed. University activities related to this project are consistently reported in the local media. See Appendix A for a list of media coverage.

In July 2004, U.S. partners traveled to the Altai Republic. GASU and KSU jointly gave a workshop for journalists and exchanged information on U.S. and Russian media practices. Dee Vernberg, assistant professor of journalism and mass communication at KSU, and Abby Mills, staff writer for the *Lawrence*

Journal-World and undergraduate journalism student at KU, conducted a journalism workshop with representatives of both print and broadcast media from the Altai Republic. The workshop shared basic knowledge of American media practices, especially student and environmental journalism, with reporters in the Altai Republic.

Mills conducted a design analysis of local Altai papers and used that information to compare and contrast design options in the U.S. and the Altai Republic. She began the workshop with a basic overview of how newspapers are put together in the United States and showed examples of both student and professional newspapers. Vernberg then discussed how American journalists report environmental news using a story covered by the *Lawrence Journal-World* of a disease outbreak in Douglas County, Kansas, as a model. The workshop ended with a question period, when the Americans asked the Russian journalists to describe their own news operations. The journalists discussed the similar nature of environmental journalism in both countries, with journalists focusing on ecological events or disasters and relying heavily on non-governmental organizations for information on more general coverage of environmental news. Topics discussed included: newspaper organization, story organization, advertising, and environmental journalism.

Journalists and Media Outlets Involved in Project

- Editor in chief of the *Post Scriptum* newspaper;
- Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the Internet paper in the Republic;
- Marina Russkikh, a correspondent for the radio station, Gorny Altai;
- Vladimir Varvanets, a founder of the *Post Scriptum* newspaper and currently a free lance journalist;
- Philip Dmitriev, a GASU graduate, who is a film maker;
- Gorny Altai (State Television Radio Company) – Reporters Lyubov Ivashkina and Cheinesh Nasheva participated in July 2004 workshop and met with partners in January 2005. Broadcast three news reports on the partnership meeting;
- Altai State University (Barnaul) – Journalism student Olga Yaytynova participated in July 2004 workshop;
- *Zvezda Altaya* (newspaper) – reporter Vladimir Shadrin and Nina Popova, editor for the department of culture, science, and education, participated in July 2004 workshop. Reporters met with partners in January 2005;
- The *Yrustu* (newspaper for young Altaians, published in the Altaian language) - Reporters met with partners in January 2005 and published a story on the partnership.



GASU and Kansas partners meeting with journalists in Gorno-Altai in January 2005.

Additional Partners

U.S.

Civil Society Group, LLP (CSG) – Principals Mike Cuenca and Cynthia Annett worked with project partners to advance the project. Cuenca is a former journalism professor and Annett is an environmental scientist. In July 2003, Mike Cuenca traveled with the GASU delegation to Arizona and New Mexico and then to GASU with the 2005 group; Cynthia Annett traveled to GASU on several occasions to work with partners on advancing the project. To support the reporting of the project, CSG partner Mike Cuenca produced a video report on the project that included interviews with participants. This video report was presented at the Annual ALO conference in August 2004 and has been distributed to USAID missions in Moscow and Kyiv and to project partners and participants. While at GASU in 2005, Cuenca met with local journalists and made presentations to GASU administrators and the local media. Annett was instrumental in developing connections with new potential partners in Ukraine.

Lawrence Journal-World (LJW) – staff reporter, Abby Mills, met with GASU partners to share information on U.S. newspapers. She wrote an article about the exchange for the *LJW* and the *PostScriptum*, a Russian newspaper.

University of New Mexico (UNM) – partners met with Anne Calhoon from the College of Education. Dr. Calhoon teaches writing and literacy to indigenous communities. The partners also met with Gregory Cajete, Director of Native American Studies and an Associate Professor in the College of Education. Information Drs. Calhoon and Cajete shared benefited the project by providing GASU faculty and Republic journalists with techniques for educating and communicating with the indigenous population in the Altai Republic.

Northern Arizona University (NAU) – partners had discussions with students and faculty who work to improve environmental management (forestry and water resources) on tribal lands. Topics discussed included how the university uses the media to promote their work with the environment to local communities. Individuals from NAU included Aregai Tecele, professor of hydrology and decision Systems Analysis, School of Forestry; Octaviana Trujillo, professor and chair, Applied Indigenous Studies Department; Ronald Trosper, Director, Native American Forestry Program. These meetings resulted in the creation of a partnership between NAU and GASU. Dr. Trujillo and two of her students have subsequently visited GASU with funds from the National Science Foundation (NSF). The GASU delegation also met with staff from the Institute for Tribal Environmental Professionals - Todd Barnell, Frederick Sherman, David Delmar, and Matt Andrews. Discussions focused on internship programs for students.

University of Kansas – A GASU partner toured the student run newspaper, the *University Daily Kansan*, and spoke with both student reporters and advertising employees about how the newspaper operates on a day-to-day basis. He also met with Malcolm Gibson, faculty advisor to the *Kansan*, to discuss the role that student newspapers play in journalism education.

Ukraine

Institute of Journalism at the Kyiv National Taras Shevchenko University –The institute provided publications/curriculum on environmental journalism program in Ukraine.

Institute for Agroecology, Agricultural Academy of Science – The partners exchanged information on programs and projects and discussed possible future areas of collaboration.

The Fulbright Office in Ukraine hosted a presentation on the project for Ukrainian alumni of the Fulbright program.

Association of Ukrainian Cities – The partners exchanged information on programs and projects and discussed possible future areas of collaboration.

Ecological Committee, Ukrainian Parliament – The partners exchanged information on programs and projects and discussed possible future areas of collaboration.



Victor Lukyanenko and Cynthia Annett made a presentation about the partnership at the Fulbright Office in Kyiv.

DEVELOPMENT OUTCOMES

Participant Impacts

During an interview with the project evaluator, Professor Katherine L. (Dee) Vernberg discussed the environmental-related Public Relations Writing course, MC 445, she developed for Kansas State University as part of the ALO Journalism grant. Dr. Vernberg was asked to reflect on the course from a strengths perspective. In her opinion, the strengths of the course to the students and the project goals were that it:

- increased student's awareness of current environmental events and issues related to water, water resources, and water quality;
- provided real-world experiences to help students understand that environmental issues are multifaceted, and that individuals and groups often hold differing, sometimes conflicting, views of the same phenomenon;
- enhanced their writing portfolio through varied types of writing experiences;
- provided students with opportunities to compare and contrast environmental issues from international perspectives;
- strengthened relationships across international boundaries; and
- strengthened the capacity within an emerging democracy to achieve educational outcomes with respect to developmental priorities.



Dee Vernberg and Victor Lukyanenko in the Altai Republic in July 2004.

regarding how U.S. and Russian journalists discuss environmental issues. He observed students in her classes on multiple occasions during his October 2003 and April 2004 trips to KSU, and made a presentation to Dr. Vernberg's class on environmental issues in the Altai Republic, specifically a recent earthquake.

Students enrolled in the Public Relations Writing course MC 445, taught by Dr. Dee Vernberg in fall 2003 were interviewed about their impressions of the course and Dr. Lukyanenko's participation in the lectures. Respondents were asked to tell a story of a time during their coursework when a project they worked on brought out the best in another person. They were asked to describe the situation, who was involved, what they did to make a positive difference and how they felt as a result of the experience; both of the students

In the course of the interview, Dr. Vernberg was also asked to reflect on the challenges of the environmental media course. The challenges cited were:

- student's lack of experience with investigative tools to write about current environmental events,
- student's understanding of disparate views about an environmental phenomenon, and
- isolating and aligning the common features between the KSU journalism course and grant project parameters.

A GASU partner, Dr. Victor Lukyanenko, met with Dr. Vernberg

who responded to our questions identified the presentation by Dr. Lukyanenko as a high point in their experience. During his presentation, Dr. Lukyanenko discussed the recent earthquakes in Siberia and the lack of media response to this event, despite being earthquakes of considerable magnitude. One student drew a comparison between the two cultures with the response, “The part that affected me the most was that the people living in that area really don’t have much of an alert system. Most were without any previous knowledge as to what might happen. It was just sad to know that so many people were without the technology that many of us take for granted everyday and really pay no attention to.”



Participants in the July 2005 workshop for journalists.

The experience of listening to the earthquake story from a different cultural perspective was significant for the other student as well. They described a feeling of being “overwhelmed” with the issue and found it “hard to pinpoint what I wanted to write about” for their course assignment. They found the group discussion particularly useful, indicating that Dr. Vernberg helped the students understand the issue by bridging between the event and the context of writing for the public. They also stated that the other students “brought out the best in one another through their questions to Dr. Lukyanenko.” Although most students did write about the purpose of Dr. Lukyanenko’s trip for their course assignment, this respondent “focused on what was happening in Siberia and Dr. Lukyanenko’s role.”

The students were asked to go deeper into their classroom experience and reflect on their positive traits (greatest skills, abilities, talents, and gifts) with respect to their own environmental journalism capacity. One student identified their reliability and honesty saying “I won’t write a dishonest story.” The second student identified “passion” as a particular strength. In so doing, this respondent highlighted the importance of research in environmental journalism, linking their passion with writing from an informed stance and responsibility to the public. In their own words: “Regardless of the side I am arguing or the information I am giving out. If I think it is important I tend to be very serious and passionate about it. I think to do environmental journalism you must be passionate to learn exactly what you are writing about. Some things are very foreign to most people in this area and to write about it you have to study it. As journalists we know that research is important, but in this area it is imperative because even if you have a general idea of the topic, you are relaying to people who have no real knowledge and you must make it understandable to them. You have to want to learn this stuff and you must feel it is important to get the word out on this issue.”

The language these students used in describing this course indicates they were motivated about environmental journalism by engaging in conversation around a real environmental issue, that they valued the opportunity to engage in conversation about an environmental disaster with a member of a different culture, that their horizons were broadened by reflecting through their discussion and writing upon environmental issues and how cultural responses differ to such an event.

When asked about his experience in the class, Dr. Lukyanenko cited Dr. Vernberg's passion and how "she can use it as an attraction for students in her classes, making the topics studied interesting to the audience. A highly professional journalist with an exceptionally good knowledge of what to do with a word and a pen (computer)."

The Russian Principal Investigator, Dr. Victor Lukyanenko, was asked by the project evaluator to explain the major barriers to developing a journalism program at GASU. He replied that there were several, including

- difficulties in finding a job after graduation
- unstable funding of newspapers (some of them are dependent on advertising and some on political preferences-some party funding)
- the lack of professional lecturers

He explained that journalism classes at GASU deal mainly with the style of writing and other language issues. Advertising and PR are not taught in Gorno-Altai, although now this is one of the most important things for a future journalist. When asked to name the best journalism school in Russia, he said that it is in Moscow State University. The best Russian journalists graduated from there. It and the dean of the school are legendary in journalistic circles. This person taught journalists to understand the freedom of media (press included).

Abby Mills, a journalism and Russian language student from the University of Kansas who participated in the project returned to Gorno-Altai in summer 2005 and interviewed five students who had attended



English language students in the Altai Republic watch a documentary about the GASU/Kansas exchange.

lectures Ms. Mills presented as part of the program. The thing that left the biggest impression, they all agreed, was simply the fact that Ms. Mills was there. She had explained to their class that she had received a grant from NSEP that allowed her to study anywhere in the world and they were very surprised to hear that she had chosen Gorno-Altai because it is such a small, simple town.

The students said that the most valuable thing visiting Americans can provide is language practice. They said gaining a mastery of English was key to their professions and they wanted all the help they could get to learn it as best they could. They said it's difficult to get English practice where they are.

They also said that they think young speakers are the most helpful because in Russia, the culture still mandates humility and respect in front of elders and this inhibits them from practicing conversational English with visiting faculty. According to one respondent: "That reminds me, we asked you (Ms. Mills) in that first class to compare how the professors interact with students in Russia with how they interact in the United States. You said that here you always feel this barrier, but it's obvious in Russia and not so noticeable all the time in America. Because of that, probably, we young people are more hesitant to talk to

grown ups.” As a result, talking with other students provides the opportunity for more relaxed, personal interactions that the students wanted most out of visitors.

Since the students all have two specialties, teaching and English, Ms. Mills asked them to elaborate on what role they see their language skills playing in their respective futures. One respondent replied: “Knowing foreign languages is very important right now for our development because it’s very hard and not all people study them. People studying law, economics, geology and other things take language, but only we really study them. It’s popular to study right now because it’s so important for development.” A second respondent followed up by saying “Language is also important in culture. It helps you understand the culture and mindset of other people and educate other people about your culture. It’s important for personal development. You start asking different questions and thinking differently. It also gives you more opportunities. You can talk with very smart people or with tiny children who still don’t know anything, but you communicate better with both. It puts you on a different level. That’s what I like about studying language.” A third respondent said: “Language is also just useful in everyday life, especially English. If you have a computer at home, you can understand what it’s saying. It helps with a lot of the programs, most of which are written in English. If you don’t know English, you don’t know how to make it run.” And the final respondent replied “English is everywhere on television, too. There are lots of commercials with English words. It’s easier for us to understand. We know what it means.”

The two students from the University of Kansas who participated in the exchange, Heidi Mehl and Abby Mills, were asked to reflect on their experiences of working with Russian journalists, students and professors:

The water quality project in Gorno-Altaiisk funded by USAID is opening up new opportunities. It allows people from different cultures to focus on their similarities while working together for the common cause of environmental preservation. All members of the exchange reap these benefits, but as undergraduates we are especially fortunate to have had the opportunity to work on this project so early in our respective careers.

Each of us discovered this program through work we were already pursuing in our fields. Heidi, a senior in biology, has worked with Ray Pierotti and Cynthia Annett since 2002. She goes to their farm north of Lawrence, Kansas, every month to work on her study of the mouse population in the surrounding area. While visiting their home, she frequently admired their collection of artifacts and souvenirs from Siberia and listened to Cynthia tell wonderful stories of the Altai and the people she visited there. One day, while visiting them, Cynthia asked her if she would like to go to Siberia. She immediately said yes and it set her participation in the trip into motion.

Abby, a senior studying journalism and Russian, met Cynthia while completing an internship as a reporter at the *Lawrence Journal-World*. During one of the Russian group’s visits to Lawrence, they took a canoe trip down the Kansas River. Abby was given the assignment to cover the trip. When she arrived, she mentioned to Cynthia that she studied Russian in addition to journalism. Cynthia then told her about the journalism aspect of the water grant and how the group would be working over the next summer to talk with Russian journalists about how they cover environmental news.

To that end, Abby and Dee Vernberg conducted a workshop during our stay in Gorno-Altaiisk. We explained the process of how we put together a newspaper in the United States and then gave case studies of how reporters in our area have covered various environmental news stories. We also described how the paper gains information about such stories and described the importance of non-governmental organizations in alerting the public about environmental issues. Our presentation was followed by a question and

answer session, where we learned that Russian papers operate much like ours, including using non-governmental organizations as a primary source of information.

The biology team did most of its work during a trip to Lake Teletskoya. Russian and American scientists worked together to perform chemical analysis on waters that run into the lake. With two villages and an increasing number of tourist sites appearing on the lake, there is more concern about pollution in the runoff. We tested a number of streams for their concentration of phosphate and nitrate, pH, fecal coliform, turbidity, and dissolved oxygen. It is our hope that with our results a plan can be enacted to utilize riparian buffer strips and prevent Lake Teletskoya from giving way to pollution. Currently, it is gorgeous and clear, supporting a diverse array of life.

Continued analysis and planning can help it stay that way.

While this official work is extremely important, the most valuable part of this trip in our opinion was the cultural experience. We had the opportunity to learn first-hand that people from the other side of the world are not so different. We seemed to have more things in common with the Russian students we met than we had differences. Heidi spent an evening at the lake with two of the students, Galia and Ann, talking about movies we had all seen. We sang songs like “Lean on Me,” and “Yellow Submarine.” We made an effort to learn as much as we could about another culture, and in turn our new friends learned about us. Ann and Galia told us that they had been a little bit scared to meet us in the beginning because they didn’t know what Americans would be like. After only three weeks of bonding, we were all in tears when we had to leave.



Scientists, journalists, and linguists working on water quality issues at Lake Teletskaya.

Many of the things we had in common, such as musical groups and movies we all liked, can be attributed to the pervasiveness of American culture. That same pervasiveness is a main reason these exchanges are so important. Mass-marketing and exporting our culture in the form of entertainment and a sometimes overwhelming amount of goods can perpetuate a stereotype of the “ugly American.” The American group worked hard to avoid looking like colonizers with all the answers. We worked hand-in-hand with Russians to exchange knowledge rather than just telling them what we thought was correct. We all learned new Russian words and attempted to blend in as much as possible. Efforts to respect and learn from Russian culture helped form positive bonds with our Russian counterparts on both a professional and personal level. We hope to continue those bonds through the years. We both have been changed by this trip and are working to incorporate this work into our careers after graduation. We met and have continued to keep in touch with undergraduates like ourselves in the Altai region. These people will be the next generation of academic leaders in their areas and we will have a jump-start on positive relations there.

The scientific collaboration is essential to keep the waters of Lake Teletskoya clean. The journalism work is key to informing the public of the ecological state of their home and giving them the information they

need to make choices in their new democracy. Neither of these could be accomplished without positive relations between the Americans and the Russians participating in this exchange. We hope we have contributed to that goal and hope to continue working on it well into the future.

Institutional Capacity Building

GASU

As a result of the project, GASU partners met and worked with journalists who represent many media outlets in the Altai Republic and the Republic Government. Project activities have strengthened the relationship between GASU and journalists in the Republic. GASU has been able to share information on the work of the university in the areas of the environment and international programs. GASU has also been invited to participate in the Internet newspaper publication, *eAltai*, <<http://www.eAltai.gorny.ru>>. These activities increased GASU's capacity to provide continuing education for working journalists and to train future journalists. GASU partners had the opportunity to participate in communication and journalism courses at KSU. The university was provided with course materials to use as a template in its own program. Also, the partners have obtained materials from the environmental journalism program in Kyiv, including a textbook written by one of their faculty. This material is being translated into Russian from Ukrainian by GASU faculty and will be incorporated into future courses. Materials from other Russian institutions, including textbooks, have been obtained, which can be adapted to GASU course offerings.

Students in the English Language program at GASU have had opportunities to work with native English speakers, something that is not otherwise available in that region. U.S. project participants have regularly lectured in GASU English classes on topics such as media relations, the structure of U.S. higher education programs, and cultural diversity in the U.S. Directly as a result of this project a journalist with the *Lawrence-Journal World* who was a journalism/Russian major at KU, was in residence at GASU for the Fall 2004 semester. This student conducted workshops and discussion groups for GASU students in journalism and engaged in Russian and English language tutorials with GASU foreign language students.

Through this project, the partners designed curriculum for students interested in journalism, and created materials to help working journalists in the host country. A workshop was offered to working journalists during July 2004.

The population of the Altai Republic is 30% indigenous Altaian. This population is represented proportionately at GASU and there are many indigenous Altaian reporters and newspapers printed in the Altaian language. The partners made a special effort to include Altaian reporters in the project. In addition, a Native American environmental science student, Heidi Mehl, was able to participate in the exchange with funding from NSF. Ms. Mehl worked closely with Abby Mills to develop examples used in the journalism workshops. This increased the interest of Altaian reporters.

The international program at GASU has expanded to include students in the humanities and social sciences, requiring the formalization of the program at an institutional level (previously it had been focused on the science department). In particular, by expanding the program to include students in the Altaian language program, the project team has provided a direct link between the Altaian language schools and media outlets and journalism training in the U.S.

University capacity has been enhanced by the acquisition of a CD writer, scanner, laser printer, and DVD player, as well as an English-Russian mass media dictionary and several books on environmental journalism and professional reporters guidelines from the Associated Press and other institutions.

GASU is also increasing its capacity to host foreign students. During the project period, GASU hosted a KSU graduate student and a KU undergraduate for extended stays, both funded by the National Security Education Program.

KSU

KSU redesigned its media relations course to act as a model for GASU. The new course was offered for the first time during the Fall 2003 semester and included a series of lectures by the GASU principal investigator. Selected course materials are located in Appendix C.

KSU journalism students gained exposure and access to international environmental and communication issues. They have also learned about water issues in Kansas and the U.S. through their journalism coursework as a result of this project. Please see Appendix E for an evaluation of student experiences in this course.

KSU faculty gained international experiences and intercultural communication skills that will enrich their future professional activities.

KSU's Office of International Programs developed additional student exchange opportunities with GASU. During Summer 2005, GASU and the Altai Republic Rotary Club hosted two KSU students for five weeks. The students taught English at a children's camp sponsored by the Rotary Club.

During the January 2005 visit to Ukraine, the partners developed many contacts with potential new collaborators. A planning grant for collaboration in sustainable agriculture, including work with the environ-

mental journalism program in Kyiv, was submitted and future grant writing endeavors are planned. Expanding the existing partnership to an additional country will help the partners develop new opportunities for collaborative activities.



Friends of the Kaw discussed environmental challenges associated with protecting Kansas rivers with GASU students and faculty.

Community Outreach

In Summer 2003, a delegation of faculty and students from GASU traveled to Kansas. During this trip, the partners worked with a local organization, Friends of the Kaw. This organization sponsored a canoe trip to share information with the GASU delegation on the status of the Kansas River, one of the most polluted rivers in the U.S., and the Friends of the Kaw's efforts to preserve it. Local journalists reported on the trip, which

allowed a local community organization to draw attention to an important local environmental issue. Please see Appendix A for a link to the story which appeared in the *Lawrence Journal-World*. The newspaper reporter who wrote the story subsequently traveled to the Altai in Summer 2004 and assisted in developing and delivering a workshop for local journalists.

During each visit to the Altai Republic, GASU and U.S. partners were interviewed by various local media outlets. Several reports related to the project have been published and broadcast throughout the community by the local media. A list of reports can be found in Appendix A.

Workforce Development

The partners designed a curriculum for students interested in journalism, and created materials to help working journalists in the host country. Increasing GASU's capacity to provide continuing education for journalists will improve the quality of news reporting.



The partners met with the head of the Environmental Committee of the Ukrainian Parliament.

Trade Capacity

Ecotourism is a primary economic development activity in the Altai Republic. Ecotourism is directly dependent upon public perceptions of environmental quality. The partners' work to improve the reporting of environmental issues can help to avoid dissemination of misinformation or exaggerated reports of public health concerns, as has been common in the media. By linking journalists directly to scientists and health experts at GASU this project improved the quality of information provided to journalists. One of the participants in the Summer 2004 exchange was a journalism professor with a background in nursing and public health, and materials provided to GASU as examples for use in courses focus on appropriate techniques for reporting disease outbreaks and health concerns.

Interactions with Government Officials

Local Government

Partners met with Alexei Ivashkin, chief specialist of the committee on information and national policy for the Altai Republic Government, chief of the guild of environmental journalists, and editor of the Internet paper in the Republic.

In January 2005, representatives from state-run media outlets participated in meetings with U.S. and Russian partners.

Partners met with the chair of the Environmental Committee of the Ukrainian Parliament in January 2005.

Tribal Government

During the Summer 2003 exchange, U.S. and GASU partners met with the Navajo Nation Environmental Protection Agency, and Octaviana Trujillo, the former Tribal Chairwoman for the Pascua Yaqui Tribe of Arizona.



Victor Lukyanenko, Yuri Tabakaev (GASU Rector), and Nikolai Malkov (GASU professor) with a Paraguayan flag, sent to them by Martín Almada.

Meetings with U.S. Government Agencies

October 2003 - GASU and U.S. partners met with USAID mission staff at the Moscow Embassy to update them on the status of the project.

April 2004 - GASU and U.S. partners met with the USAID mission in Moscow. They presented an hour-long seminar on the exchange, including a short documentary made of previous exchange trips. The USAID Program Director and his staff (approximately 15 people) attended the presentation and an hour-long discussion which followed.

January 2005 - U.S. and GASU partners met with USAID mission staff at the Kyiv and Moscow Missions to discuss the project and development of partnerships with institutions in Ukraine. Copies of ALO grant reports and the video documentary of the project were provided.

Meetings with Non-Government Organizations

Summer 2003 – GASU and U.S. partners worked with a local organization, Friends of the Kaw. This organization sponsored a canoe trip to share information with the GASU delegation on the status of the Kansas River, one of the most polluted rivers in the U.S., and the Friends of the Kaw’s efforts to preserve it.

April 2004 – GASU and U.S. partners met with Dr. Martín Almada from the Celestinta Perez Foundation of Paraguay. An MOU between GASU and this NGO has been developed.

January and July 2005 – GASU and U.S. partners met with Valentina Pidlisnyuk, director of the Sustainable Development and Ecological Education Center (SDEEC). The SDEEC provides environmental education to communities in the Ukraine.

UNEXPECTED OUTCOMES

Cultural Exchanges

In Summer 2003, a delegation from GASU and Kansas visited the University of New Mexico and Northern Arizona University. The nature of these meetings was an exchange of information on communication, education, and environmental issues relating to indigenous populations in the U.S. and Altai Republic. One of the most interesting activities for the GASU delegation was to discover similarities and differences between indigenous Altaian and Native American cultures. The group was exposed to traditional values of American Indians and learned a lot about their attitudes toward sacred springs and traditional practices. One of these practices was butchering a sheep at Moenave in the Navajo Nation, where the group was camping. The sheep was butchered by a Navajo host and Nikolai Malkov, a GASU professor. Each of them was responsible for his own half of the sheep. They did the work practically simultaneously, losing no blood as both in the Altaian and Native American tradition nothing should be wasted. When the traditional dishes were cooked, Malkov was able to give Altaian names for each. Visitors from GASU also made bread in the traditional Navajo way and later all of the people shared the food they had cooked together. The exchange to Arizona resulted in a partnership with Northern Arizona University that subsequently led to the visit by a NAU professor and two students to GASU in July 2005. The participation of Native Americans in the exchange greatly enhanced the ability of partners to reach out to Indigenous Altaian journalists.

During this project, a relationship was also established between GASU, U.S. partners and the Altaian Music Academy, which serves the Indigenous Altaian population and provides instruction in indigenous music. During the Summer 2005 exchange, the Ozark Folk Center State Park and Northern Arizona University presented the Altaian Music Academy with a mountain dulcimer and a handmade Native flute. Subsequently, the partners developed a memorandum of understanding to further develop cultural exchanges between the Altai Republic and the U.S. Dustina Abrahamson, a Haskell Indian Nations University student and participant in a previous ALO grant, will work on this project during her graduate studies at KU.

During the Summer 2005 exchange, the Ozark Folk Center also presented the Altai Republic Museum with a collection of traditional handicrafts representative of the Ozarks. The items were made into an exhibit for the museum. Partners also met with staff from the Center for Developing Folk Arts. Further discussions between this organization and the Ozark Folk Center will occur in November 2005.

There were opportunities for dissemination of philosophical approaches to environmental issues. As a result of The Civil Society Group's participation in this project, there is increased potential for the indigenous groups of



GASU and Kansas partners present gifts from the Ozark Folk Center to the Altai Republic Museum.

each of these nations to spread information about their traditional approaches and their new approaches to facing their respective environmental problems. CSG provided video documentation services during these exchanges, specifically the time and professional expertise of Mike Cuenca. CSG provided these services at no charge, deferring payment until funding could be obtained to support the production of a documentary on these exchanges.

Developments at KSU

Unanticipated successes include the formation of a new institute at Kansas State University. The Institute for Civil Discourse and Democracy (<http://www.ksu.edu/sctd/icdd/index.html>) was founded after faculty in the Speech Communication department met with GASU partner Victor Lukyanenko during his April 2004 visit to Kansas. During discussions with Dr. Lukyanenko KSU faculty were able to learn about the pro-democracy movement in the 1980's in Moscow, the importance of educating journalists in Russia, and how university faculty can participate in international exchanges.

Additional Student Support/Participation

Three project participants received funds to further collaborate with GASU. Abby Mills, KU undergraduate and Lawrence journalist, was awarded an undergraduate NSEP to spend nine months in Russia. She spent the Fall 2004 semester at GASU and the Spring 2005 semester in the journalism program at St. Petersburg State University. Wendy Griswold, KSU staff and graduate student, received a Boren fellowship to conduct pre-dissertation research in the Altai Republic. She spent Summer 2005 in the Altai Republic, investigating the providers of adult education in the Republic. A Native American student participating in an NSF-sponsored Undergraduate Mentoring in Environmental Biology program at KU, Heidi Mehl, was able to travel with the ALO-sponsored U.S. team and participate in journalism workshops at GASU. As a result she was able to learn ways to use her background in environmental sciences to work with international journalists. She was awarded a Boren fellowship and will spend Summer 2006 in the Altai Republic working on water quality issues.



GASU and Kansas partners during a visit to the Institute of Journalism in Kyiv.

Partnership with Ukraine

Another unanticipated outcome is that KSU and GASU have developed a partnership with the National Agricultural University of the Ukraine (NAUU). The U.S. partners met with Dr. Valentina Pidlisnyuk, professor and head of the agroecology department at NAUU during her visits to KSU over the course of her Fulbright fellowship. U.S. partners facilitated the meeting of NAUU and GASU representatives with the goal of transferring projects and lessons learned from GASU to NAUU. GASU and U.S. partners traveled to Kyiv in January 2005 to meet with a variety of potential partners. The connections established in

January 2005 will help to expand the partnership in new and unexpected ways. It is possible that GASU and the Institute of Journalism in Kyiv will establish exchange and internship programs between the two institutions. Dr. Pidlisnyuk visited the Altai Republic in July 2005 to continue the development of this relationship.

Partnership with Paraguay

During the Fall 2003 visit of a GASU representative to Kansas, the U.S. partners were able to arrange a visit by Dr. Martín Almada, head of a human rights NGO that specializes in providing solar ovens to remote indigenous villages in the Chaco of Paraguay. Drs. Lukyanenko and Almada negotiated a memorandum of understanding between GASU and Dr. Almada's organization. During the Spring 2004 visit of U.S. representatives to Altai, the partners presented the MOU and a Paraguayan flag to the Rector of GASU. The partners will continue to facilitate technology transfer between Dr. Almada's organization and villages in the Altai Republic.

Disaster Relief and Recovery

U.S. partners collected and delivered disaster recovery materials donated by the Northwest Arkansas Service Center of the American Red Cross to GASU. The purpose was to assist with earthquake recovery efforts. Use of these materials assisted Dr. Tatiana Lukyanenko, Dean of Psychology, in securing funding from the Russian government to provide services to earthquake stricken communities.



Victor Lukyanenko met Martín Almada during one of his exchange visits to Kansas.

CHALLENGES AND LESSONS LEARNED

We encountered significant challenges over the course of this exchange. We were able to overcome the difficulties they posed because of the well-established relationship between the partners, which provided many different pathways for communication and a strong bond of trust between participants.

Our first major challenge resulted from a natural disaster. On September 27 and October 1, 2003, earthquakes struck the Altai Republic. They ranged between 7 and 9 on the Richter scale, and were followed by a large number of aftershocks. The earthquakes struck in the southern region of the republic, the region that is most impoverished and has the highest population of indigenous Altaians. In many areas, discharges released by the quakes have contaminated the drinking water. Many schools and other public facilities were either destroyed or damaged severely. Families have been separated as children were moved northward to safer communities with undamaged schools. During the October 2003 exchange visit to the Altai, many journalists were away covering the disaster and unavailable to participate in meetings with GASU and U.S. participants. The aftershocks that hit the city of Gorno-Altaiisk and impacted GASU, interrupting communication between partners, which made planning for the Summer 2004 exchange even more challenging than usual.



Partners met with directors and faculty members of the Institute of Journalism in Kyiv.

notice of the close working relationship between the U.S. and Russian partners, and told us that they would have to reassess their assumptions about the possibility of a three-way exchange. Our success resulted in the visit by a representative of the Ukrainian institutions to GASU during the Summer 2005 exchange and discussions about setting up a faculty and student exchange program between NAUU and GASU. We are now seeking funding to create joint KSU-KU-NAUU-GASU coursework in sustainable development.

Our second major challenge resulted from a political uprising. When we first proposed to form a partnership between GASU and the Ukrainian institutions in Kyiv we had no way to know that political unrest in Ukraine would result in alternating anti-American and anti-Russian sentiments, greatly complicating the arrangements for the January 2005 exchange. When we were finally able to arrange for both U.S. and Russian partners to visit Kyiv together we found ourselves arriving on the day of the presidential inauguration, and our meetings with university and government officials became centered on how to move past the recent political events to form a U.S.-Russian-Ukrainian partnership to further our program. The Ukrainian officials took special

PLANS FOR FUTURE ACTIVITIES

In July 2005 we were able to continue our activities using funds from several other sources; an NSF-UMEB grant to KU and KSU for mentoring Native American undergraduates in the environmental sciences; a Boren fellowship to Wendy Griswold; and an NSEP undergraduate fellowship to Abby Mills. During the Summer 2005 exchange Mike Cuenca and Abby Mills were able to work closely with journalists in Gorno-Altai. Abby Mills and Wendy Griswold conducted interviews with participants in the 2003-2004 exchanges to provide information on project evaluation. And Valentina Pidlisnyuk met with the Rector of GASU and facilitated discussions about future exchange activities between GASU, NAUU, and the journalism school in Kyiv.

Our future plans call for expanding our NSF-UMEB program when we submit a proposal for a renewal in 2006. We hope to obtain funding to expand the program from KU-KSU-GASU to include participants from Northern Arizona University, the University of Alaska at Anchorage, and the National Agricultural University of Ukraine. We plan to continue including environmental journalism as one component of this program (Abby Mills was an example of this aspect of the program).

We hope to develop an exchange between GASU and the journalism school in Kyiv, providing faculty and students from both institutions opportunities to share resources. The Kansas Center for Agricultural Resources and the Environment at KSU is working to develop further cooperative opportunities with partners in Ukraine.

We are in the process of developing a cultural exchange program with the Bannock Band of the Shoshone Nation in Idaho, the Ozark Folk Center in Arkansas, the Minister of Culture of the Altai Republic and the Altai Music academy. Dustina Abrahamson has already made presentations to the Tribal government of the Shoshone Nation to secure their participation in an exchange during Summer 2006 so that dancers and musicians can participate in a major cultural festival in the Altai Republic. In November 2005, John van Orman, the director of music from the Ozark Folk Center will visit Gorno-Altai to discuss plans to bring musicians from the Music Academy for performances in the U.S. We hope to develop an ongoing education program aimed at Junior High and High School students through the Ozark Folk Center, Altai Music Academy and the Tribal schools on the Shoshone Reservation in Idaho.

During September and October 2005 Richard Warner of First Peoples Worldwide is visiting both GASU and the U.S. partner institutions to develop a case study for USAID of our first ALO grant. We are working with Mr. Warner to assess our exchange program and develop new approaches to expand our program.

Heidi Mehl will return to GASU during the Summer 2006 on a Boren fellowship. Ms. Mehl is now a



U.S. partners performed at an Altai Republic cultural festival in July 2005.

Masters' student in the Center for Indigenous Nations Studies at KU. She plans to work with environmental chemists, educators, and journalists to create outreach materials for improving communication of scientific information to the public about environmental issues. She will also work with schools in the Altai Republic and on the reservation of the Prairie Band Potawatomi in Kansas to develop education materials for use in the classroom.

Representatives from NAU, KU, and the University of New Mexico have been invited to present a panel discussion on indigenous issues during the Chernobyl commemoration in April 2006 in Ukraine.

Dr. Victor Lukyanenko will visit Kansas and Arizona in November 2005 to continue developing programs and exchange opportunities with U.S. partners.

QUANTITATIVE DATA

1. One new curricula was developed as a result of partnership activities.

- KSU redesigned its media relations class to serve as a model for integrating communication about environmental issues into reporting and public relations.

2. 389 females and 384 male host country nationals were trained through partnership activities.

- Meetings with media correspondents to discuss the project – 23 persons

- Workshop for journalists to exchange information on media practices in U.S. and Russia: 5 people

- Discussed the awarding of the grant with the Learned Council of GASU - 60 professors

- GASU and U.S. partners met with students and faculty of the languages department at GASU - 60 persons

- GASU and U.S. partners met with students and faculty of GASU - 100 persons

- Two meetings with high school students (a Republic Indigenous Altaian high school) to make a presentation on the project - 20 people

- Five meetings with students of GASU languages department to present the results of the October 2003 exchange visit and the project - 60 people

- “Freshman Day” presentation for incoming GASU students in the biology, chemistry, agriculture, and languages departments. Past ALO-sponsored participants gave a presentation and slide show from the July 2004 trip of U.S. partners traveling on ALO- and NSF-sponsored projects. The presentation covered both scientific and cultural aspects of the collaboration between GASU and Kansas universities - 250 students and 50 faculty

- GASU and U.S. partners gave three presentations to 1st, 3rd, and 4th year English language students at GASU. The partnership and future journalism workshops was the topic of the presentation - 60 students

- Three presentations to GASU English language students - 60 people

- Two presentations to students at the Altaian Gymnasium - 25 people

- One presentation to the GASU Russian language department students and faculty - 20 people

- One presentation to graduating high school students in the region



An English Language class at GASU during an exchange visit. The topic of this particular class was journalism and media relations.

3. 91 faculty members, students, and other personnel from the U.S. partners were involved in partnership activities

Activities of Faculty members and other personnel – coordinating exchange and partnership activities, assistance in developing curriculum modules, presentations to university classes.

Student activities – participants in exchange activities and project activities, enrolled in courses or workshops where project activities or information obtained from exchanges were presented.

4. \$45,800 is the value of new contributions leveraged by the partnership for its activities beyond those anticipated in the original proposal.

- Boren Fellowship for Wendy Griswold - \$11,800
- Boren Fellowship for Heidi Mehl- \$14, 216
- NSEP Fellowship for Abby Mills - \$12,000
- National Science Foundation Undergraduate Mentoring in Environmental Biology (involved students in exchange activities) - \$22,000

5. Three formal links have been established with other host country or U.S. institutions for capacity building activities beyond those anticipated in the original proposal.

Northern Arizona University (NAU) – During the project period, staff from NAU and GASU have participated in exchange activities. These institutions, along with the Kansas partners will work to develop future exchange opportunities.

Altai Music Academy – A memorandum of understanding is being developed to initiate cultural exchanges.

National Agricultural University of Ukraine (NAUU) – A memorandum of understanding is being developed to develop exchange opportunities between GASU and NAUU students.

6. Eight other host country institutions have benefited from the partnership’s activities through participation in workshops and discussions.

- *PostScriptum* newspaper
- The Committee on Information and National Policy for the Altai Republic Government
- The Guild of Environmental Journalists
- *eAltai*, the internet paper in the Republic
- *Zvezda Altaya* newspaper
- Gorny Altai (State Television Radio Company)
- Altai State University (Barnaul)
- The *Yrustu*, newspaper for young Altaians published in the Altaian language

7. Host country partners engaged in their government’s policy dialogue in some area of development in the following instances:

- Discussed the project with the chief specialist of the committee on information and national policy for the Altai Republic Government.
- Representatives from state-run media outlets participated in several meetings about the project the partners.

APPENDICES

Appendix A. Media Reports and Publications

Media reports

Mills, A. (2003, June 2). Russian visitors study Kaw for answers to take home. *Lawrence Journal World*. <http://www.ljworld.com/section/citynews/story/133947>.

Associated Press. (June 3, 2003). "Russians study Kansas River during visit". *The Manhattan Mercury*. <http://www.themercury.com/stories/article.12424.aspx>.

(2003, November 28). Friends and neighbors. *Lawrence Journal World*. <http://ljworld.com/section/citynews/story/153473>.

Kravtsov, Andrei. (2004, February 4-11). How to reach the top? *Moscow Komsomolets*, 6.

Ehmke, L. (2004, Spring). World traveler. *Update*, 3.

(2004, May). Radio broadcast of meeting between GASU, U.S. partners, and Altai Republic journalists. *Gorny Altai (state television radio company)*.

Shadrin, V. (2004, July 15). In Kansas, everything is different. *Zvezda Altaya*, no 120, 1.

(2004, August 5). Less and less of clean water – K-State ecologists on Lake Teletskoye. *Postscriptum (ITAR-TASS)*.

Mills, A. (January 27, 2005). I was surprised to find the life in two countries so similar. *Postscriptum*, no. 4, 6.

(January 27, 2005). At our age the science and journalism are very powerful. *Postscriptum*, no. 4, 7.

Opongosheva, S. (February 5, 2005.) The Altai won the heart of the girl. *Altai dyng Cholmony*, no. 18, 2.

Henrickson, A. (July 5, 2005). Haskell, KU students involved in project to improve water quality in Siberia. *Lawrence Journal World*.

Kolocova, T. (July 20, 2005). In America clover also grows. *Listok*, no. 29, 2.

(July 21, 2005). The Republic continues festival! *Postscriptum*, no. 29, 16-17.

Kolocova, T. (July 27, 2005). Seas and oceans are no obstacle for friendship. *Listok*, no. 30, 1.

Publications

Calhoon, J. A., Wildcat, D. R., Annett, C., Pierotti, R., & Griswold, W. (2003). Creating Meaningful Study Abroad Programs for American Indian Post-Secondary Students. *Journal of American Indian Education* 42(1), 46-57. <http://jaie.asu.edu/abstracts/abs2003.htm>

Calhoon, J.A., and C.A. Annett. (2003). American Indian and Altaian literacies. *International Journal of Learning* vol. 10: 2113-2124. <http://www.LearningConference.com>.

Connections between indigenous peoples in Siberia and America. (2003). *Biohawk, the University of Kansas Biology Division newsletter*.

Davis, L. (2004, September 3). K-state faculty members, K-state and KU students, spend summer studying water quality, environmental journalism in Siberia. (press release through KSU media relations)

Khaidarov, D. (2004, April 21). Gorno-Altai State University from the perspective of Gdedavid. *Moscow Kosmomolets*, 4.

Lukyanenko, V.N. (2004, January). Five years of collaboration and friendship. *University*, 1, 2-3.

APPENDIX B. GRANT PROPOSALS SUBMITTED DURING PROJECT PERIOD

Funded Projects

National Security Education Program Graduate Fellowship. “The role of adult education in the development of democracy and civil society in the Altai Republic.” Wendy Griswold, KSU, Tatiana Lukyanenko, GASU. \$11,800.

During Summer 2005, Griswold conducted independent pre-dissertation research investigating the providers, methods, and target audiences of adult education activities in the Altai Republic.

National Security Education Program Graduate Fellowship. “Youth-based water monitoring in the Altai Republic.” Heidi Mehl, KU, Victor Lukyanenko, GASU. \$14,216.

During Summer 2006, Mehl will begin developing a new curriculum to teach water quality monitoring to children in Indigenous Communities.

National Security Education Program Undergraduate Award. Abby Mills, KU. \$12,000.

During the 2004-05 academic year, Mills studied Russian at GASU and journalism at St. Petersburg State University.

Proposals Submitted But Not Funded

National Science Foundation - Evaluation Research and Evaluation Capacity Building. “Indigenizing Evaluation.” Larry Erickson, KSU, and Michael YellowBird, KU. \$500,000.

This project addresses two primary goals related to science, technology, engineering, and mathematics (STEM) education: 1) the need for indigenously-informed evaluation frameworks to bridge between Native and Western scientific traditions to improve STEM education and build evaluation capacity among Native American graduate students and education, evaluation and environmental professionals; and 2) Native American’s access to, entrance in, and graduation from STEM disciplines.

Sustainable Agriculture and Natural Resource Management Collaborative Research Support Program. “Increasing Capacity to Integrate Outreach Linking National and Local Governments with Rural Communities and Farmers in Ukraine.” Larry Erickson, KSU, and Valentina Pidlisnyuk, NAUU. \$100,000.

This was a planning grant to develop the technical outreach capacity of institutions in Ukraine to provide environmental information and collaborative decision-making opportunities to local communities.

APPENDIX C. STUDENT PRODUCTS

Overview of design analysis presented by Abby Mills at July 14, 2004 workshop with Altaian Journalists

Newspaper organization

- American newspapers are usually divided into sections based on content of stories covered in that section.
- Stories within the paper are given a hierarchy of importance, indicated by both placement in the paper and size of headline.
- Most papers right now have a “centerpiece” design in which the most important story appears with an eye-catching picture in the center of the front page. Stories are then placed from top to bottom, front to back, in order of importance.
- In order to fit more stories on the front page, only the first parts of stories appear and then are completed on inner pages.

Story organization

- The first paragraph contains all the basic information of a story.
- Most stories are not chronological, but arranged in an “inverse pyramid.” Information flows from most vital to understanding the story to least vital.
- Paragraphs in news stories are small, usually only one to three sentences. Sentences are short and typically in subject-verb-object order.
- Most stories contain quotes, but those quotes are rarely longer than two sentences.

Advertising

- American newspapers never run advertisements on the front page.
- Advertisements are usually placed at the bottom or along the sides of the page so they can be clearly distinguished from stories.
- Those advertisements designed to look like news articles clearly state that it is an advertisement somewhere in the text and are usually separated by a box.

Environmental journalism

- Events, such as Earth Day or an oil spill are most likely to get news coverage.
- When an event is important enough to receive more than one story over a period of time, they tend to appear in a common format. The earliest stories give basic information about what has happened. They often also cover how the event impacts readers and, if applicable, gives advice on how to protect oneself. Subsequent articles talk about response to the event. Those are usually followed with stories assessing how the event was handled by authorities.
- Non-governmental organizations such as Green Peace or river-watch groups are the most common source of information for non-event environmental news coverage.

Article written by Abby Mills, published in the Postscriptum

Если бы вы пересекли Землю через ее центр, то на другой стороне земного шара, только немного южнее, обнаружили бы штат Канзас, США.

К сожалению, мне пришлось ехать более длинным путем.

Оставив свой дом в Оверланд Парке, в Канзасе, я пересекла 12 часовых поясов за два дня, чтобы в течение одного семестра изучать русский язык в Горно-Алтайске. Сюда я приехала в сентябре, а домой возвращаюсь 22 января.

Но этот регион начал интересовать меня задолго до сентября.

В июле я ездила в Республику Алтай в составе группы американцев, исследовавших качество воды. Мы анализировали не только качество воды в разных районах республики, но и то, как экологические проблемы освещаются в российской прессе. В группу входили профессора и студенты двух университетов Канзаса.

Впервые же о сотрудничестве университетов Канзаса и Горно-Алтайска я услышала в 2003 году, когда делегация ГАГУ приезжала в Лоренс, штат Канзас. В то время я работала в местной газете и получила задание написать статью о работе российских ученых и студентов.

Одной из целей сотрудничества было открытие кафедры журналистики в университете Горно-Алтайска. Меня, студентку четвертого курса университета Канзаса, изучающую журналистику и русский язык, заинтересовала возможность изучения обеих специальностей в России.

С тех пор мой профессиональный интерес к республике Алтай стал личным. Здесь у меня появились настоящие друзья. Через три месяца я чувствую себя здесь как дома, и, честно говоря, мне не хочется уезжать.

Конечно, я скучаю по друзьям и семье, которые остались в США, и очень хочу увидеть их снова. Но здесь очень многое стало дорогим для меня, благодаря людям, которые помогли мне, когда я оказалась в незнакомом для меня мире.

Щедрость и открытость русских постоянно удивляют меня. Команда каратистов, приехавшая в Горно-Алтайск из Новосибирска, пригласила меня к себе, чтобы я смогла узнать больше о других регионах России. Девушка, которая работает в Информационном Бюро, куда я часто хожу, предложила мне остановиться у нее, узнав о моих проблемах с гостиницей. Совершенно незнакомые люди, услышав обо мне, приглашали меня в гости, чтобы помочь в изучении русского языка.

И это только несколько примеров русского гостеприимства, с которым я столкнулась здесь. Я не хочу сказать, что все русские гостеприимны. Это зависит от человека. Я также не утверждаю, что американцам это качество не присуще. Но американская культура более индивидуалистичная, и, следовательно, мы более

закрыты по отношению к незнакомым людям. Конечно, у меня есть друзья в Америке, которые всегда готовы мне помочь, и я, также, никогда не откажу им в помощи. Но, кажется, за три месяца пребывания в Горно-Алтайске, у меня появилось столько таких друзей, сколько за 21 год жизни в Канзасе.

Несмотря на существенные различия в менталитете, я была удивлена, обнаружив, насколько жизнь в двух странах похожа. Американцы и русские смотрят одни и те же фильмы, слушают одну и ту же музыку. Мы все иногда недовольны правительством, работой, учебой, но нас радуют дети, друзья, семья.

Наталья Валерьевна Белозерцева

If you drilled a hole through the center of the Earth, beginning in Lawrence, Kansas, and heading slightly north, you would wind up in the Altai Republic, Russia.

Unfortunately, I had to take the long way around.

I traveled through 12 time zones over two days by plane and bus to reach this remote area of south-central Siberia. I arrived Sept. 22 to study Russian and left Jan. 22 to continue my studies in St. Petersburg.

When I tell most people about my year-long program, most understand why I would want to study in St. Petersburg, but can't figure out how I wound up in Siberia. I have long thought that the general apathy of the Western world to Russia outside of Moscow and St. Petersburg did harm to both countries. I wanted to find out for myself what hidden treasures Russia had to offer. The opportunity presented itself on a canoe trip down the Kansas River.

I was working as a reporter for the *Lawrence Journal-World* in the summer of 2003, when a delegation from Gorno-Altai State University visited Lawrence. The group is part of an exchange between the Siberian university and three Kansas universities: Kansas State University, Haskell Indian Nations University and my alma mater, the University of Kansas. Members from all of these institutions gathered in Lawrence for the canoe trip and I was sent to cover the story for the paper. I met with group organizers to find out what they were working on.

The partnership began with water quality. Kansas and the Altai Republic have similar continental climates and conditions that lend themselves to similar agricultural activities. The regions share ecologies and also ecological dilemmas. UMEB has funded scientific exchanges for the past five years to identify what those problems are in the sphere of water quality, study the extent of the danger, and develop innovative ways of solving contamination hazards.

A recent addition to the project is journalism. Journalism is an essential part of ecological work in the sense that journalists explain to politicians and the public at large the issues involved in and ultimate conclusions of scientific work. The grant aims to compare how journalists go about this work in each country and help train journalists to accurately "translate" highly technical scientific material.

As a senior journalism student studying Russian and looking for a way to combine my interests, the grant immediately interested me. Since that time, however, my professional interest in the Altai Republic has turned personal.

It was difficult to leave the many friends that I made during my four-month stay in Gorno-Altai. I have thought of them every day afterward and the kindness they offered to a girl lost in a foreign culture will stay with me for the rest of my life. So will the friends themselves. My relationships there have become so dear to me, crossing the cultural and physical distance between us is more of an interesting challenge that will have to be solved than any kind of impediment to our friendship.

The kindness and generosity of the Russians I met in Gorno-Altai amazed me. A group of girls from a class in which I had given a lecture thought (correctly) that I may be lonely and invited me to join in their group of friends. After our first meeting, we were already inseparable. A visiting karate team from Novosibirsk invited me to stay with them in their own homes just to show me their city. A woman I knew only because she worked at the Internet café I frequented invited me to stay in her apartment after hearing about difficulties with renovations in my apartment. These are just a few of the many examples of the way in which people went out of their way to make me feel welcome.

I, of course, can't say that all Russians are so hospitable. That obviously varies from person to person. I also don't want to imply that Americans are cold or unfriendly. But our culture promotes self-sufficiency over group mentality, which makes us seem more closed. I have friends in the United States of whom I could ask anything and who could ask anything of me, but I have nearly as many in Russia after only 4 months as I have made in my 21 years of life in Kansas. Russians simply aren't as reserved about asking for or offering help as are Americans.

This is one of several fundamental differences between the Russian and American cultures, but they are fewer than one may think. On the whole, I was surprised at just how similar life is in Russia. We listen to the exact same music and watch the exact same movies. We have the same complaints about school, work and the government and we hold things like family, pets and friendship in the same high esteem.

Gorno-Altai taught me the beginning of a very valuable lesson. I speak Russian better than when I arrived, of course, but that is really only one part of the goal. As I began to communicate with Russians I learned to identify our similarities and work through our differences. I have tried to connect with people not as an outsider, but as a person. The end result showed me how the lines between "us" and "them" that were so vivid only 30 years ago can be blurred by simple friendship.

Mills, A. (2003, June 2). Russian visitors study Kaw for answers to take home. Lawrence Journal World. <http://www.ljworld.com/section/citynews/story/133947>.

Although Russia and Kansas are on opposite sides of the Earth, they face similar ecological problems.

That's why six visitors from Gorno-Altai State University in the Altai Republic of southern Siberia floated down the Kansas River on Sunday with members of Friends of the Kaw.

The university has a partnership with Kansas University, Kansas State University and Haskell Indian Nations University to study how land management affects the water supply. The visitors, comprised of three students, a biology professor, the director of international programs and the university president, arrived in Kansas five days ago. Before they go home in about two weeks, they will have visited American Indian reservations in New Mexico and Arizona.

"When I heard the Russians were coming into town, the first thing I thought was that I'll take them on the river," said trip organizer Dave Murphy, with Friends of the Kaw.

In 2001, a group of students and faculty from Haskell visited the Altai Republic to test water cleanliness by measuring pH and oxygen levels. They compared the results to water from the Kansas River and found that while both had environmental problems, the Altai water was in better shape.

Grass-roots solutions

Murphy said one of the biggest pollutants in both Kansas and Altai came from animal feed lots in or near water sources. He said the situation was not as bad in Altai because the area was not as heavily developed.

A grass-roots movement developing in Altai is trying to keep it that way. The group works in conjunction with the university to monitor pollution levels, determine their effects and give that information to the public. Cynthia Annett, research professor at KSU Hazardous Substance Research Center, said more people in Altai drank straight from springs than in Kansas and water-borne illness was a problem there.

"We are answering the question of what water they are drinking," said Victor Lukyanenko, director of foreign programs at Gorno-Altaiisk.

Annett said efforts like these were important not only for information, but to foster democracy in a country struggling to escape a history of totalitarian rule.

"The university connecting with nongovernment organizations is democracy building," she said. "It's giving people an independent source of information on their water quality."

Getting out the message

Murphy said informing the public was an important tool in conservation.

"Raising public awareness is the biggest part of achieving our goal," he said. "Most people only see the river from a bridge while going 55 miles per hour. You can only get an understanding of how we feel by getting in the water."

Conservation efforts in Altai will include information dissemination through a journalism grant. Gorno-Altaiisk is working with its Kansas partners to develop a curriculum to teach journalists how to effectively convey environmental news. Dee Vernberg, journalism professor at KSU, has been working on the project and next fall will explore river ecology issues and how to report them with one of her classes. Lukyanenko will return to Kansas in October to work on the curriculum.

"We can contribute a lot to each other," he said. "It will give us a chance for better knowledge and more professional coverage for Altai journalists."

Public Relations Writing

MC 445 • Rec No. 17210

Spring, 2003

TTH 2:30 - 4:20 pm
Kedzie 220

COURSE INSTRUCTOR

Dee Vernberg, Ph.D.
Office: Kedzie 207
Office Hours: WTH 9:30-11:00
or by appointment
Telephone: 532-7064
e-mail: vernberg@ksu.edu

i E-mail is the best way
to communicate with
me.

Please...If you e-mail me, put a
descriptive word or phrase in the
subject area.

REQUIRED TEXTS

1. Bivins, T.H. (1999). Public Relations Writing: The essentials of style and format, 4th edition. Lincolnwood, Illinois. NTC/Contemporary Publishing Group.
2. Kessler, L. & McDonald, D. (2004). When Words Collide: A media writers guide to grammar and style, 6th ed. Belmont, California: Wadsworth.
3. McDonald, D. (2004). Exercises for Kessler & McDonald's When Words Collide: A media writers guide to grammar and style, 6th ed. Belmont, California: Wadsworth.
4. Dictionary
5. Associated Style Book.

REQUIRED MATERIALS

Zip 100 disk (MAC format)

REQUIRED ACTIVITY

Canoe trip down the Kansas River.

RECOMMENDED TEXT

Yale, D.R. (2001). The Publicity Handbook. Chicago: McGraw-Hill.

INFORMATION ON COURSE DESIGN & ACTIVITIES

This course is about how to write clear, coherent and persuasive messages for a variety of media and audiences. Course assignments are designed to help students to achieve proficiency in developing image-building messages and in developing strategies to disseminate these messages.

By the end of the semester, you will understand the four elements of public relations writing: purpose, strategy, medium, and style/format.

You will practice these skills by learning about Kansas rivers, and writing about the cultural, economic and political complexities of environmental issues that affect water quality in Kansas and the US.

As you consider these issues, you will learn about the affected parties in this controversy.

After meeting and interviewing some of the local stakeholders, you will demonstrate how they advocate their views on water-related commerce, recreation, and health.

The canoe trip will serve as a newsworthy event and as a way for you to experience the topic you will be writing about this semester. Please make arrangements to attend this activity. If this event conflicts with another class, please let me know so I can help you to obtain an excused absence.

CLASS ATTENDANCE, DUE DATES, AND INCOMPLETES

You are required to attend this class. Ungraded assignments and quizzes CAN NOT BE MADE UP unless the absence is excused by the instructor. Being absent also disrupts the class dynamics.

After six or more unexcused absences, you may be asked to drop this class.

Contact me immediately if you have a MAJOR personal illness or family emergency. If you are on official University business, contact me before and within 24 hours of your absence.

You are responsible for picking up assignments in a timely fashion if you are absent.

Deadlines are critical in public relations work.

Graded assignments are due at the beginning of class. For each weekday an assignment is late, I will deduct 10% from the total points you may earn.

Assignments more than 2 weeks late will NOT be graded and you will earn a zero for the assignment.

In JMC a grade of I (Incomplete) is given to students who have completed nearly all of their course work and have a major medical illness or family emergency at the END of the semester.

COURSE ASSIGNMENTS, QUIZZES AND EXAMS

Graded Assignments

| | 500 Points | |
|----------------|---------------|----------------|
| | First attempt | Second attempt |
| News Release 1 | 20 | 30 |
| News Release 2 | 20 | 30 |
| Fact Sheet | 20 | 30 |
| Feature Story | 20 | 40 |
| Pitch Letter | 20 | 30 |
| Radio PSA | 20 | 30 |
| Memo | 10 | 15 |
| Media List | --- | 55 |
| Cover Letter | 10 | 15 |
| Resume | 10 | 15 |
| Portfolio | --- | 60 |

Ungraded Assignments

| | 150 Points | Exams and Quizzes | 100 Points |
|-------------------|------------|-------------------|------------|
| Grammar exercises | 50 | Quizzes | 20 |
| News Release Lead | 5 | Midterm Exam | 80 |
| News Release | 10 | | |
| AP Style | 10 | | |
| Show, Don't Tell | 5 | | |
| Feature Lead | 5 | | |
| Feature Story | 5 | | |
| Media Advisory | 5 | | |
| Media Alert | | | |
| Canoe Trip | 25 | | |
| Radio PSA | 10 | | |
| Media List | 10 | | |
| Pitch letter | 10 | | |

ASSIGNMENT FORMAT, STYLE AND PROCEDURES

Graded Assignments.

Before each assignment, you will receive a cover sheet. This sheet outlines how you will be evaluated and gives important directions for the assignment.

Remember

- ✓ Read cover sheet directions
- ✓ Staple cover sheet to the front of your assignment.

I deduct points if you do not follow directions or do not properly attach cover sheet.

- ✓ Type work with black ink.
- ✓ Make work look professional.
- ✓ Use 8 1/2 x 11 white paper.
- ✓ Avoid sexist/racist language.
- ✓ Do not use expletives in work.
- ✓ Check grammar & spelling.

Unless otherwise stated, please double-space your work and use AP style for abbreviations and word usage.

Ungraded Assignments.

Grammar exercises are due at the beginning of class. You will write other assignments in class. These are designed to help you with graded assignments.

Quiz

The quiz will cover grammar and writing concepts covered in *When Words Collide*. You must attend class to take this quiz.

FINAL COURSE GRADES

Criteria for your final grade:

| | Points | |
|----------------|-----------|-----|
| 90 - 100% | 675 - 750 | = A |
| 80 - 89.9% | 600 - 674 | = B |
| 70 - 79.9% | 525 - 599 | = C |
| 60 - 69.9% | 450 - 524 | = D |
| 59.9% or lower | ≤ 449 | = F |

Cheating and Plagiarism

Cheating and plagiarism are serious offenses that may be punished by failure on the exam, quiz or assignment; failure in course; and/or expulsion from the university.

Plagiarism is using someone else's material as your own (this includes using someone else's material word for word or using their ideas and presenting them as your own).

On all assignments, quizzes, & exams, the following pledge is implied whether or not stated:

"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work". For more information, see the Honor System web page at:

<http://www.ksu.edu/Honor>

Also prohibited is "double-dipping" (using the same paper in classes with minor revisions). If you wish to use a topic for 2 classes discuss this first with your professors.

ACCOMMODATIONS

Any student in this course who has a disability that may prevent him or her from fully demonstrating his/her abilities should contact me **no later than 10 days** into this semester so we can discuss accommodations to ensure full participation and facilitate the educational opportunity.

INSTRUCTOR'S TEACHING PHILOSOPHY

- Students have an important role in their own learning. You are
 - expected to be a self-starter and problem-solver.
 - encouraged to ask questions in class or during office hours.
 - expected to be prepared for class.
- What students observe and learn independently or collaboratively is more powerful than information given to them by someone such as an instructor.

You will learn to be a better PR writer by

 - Rewriting and revising assignments.
 - Participating in class exercises and peer editing.
- The instructor's role is to provide guidance and a forum for learning to take place.
- The following community principles underlie how we make the classroom conducive to learning.
 - Preparedness
 - Attendance
 - Promptness
 - Respect
 - Tolerance
 - Collaboration
- One important measure of success in this class is IMPROVEMENT.

REQUESTS

PLEASE.....

- Inform me at the beginning of class if you must leave early.
- Do NOT use the computers in class for other class assignments or for personal e-mail.
- At the beginning of class, sit at the table not at the computers.

SUCCESS IN COURSE

I want you to succeed in this course. Hard work and perseverance will ensure your success. The following strategies also will help:

- Take notes in class.
- Be a consumer of the media.
- Read.
- Thoughtfully edit your work.
- Hand in work on time.
- Ask for help.

TENTATIVE COURSE SCHEDULE

The instructor will announce any schedule changes during class or on the class web site. You are responsible for all announced changes.

| Month | Day | Date | Readings | Homework In-class work | Graded Assignments |
|-----------|-----|------|---|--|--|
| August | TH | 21 | | Syllabus, Introductions, K-State online | |
| | T | 26 | Bivins, Ch. 1,2,15, pp. 53-59 Kessler, Ch. 1 | News articles about river | |
| | TH | 28 | Bivins, Ch. 6 Kessler, Ch. 2, 3, 10, Part 2 | Exercises 2, 10, 23, 26, 27 News Release Lead Charles Benjamin - Sierra Club | 10 points 5 points |
| September | T | 2 | Kessler, Ch. 4, 5, 11 | Exercises 3, 4, 5, 6, 11 News Release Ex. 28 | 10 points 10 points |
| | TH | 4 | Kessler, Ch. 6, 7, 8 | Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 | News Release 1 10 points 20 points |

TENTATIVE COURSE SCHEDULE

| Month | Day | Readings | Homework In-class work | Graded Assignments |
|-----------|-------|--|---|--------------------------|
| September | T 9 | Kessler, Ch. 9, 12, 13 | Exercises 19, 20, 21, 22, 25 12.5 points | |
| | TH 11 | | Quiz on Exercise 30 | |
| | TH 28 | Bivins, Ch. 6 Kessler, Ch. 2, 3, 10, Part 2 | Exercises 2, 10, 23, 26, 27 12.5 points News Release Lead 5 points | |
| September | T 2 | Kessler, Ch. 4, 5, 11 | Exercises 3, 4, 5, 6, 11 12.5 points News Release Ex. 28 10 points | |
| | TH 4 | Kessler, Ch. 6, 7, 8 | Exercises 7, 8, 9, 12, 13, 14, 15, 17, 18 12.5 points | News Release 1 20 points |

TENTATIVE COURSE SCHEDULE

| Month | Day | Date | Readings | Homework In-class work | Graded Assignments |
|----------|-----|------|-----------------------|---|--|
| October | TH | 30 | | Midterm review | Memo 15 points PSA 20 points |
| November | T | 4 | | Midterm 75 points | |
| | TH | 6 | Bivins, Ch.5 | Media List 10 points | PSA 30 points |
| | T | 11 | | Work on media list | News Release 2 30 points |
| | TH | 13 | | Work on media list | |
| | T | 18 | | Examine potential internships Portfolio | Media list 55 points |
| | TH | 20 | No Class | | |
| | T | 25 | | | |
| | TH | 27 | No Class Thanksgiving | | |
| December | T | 2 | | Work on Cover letter Work on Resume Portfolio | |
| | TH | 4 | | Work on portfolio | Cover letter 10 points Resume 10 points |
| | T | 9 | | Work on portfolio | Cover letter 15 points Resume 15 points |
| | TH | 11 | | Work on portfolio | |
| | T | 16 | | Work on portfolio | |
| | T | 18 | | | Portfolio 60 points |

FACT SHEET ASSIGNMENT

Design a fact sheet that could accompany your news release two. Be sure and use headings for your facts and include a broad perspective so that a reporter not familiar with cryptosporidiosis or the parasite, cryptosporidium could write several articles about the recent outbreak in Riley County IF the outbreak gets worse. If the outbreak is contained, this reporter may want to write a feature/health story with some of the information you give in your fact sheet about the outbreak in Milwaukee or the recent outbreak in Douglas, Shawnee, and Wyandotte counties.

Remember to think strategically. DO NOT include facts in your news release two. Include facts that could be used in future stories or useful in giving the reporter a historical perspective or a better understanding of the characteristics of the parasite, the severity of the illness and the challenges of containing outbreaks and communicating effectively with the public about this infection (e.g., you don't want unintentionally to stigmatize people who get sick).

In Class fact sheet assignment
10 points

Fact sheets

Uses

- Provide information on issue or an organization.
- May be used later to write another news article or feature story.
- Often included in press kit.
- Create fact sheets for crisis kit
- May be used to provide information that can not be included in a news release or pitch letter. *For example, you may develop a fact sheet that includes a historical perspective, anecdotes or a list of additional facts.*
- May be sent to the media instead of a news release.

Format

- May be one or two pages long.
- Should be well written, have short sentences or paragraphs, and wide margins (sometimes descriptive headers are placed in the left margin or centered). Think about what you are publicizing.
- The name, telephone number, e-mail address and web page address of a contact person should be at the top of your fact sheet.
- Each page should end with a completed paragraph and MORE typed several times across the bottom of the page. The last page should end with ### typed across the bottom.

Assignment

Design a fact sheet that could accompany your news release 1. Be sure and use headings for your facts and include a broad perspective about why someone might care about rivers in Manhattan or Kansas.

Cover Sheet for Fact Sheet

Name _____

First attempt

Second attempt

Due date _____

Due date _____

Date turned in _____

Date turned in _____

Points / 20

Points / 30

| Evaluation Criteria | Poor | Average | Good | Excellent | Comments |
|--|------|---------|------|-----------|----------|
| Staple cover sheet to work | | | | | |
| Appropriate format and spacing | | | | | |
| Descriptive heading | | | | | |
| Descriptive subheadings | | | | | |
| Relevant facts for subheadings | | | | | |
| Use of white space and visual cues | | | | | |
| Written concisely | | | | | |
| Grammar | | | | | |
| Spelling | | | | | |
| Relevant facts for future news stories or fully understanding of issue | | | | | |
| Use of "It is, there are" | | | | | |

NEWS RELEASE 1

Suppose you are the PR intern for the Kaw Valley Heritage Alliance. You have been assigned to write a press release to publicize the *Little Apple River Festival* scheduled for October 4. This festival will take place on the Kanza Prairie. The KAW Valley Heritage Alliance is one of sponsors of this festival and similar festivals this September and October. Details on the Little Apple festival can be found on the web at <http://www.surfmanhattan.net/larf/>

Information on the KAW Valley Heritage Alliance can be found on the web at <http://www.kva.org>.

You will be submitting this press release to the *Manhattan Mercury*. Your goal is to convince Deb Whitson at the *Manhattan Mercury* to either print your press release as is or to put the information about the festival in the calendar section of the paper and to cover this event which will result in a larger story after the fact.

Ideally, you would like your press release to result in publicity that will convince people to attend this event. You will focus on the local festival but also would like to communicate that these activities are part of a larger effort to develop recognition and encourage sustainability of the unique natural environment around the Kansas River.

You should include a quote from one of the celebrities participating in the festival. For example, T.J. Hittle might say something like, “We are looking forward to a great week-end and a chance to raise awareness of the natural history of this area and challenges that face the rivers and watersheds in Kansas”.

NEWS RELEASE 2

Suppose you are the spokesperson for the Riley County Health Department. Your supervisor has informed you that 30 people in Riley County have been diagnosed with cryptosporidiosis. You know about a recent outbreak of cryptosporidiosis in Shawnee, Douglas, and Wyandotte Counties (see link on webpage). At this time, you don’t know the source of this outbreak. Given the relatively small number of cases, you don’t suspect municipal water contamination. Since the ages of the infected people range from 12-55 years old, you suspect recreational sources such as swimming pools, rivers, lakes, streams, Jacuzzis or food sources. Your job is to inform the public of the outbreak and to give information about how people can protect themselves. You also don’t want this infection to spread to day care centers. Part of your message is to reassure the public that the Riley County Health Department is aggressively pursuing this issue with the state epidemiologists at State Health Department (KDHE), officials in the Riley County Schools and KSU, and the City of Manhattan water treatment plant.

Please write a press release to the *Manhattan Mercury*. For research, please look at the links listed below.

<http://www.nal.usda.gov/wqic/cornell.html>

<http://biology.kenyon.edu/slouc/bio38/hannahs/crypto.htm>

<http://www.cbc.ca/news/indepth/background/cryptosporidium.html>

<http://www.ljworld.com/section/frontpage/story/145391>

Also search the *Lawrence Journal-World* website for stories on cryptosporidiosis link on K-State online website.

PITCH LETTER ASSIGNMENT

Suppose you are coordinating publicity for the first ever KSU delegation to Siberia. Participants from Biological and Agricultural Engineering, Chemical Engineering, Biochemistry and Journalism will be visiting Siberia during the summer to work with Russian colleagues on NSF (National Science Foundation) and ALO/USAID (The Association Liaison Office for University Cooperation in Development/United States Agency for International Development) grants. Russian colleagues work at the Gorno-Altai State University (GASU) in the Altai Republic in the Russian Federation of States. One of the Russian colleagues, Dr. Victor Lukyanenko, is coming to K-State October 20 for three weeks to collaborate with colleagues on the ALO/USAID grant. This grant supports the following US/Russia strategic objectives: 1) more effective management of environmental resources to support economic growth and 2) development of a more open participatory society.

The ALO/USAID grant will focus on meeting the above objectives by improving GASU's capacity for media relations and providing a public relations model for scientific reporting and environmental advocacy. You know that the Altai Republic has no journalism or public relations education. Victor Lukyanenko would like to develop resources to help GASU to improve its student newspaper and media relations. Victor is coming to K-State to meet and work with Dee Vernberg and her students at the A.Q. Miller School of Journalism and Mass Communication.

Victor Lukyanenko is Dean of Foreign Languages and Head of International Programs at GASU. He has extensive experience in Russian-English translation and serves in the role of chief interpreter for the government of the Altai Republic. Lukyanenko will act as a partner and liaison between partners and local journalists and will guide the development of deliverables.

You immediately see some newsworthy angles for this project (what are they?), but you would like to have some fun. You decide to create news (an event) to publicize the A.Q. Miller School of Journalism and Mass Communication's involvement in this USAID grant. You also would like to give Lukyanenko an opportunity to talk about environmental issues in Siberia and Kansas, the Kansas delegation that will be traveling to Siberia and his interest in scientific reporting. Since Lukyanenko is fluent in English, is personable and would like to get an insiders view of a student newspaper, you are going to write a pitch letter to the Editor of the Collegian. You are going to propose in this letter that Lukyanenko follow a student reporter around part of one day and write an article for the Collegian. This student reporter essentially will teach a University Dean about writing articles for a University newspaper. This event (writing the article for the Collegian) also becomes a story.

To adequately target the Collegian, you must be a media consumer. Do you read the Collegian? What do you know about the person you are writing to that may help you to develop an appropriate persuasive argument? Is your topic appropriate? Why?

In many ways, you have to play midwife to your own media success. Spoonfeeding information to the media and doing their work for them not only endears you to them but also increases the chances they'll go to bat for you.

PSA ASSIGNMENT

During 2003, the EPA is featuring specific topics to celebrate 30 years of the Clean Water Act. The topic for November and December, 2003 is **source water protection**.

The EPA has contracted with you to produce PSA's that can be distributed in Kansas. Your first project is to produce a PSA targeted to 18-54 year olds and appropriate for the Manhattan, Kansas area. A key phrase used in this PSA is "Protect Water for Life".

Your goal is **to increase public awareness of how each person can prevent or limit contamination of streams, rivers, lakes or underground aquifers** which are used to supply private wells and public drinking water. Topics you might focus on include:

reducing the amount of trash you create, recycle used oil, or keeping pollutants away from waterways.

You will write a 20-second AND a 30-second PSA addressing this issue.

For this assignment, you may want to refer to the following websites for information. You may use other information as well. This information will help you understand the issues.

Remember, don't put too many facts in your PSA!

EPA websites

<http://www.epa.gov/safewater/protect.html>

<http://www.epa.gov/water/yearofcleanwater/month.html>

Recycling oil

<http://www.pride-net.com/recycle/oil.htm>

<http://www.tnrcc.state.tx.us/admin/topdoc/gi/007.pdf>

<http://www.newtonkansas.com/dep/san/page10.html>

Trash recycling and reduction

<http://www.ianr.unl.edu/pubs/wastemgt/nf196.htm>

<http://www.ianr.unl.edu/pubs/wastemgt/nf196.htm>

<http://www.marc.org/environment/usedoil-2.htm>

<http://www.earth911.org/master.asp?s=ls&a=Recycle&cat=1&serviceid=>

<http://www.recycle.com/reduce.html>

http://www.sedgwick.gov/environment/trash_study.html

<http://www.kdhe.state.ks.us/kdsi/>

Keeping pollutants from waterways

<http://www.kansasriver.com/keeper.htm>

<http://www.kansasriver.com/report.htm>

How can you prepare for this PSA?

Good PR professionals are consumers of the media. Just as you should read the print media before you try to influence what the events or issues they cover, you should look at and listen to PSA's before you write them. You can find a number of PSA on the Internet (you must have sound to appreciate them). As you listen, note the sentence structure and length, the choice of words; techniques used to capture the listener's attention, ways to create a picture in the listeners mind, and ask yourself how the message might motivate a person to act or care about an issue.

You might try looking at the Ad Council for samples of radio psa's
The Green PSA's are funny!

http://www.adcouncil.org/campaigns/Colon_Cancer_Detection_and_Prevention/

http://www.adcouncil.org/campaigns/Get_Green/

http://www.adcouncil.org/orgs/US_Environmental_Protection_Agency/

Instructions for PSA Assignment

Be sure and read your Bivins text before you complete this assignment

Topic: source water protection

Focus on one of these issues: reducing the amount of trash created (recycling paper, glass, etc.), recycle used oil, or keeping pollutants away from waterways.

Your PSA's

- A. You will write two PSA's – one 20 second and one 30 second.
- B. Write these PSA's to be pre-recorded using techniques such as sound effects, music beds, multiple talent, sound fades and dissolves, and changes in scene.

Formatting rules for PSA

- A. Head your spot with the originating agency (EPA), its address and telephone number.
- B. Title your spot and give the length at the beginning, not at the end.
- C. In jobs or internships, you may write several PSA's on a page. **For this class**, please write each PSA on a separate sheet stapled to its cover sheet.
- D. Type the PSA using upper and lower case letters and double space your text.
- E. Put directions for music and talent in parentheses.

Tips for writing and editing your PSA's

- A. Write for the ear (see When Words Collide & Bivins text).
- B. Open with an attention-getting device – interesting piece of audio, a celebrity, etc. Be creative and think outside the box!
- C. Choose a style
 - a. "Slice of life" produce a mini drama that present situation anyone might experience.
 - b. Jingle approach – music and words combined to make message memorable, identifiable and entertaining.
 - c. Humorous approach
 - d. Testimonial approach
- D. Identify the key ideas and phrases repeated in PSA.
- E. Have someone read you your finished PSA out loud. Is the message clear and easy to follow? Verify the mental images you evoke in a logical, easy-to-follow sequence. What words need to be changed, eliminated or rearranged? Build excitement and drama but drive home your message. Repeat your message as many times as you can in time allotted.
- F. Write your 30-second PSA first. Edit your 30-second PSA to create your 20-second PSA.

APPENDIX E. PROJECT PERSONNEL CONTACT INFORMATION

Principal investigators

Larry Erickson
Center for Hazardous Substance Research
Kansas State University
104 Ward Hall
Manhattan, Kansas 66506
785-532-6519 (V)/785-532-5985 (F)
lerick@ksu.edu

Jacqueline Spears
College of Education
Kansas State University
234 Bluemont Hall
Manhattan KS 66506
785-532-5530 (V)/785-532-7304 (F)
jdspears@ksu.edu

Victor Lukyanenko
Department of Foreign Languages
Department of International Programs
Gorno-Altai State University
1 Lenkin Street
Gorno-Altai, Altai Republic
Russia 659700
388-22-2-25-67 (V)/388-22-95-1-28 (F)
flf@gasu.gorny.ru

Mike Cuenca
Civil Society Group, LLP
PO Box 1486
Lawrence KS 66044
785-691-6927 (V)/85-838-9617 (F)
mike@seekpeace.com

Project Coordinators

Wendy Griswold
Center for Hazardous Substance Research
Kansas State University
104 Ward Hall
Manhattan, Kansas 66506
785-532-6519 (V)/785-532-5985 (F)
grizmart@swbell.net

Cynthia Annett
Civil Society Group, LLP
PO Box 1486
Lawrence, Kansas 66046
785-331-7905 (V)/785-838-9617 (F)
cynthia@seekpeace.com

Supporting faculty

Nikolai Malkov
Department of Chemistry and Biology
Gorno-Altai State University
1 Lenkin Street
Gorno-Altai, Altai Republic
Russia 659700
388-22-2-25-67 (V)/388-22-95-1-28 (F)
root@gasu.gorny.ru

Gerald Mikkelson
Center for Russian and East European Studies
4032 Wescoe Hall
University of Kansas
Lawrence, Kansas 66045
785- 864 2354 (V)
gemikk@ku.edu

Valentina Pidlisnyuk
Institute of Journalism
Kyiv National University
36/1 Melkinova Street
Kyiv, Ukraine 04119
380-44-211-45-60(V)/380-44-213-07-05 (F)
pidlisnyuk@hotmail.com

Marie Steichen
Center for Hazardous Substance Research
26 Seaton Hall
Kansas State University
Manhattan, Kansas 66506
785- 532-2106 (V)/785-532-5985 (F)
emarie@ksu.edu

Yuri Tabakaev
Rector
Gorno-Altai State University
1 Lenkin Street
Gorno-Altai, Altai Republic
Russia 659700
388-22-2-25-67 (V)/388-22-95-1-28 (F)
root@gasu.gorny.ru

Dee Vernberg
Journalism and Communications
Kansas State University
105 Kedzie Hall
Manhattan, Kansas 66506
785-532-6890 (V)/785-532-5484 (F)
journalism@ksu.edu

Appendix F. Documentary produced for ALO Synergy in Development 2004 Conference

The enclosed DVD contains a documentary on the partnership. To access the video file, please insert the DVD into your player or computer and a menu screen should automatically appear.

Center for Hazardous Substance Research
Kansas State University
104 Ward Hall
Manhattan, KS 66506-2502