

MATERIALS FOR HOSTING THE EVENT

In this section you will find materials that will help you host the event: *Civic Discourse in a Crisis: Lessons from Katrina*. Specifically, you will find a suggested outline for the event, a walkthrough for the welcome to the event, a write-up of the video, a copy of the talking points packet, and a suggested list of ground rules for the open forum.

Suggested Outline for the Event

Below is a suggested outline for the event itself. Feel free to adjust the outline as you feel is necessary.

Outline of the open forum: *Civic Discourse in a Crisis: Lessons from Katrina*, estimated time 60-90 minutes

I. Welcome ~ 5-10 minutes

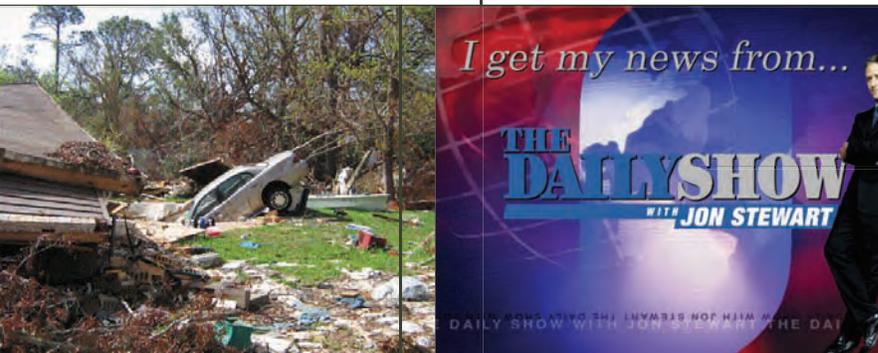
1. Why are we here: the importance of civic discourse
2. Who is sponsoring the event: your organization, ICDD and KSCC
3. Introduce moderator
4. Moderator: brief introduction to the principles of civic discourse

II. Video ~ 20 minutes

1. Show video (Make sure that the room is set up so that everyone can see.)
2. Moderator transitions from video into discussion
3. Review ground rules for open forum

III. Group Discussion ~ 45-60 minutes

1. Moderator leads group in discussion based on talking points packet
2. Moderator wraps up discussion and thanks everyone for attending
3. Volunteer passes out and collects participant surveys
VERY IMPORTANT: In order to comply with the Kansas State University Institutional Review Board, the organizers of this event CANNOT view participant surveys. They must be returned to ICDD/KSCC (in the included envelope), and a summary of the results will be returned to the planners.



Walkthrough of the Welcome to the Event

Below is an elaborated outline for the welcome.

The Welcome

1. Why are we here: the importance of civic discourse
 - Welcome everyone to the event and give them a brief explanation about the purpose of the event.
 - This would also be a good time to remind them to turn off their cell phones.
2. Who is sponsoring the event
 - Introduce your organization and other groups who are helping you to host this event.
 - Make sure to thank the key people who have helped plan the event.
 - Finally, while it is your choice, we would like you to thank ICDD and KSCC for providing you the materials for this event.
3. Introduction of Moderator
 - Provide a short introduction for your moderator.
 - Be sure to thank the moderator and then give a short biography to explain the moderator's qualifications.
 - The key is to be brief, no more than a paragraph at most.
4. Moderator
 - Thank participants for attending.
 - Explain the ground rules for the forum.



About the Video

The video follows a simple outline.

1. Introduction
 - video clips showing the storm's approach and landfall
 - a brief segment that summarizes what civic discourse is
2. Civic discourse used in discussing race and poverty
3. Civic discourse used in the government's responses to Hurricane Katrina
4. The lack of civic discourse prior to the event

It is a good idea to have the moderator view the video prior to the event. This will give her or him a chance to think about and prepare possible discussion questions.



“Talking Points” Questions

Below are the talking points for the different areas of the video. You will not have time to cover all of these topics; simply select the questions that most appeal to you. The moderator can also adjust questions to best fit the flow of conversation. A separate copy of the talking points questions is located in the appendix, where it can easily be removed and given to the moderator.

CIVIC DISCOURSE IN RACE AND POVERTY

- Did Kanye West help foster a good environment for discussing race?
- Why did Sean Hannity continuously bring up the “eccentricities” of Nashim Nzinga’s friend, Louis Farakhan?
- Was Sean Hannity’s tactic of repeating questions and interrupting ultimately effective in persuading other people?
- Jesse Jackson makes the point that the media coverage of Hurricane Katrina illustrates that the media portrays blacks as “less intelligent, less patriotic, more violent, and in some sense less worthy.” Does this accurately portray Katrina coverage, and if so, how has it affected our national civic discourse?
- On the video, the NBC News report argues that “talking about race and poverty has gotten in the way of helping people in need?” Do you agree? Why or why not?

CIVIC DISCOURSE IN RESPONSE TO THE CRISIS

- Do ideological opportunists sour America’s discourse in responding to a crisis? What can be done to address this issue?
- Is the criticism that President Bush received over the government’s reaction to Hurricane Katrina the work of opportunists using current affairs to muster political support or is it a genuine, heartfelt criticism?
- Did the “blame game” that occurred actually change the outcome of the crisis?
- Is there any good way to help prevent breakdown in communication that occurred within FEMA (ie Superdome, levee break, etc.) from occurring again?
- Were Sen. Ted Stevens’ remarks (such as threatening to leave the Senate if Alaska lost funding) counterproductive to helping foster positive discourse?

CIVIC DISCOURSE’S FAILURE IN PREVENTING THIS CRISIS

- If there was ample information that New Orleans was in such danger, why wasn’t more concrete action taken?
- Whose responsibility was it to see that action was taken? Citizens? Politicians? Scientists? Journalists? Everyone?
- Once funding was cut, what are possible explanations as to why there wasn’t more of a fight to get it reinstated? If you were to try and get something like that reinstated, what strategy would you use?

Ground Rules for the Forum

Included below is a suggested list of ground rules for the open forum part of the event. The moderator should review these ground rules before the video, and then quickly remind the audience of them before transitioning into the open forum. It might also be a good idea to include these rules in your program. (See sample program in the appendix.)

Suggested Ground Rules:

- Provide a framework for dialogue
- Establish ground rules, and recognize cultural differences
- Provide all with a voice (create safe rhetorical space; manage inequalities of access and power)
- Focus on the issues. Invite/encourage a variety of perspectives, and try to be inclusive
- Value evidence of variety – testimony, statistical evidence, and narrative story telling
- Seek common ground and consensus whenever possible
- Avoid personal attacks
- Resist relying on ideological sloganeering
- Seek to understand, rather than to persuade



INCLUDED IN THE APPENDIX

- Form for Reimbursement of Expenditures
- Participant Survey
- Event Planner Survey
- Sample program and flyer to advertise the forum
- Event Planning Checklist
- Pre-addressed, stamped envelopes to return surveys

Photograph Credits:

Front Cover: NSW Nurses' Association (2005), Still from video, Still from video. Still from video, media.lawrence.com (2005), Cooperative Institute for Meteorological Satellite Studies (2005)

Page 1: Conservative Voice (2005), Dark Red (2005), Amurt Global Network (2005), Paralyzed Veterans of America (2005)

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Page 11: Jeri Newbold, WABO (2005), The Daily Show (2005)

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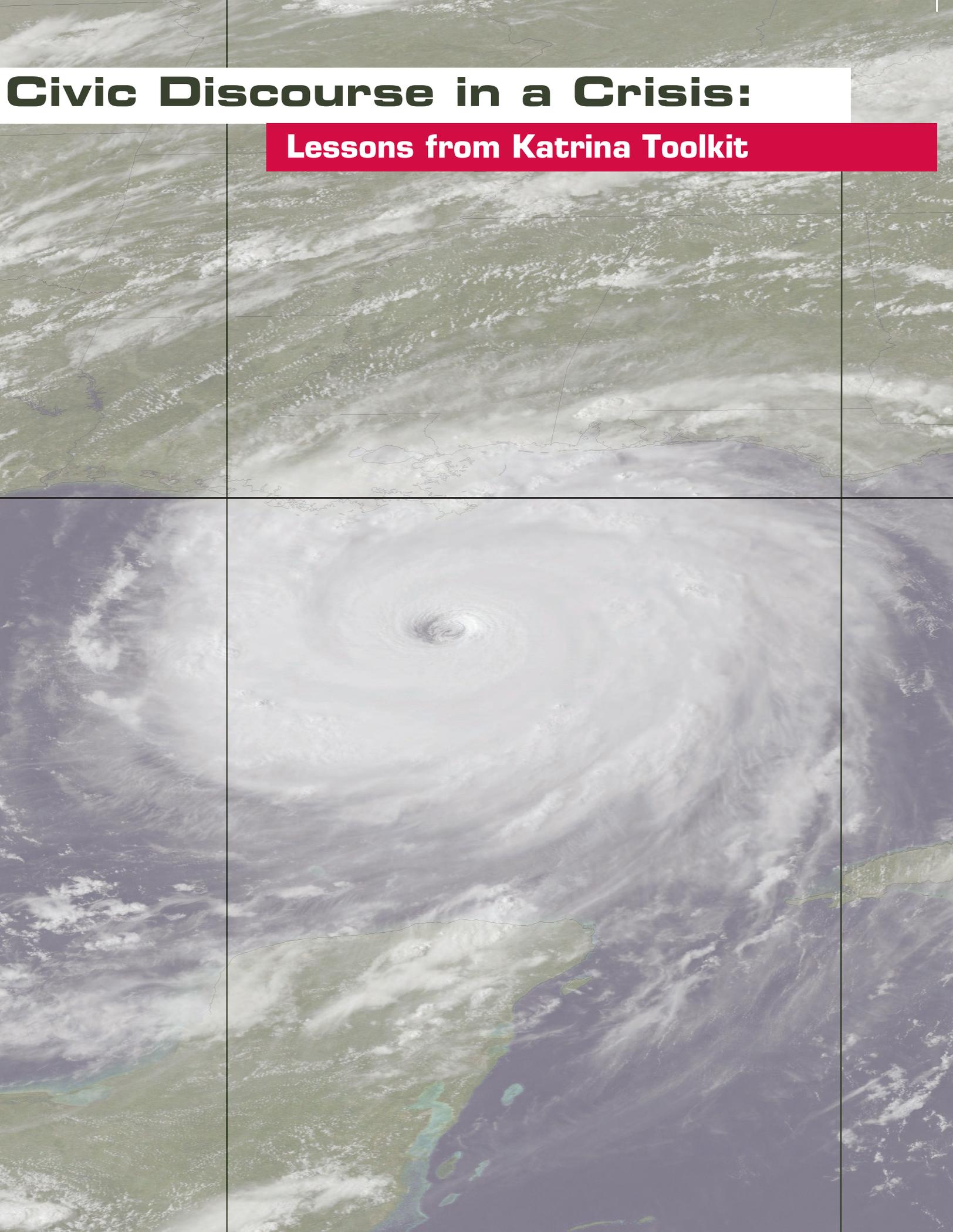
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Civic Discourse in a Crisis:

Lessons from Katrina Toolkit





Civic Discourse in a Crisis: Lessons from Katrina Toolkit



Kansas | Campus Compact

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ICDD/KSCC Appendix for the *Civic Discourse in a Crisis: Lessons from Katrina* Toolkit

Appendix Contents:

ICDD's Hosting a Public Forum Checklist

Updating *Civic Discourse in a Crisis: Lessons from Katrina*

Sample Press Relations Materials, including sample Flyer and Brochure

"Talking Points" Packet for the *Civic Discourse in a Crisis: Lessons from Katrina* Video

Public Forum Participant survey

Event Planner Feedback Survey

ICDD Reimbursement Form



ICDD's Checklist for holding a Public Forum Event

Four Weeks before the Event...

- Select a Topic.....
- Choose your "Common Experience" (video, panel, etc.).....
- Select and Invite your moderator, or panel participants.....
- Choose a Date, Time, and Venue.....

Three Weeks before the Event...

- Start designing Publicity materials.....
- Order Refreshments.....
- Start advertising the event.....
- Obtain short biography of Moderator or Panel Participants.....

Two Weeks before the Event...

- Flyers should be well distributed.....
- Design the Program.....
- Have moderator preview "Common Experience".....
- Work with moderator to develop some sample questions to help guide the open forum.....

One Week before the Event...

- Finalize and copy Programs.....
- Confirm refreshments.....
- Confirm Date, Time, and location with Moderator.....
- Write a press release for coverage in your local news outlets.....

Day of the Event...

- Arrive about an hour early.....
- Check sound, video, and other electronic equipment.....
- Make sure room is arranged as you want it.....
- Make sure refreshments are in order.....

Updating Civic Discourse in a Crisis: Lessons from Katrina

Since this toolkit was put together, there have been several noteworthy stories that have been published regarding America's civic discourse about Hurricane Katrina. Included on this page are a few resources that one might find useful in incorporating these new stories. This page contains suggestions for incorporating new information, advice for explaining the new stories, and a short list of stories pertaining to civic discourse and Katrina.

Suggestions for Incorporating New Information: There are many effective ways to incorporate new information into a forum. The easiest way is to have the same person who did the "Welcoming" take about five minutes to quickly overview, explain, and provide the significant details of a handful of the most important new stories.

The best time to do this is immediately after the video. It is important that the moderator does not provide this background information because he or she should remain as neutral as possible.

Additional "Talking Points" questions have been provided to incorporate these new stories. They are included in your "Talking Points" Packet and are marked with an asterisk (*).

Advice for Explaining the New Stories: As mentioned above, it is a good idea to try and keep the explanations short and concise. Here are a few suggestions:

- Plan on only covering three or four of the most significant stories. A good time frame is about 90 seconds per story.
- In explaining a new story, try to use the following format: describe what happened and when it happened, who was involved, and what peoples' reactions to this event were.
- To help explain these new stories, prepare an outline of each of the stories you plan to cover, and practice explaining them. Time yourself so you can get a good idea if you are providing too much or not enough information. And finally, practice in front of other people to see if they can follow and understand what you are trying to communicate, and to see if you need to add or remove some details.

Possible New Stories to Incorporate:

Ralph Vartabedian. "Experts Fault Repairs to New Orleans Levees." Los Angeles Times. 3/8/06
"High Tech, State of the Art Web Portal as 'First Stop on the Way Home' For Displaced Louisiana Residents and Businesses." PR Newswire. 3/8/06

Eric Lipton. "Republicans' Report on Katrina Assails Administration Response." New York Times. 2/13/06

Ronald Brownstein and Peter Wallsten "Critics See a White House Failure to Communicate." Los Angeles Times. 2/16/06

"Don't Forget Katrina." The Gaurdian (London). 3/9/06

Eric Deggans. "Katrina has Failed to Kindle Dialogue on Race and Class." St. Petersburg Times. 3/1/06

**OPEN FORUM
ON PUBLIC ISSUES**

***“Civic Discourse in
a Crisis: Lessons
from Katrina”***

DECEMBER 1, 2005

4:00 P.M.

UMB THEATER

MARIANNA KISTLER BEACH MUSEUM OF ART

SPONSORED BY:



Kansas | Campus Compact

What is ICDD?

Institute for Civic Discourse and Democracy, or ICDD, is a non-partisan institute dedicated to improving civic discourse on the local, state, national, and international levels. ICDD does this by focusing on improving education, outreach, and research in the field of civic discourse.

What is KSCC?

Kansas Campus Compact, or KSCC, is a coalition of college and university presidents established to foster and support campus engagement in the community. KSCC encourages civic discourse and debate and seeks to assist in the creation of partnerships between higher education institutions and communities.

ICDD's Principles of Civic Discourse:

- Provide a framework for dialogue: establish ground rules and a framework that recognizes cultural differences
- Provide everyone at the meeting the opportunity to speak: manage inequalities of access and power
- Focus on issues, not personalities
- Avoid personal attacks
- Invite and encourage a variety of perspectives
- Recognize and value different forms of evidence ranging from testimony to statistical evidence to story telling
- Seek common ground and consensus whenever possible
- Resist relying on sound bites and buzz words heard from political pundits or politicians
- Make your goal to understand rather than persuade

Program

Welcoming

-Introduction of the Moderator, Dr. David Procter

Presentation of the Civic Discourse in a Crisis: Lessons From Katrina video

Video Outline

-Introduction

-Background Knowledge

-Main Points

Open Forum to Follow

Points to Remember during the forum:

- Seek to understand rather than persuade
- Resist communicating rigid ideologies
- Avoid personal attacks on people inside or outside of the discussion
- Focus on what matters
- We expect it to be messy at times

Information on the moderator:

Dr. David E. Procter is the Head of the Speech Communication, Theatre and Dance Department at Kansas State University, as well as the Director of the Institute for Civic Discourse and Democracy.



Kansas | **Campus Compact**

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Open Forum on Public Issues

*Civic Discourse in
a Crisis: Lessons
from Katrina*

Sponsored by:



Kansas | **Campus Compact**

Thursday, December 1, 2005

4:00 P.M.

UMB Theatre

Marianna Kistler Beach Museum of Art

ICDD's and KSCC's
“Talking Points” for the
Civic Discourse in a Crisis: Lessons from Katrina Video

As mentioned in the toolkit, the following questions are possible prompts for the moderator or panel to consider for the public forum following the showing of the video. Feel free to use any of these, or simply use the ones that are most appropriate.

Civic Discourse in Race and Poverty

- Did Kanye West help foster a good environment for discussing race?

- Why did Sean Hannity continuously bring up the “eccentricities” of Nashim Nzinga’s friend, Louis Farakhan?

- Was Sean Hannity’s tactic of repeating questions and interrupting ultimately effective in persuading other people?

- Jesse Jackson makes the point that the media coverage of Hurricane Katrina illustrates that the media portrays blacks as “less intelligent, less patriotic, more violent, and in some sense less worthy.” Does this accurately portray Katrina coverage, and if so, how has it affected our national civic discourse?

- On the video, the NBC News report argues that “talking about race and poverty has gotten in the way of helping people in need?” Do you agree? Why or why not?

- * Has Hurricane Katrina failed to spark wider, “soul-searching” national discussions on poverty, class, or race? If not, should it have?

- * If Hurricane Katrina should have sparked wider discussion, and did not, how can we change this?

Civic Discourse in Response to the Crisis

- Do ideological opportunists sour America's discourse in responding to a crisis? What can be done to address this issue?
- Is the criticism that President Bush received over the government's reaction to Hurricane Katrina the work of opportunists using current affairs to muster political support or is it a genuine, heartfelt criticism?
- Did the "blame game" that occurred actually change the outcome of the crisis?
- Is there any good way to help prevent breakdown in communication that occurred within FEMA (ie Superdome, levee break, etc.) from occurring again?
- Were Sen. Ted Stevens' remarks (such as threatening to leave the Senate if Alaska lost funding) counterproductive to helping foster positive discourse?
- * In what ways can constituents improve their communication with elected officials (local, regional, and federal)?
- * Were the problems that President Bush's administration faced in the wake of Hurricane Katrina evidence of larger problems this administration has had with communicating with their constituents? If so, in what ways can future administrations improve communication?

Civic Discourse's Failure in Preventing this Crisis

- If there was ample information that New Orleans was in such danger, why wasn't more concrete action taken?
- Whose responsibility was it to see that action was taken? Citizens? Politicians? Scientists? Journalists? Everyone?
- Once funding was cut, what are possible explanations as to why there wasn't more of a fight to get it reinstated? If you were to try and get something like that reinstated, what strategy would you use?
- Was Newt Gingrich right in assessing blame to the fact that our government failed to communicate within itself sufficiently?
- * It was reported that prior to Hurricane Katrina, experts' advice that the levees were insufficient had been ignored. Is New Orleans only setting itself up for the same problem again because of questionable construction practices? If so, does civic discourse play a role in mediating or fixing this problem?
- * In a situation where experts say the levees are not strong enough, and the corps of engineers claims they are sufficient, what should citizens do to help protect their community?

Civic Discourse in a Crisis: *Lessons from Katrina*
Participant Feedback Survey

The following survey is your evaluation of this event. Your individual responses will be kept completely **confidential** and only a summary of the responses from the participants will be provided to the event organizers. Your responses are important as they will be used to improve future forum events and refine a Toolkit which will be made available to other campus groups planning to host a civic discourse event. By completing this survey, you are acknowledging your informed consent to participate in this evaluation. If you feel any question unduly invades your privacy, please feel free to omit it.

Below are a series of statements. Please indicate your level of agreement by circling one number for each statement. Key for the 4-point numeric scale: 1 = strongly agree; 4 = strongly disagree

	SA		SD	
1. The civic discourse event, <i>Lessons from Katrina</i> , increased my knowledge about this crisis.	1	2	3	4
2. The moderated discussion increased my understanding of good civic discourse.	1	2	3	4
3. I was given the opportunity to contribute to the discussion.	1	2	3	4
4. Many different perspectives were presented during the discussion.	1	2	3	4
5. I believe the moderator valued the comments of all participants.	1	2	3	4
6. Participants were treated with respect.	1	2	3	4
7. The moderator encouraged diverse viewpoints in the discussion.	1	2	3	4
8. The discussion focused on the issues rather than personalities.	1	2	3	4
9. I felt comfortable making comments during the discussion.	1	2	3	4
10. As a result of this experience, I would be willing to participate in a similar event.	1	2	3	4
11. The video provided a good focus for the moderated discussion that followed.	1	2	3	4
12. As a result of the forum, I have a deeper understanding of the importance of civic discourse in resolving a crisis.	1	2	3	4

13. Please take a few minutes to reflect on other challenging issues of our time—issues you hear and read about in the news. Which issues would you like to have addressed in a future forum?

14. What three things would you tell a friend about participating in this event? Please list them below. (Feel free to use the back of the paper if needed.)

1.

2.

3.

Thank you for taking time to provide us with feedback.

Please return all evaluation forms to:

Erika Imbody, ICDD Project Coordinator, 129 Nichols Hall, Kansas State University, Manhattan, KS 66506

Civic Discourse in a Crisis: *Lessons from Katrina*

Event Planner Feedback Survey

The following survey is your evaluation of the *Lessons from Katrina* Toolkit and the event planning process. Your individual survey responses will be kept completely **confidential**; your responses, along with those of others, will be aggregated and reported in summary only. Your responses are important to us. They will be used to improve future forum events and to refine the Toolkit which will be made available to other campus groups planning to host a public forum. By completing this survey, you are acknowledging your informed consent to participate in this evaluation. If you feel any question unduly invades your privacy, please feel free to omit it.

1. Have you ever planned or participated as part of a planning team for a public forum? (*Please circle the letter of the response that is most accurate.*)
- a) Yes b) No

If the response is NO, please skip to Question 5.

2. If YES, how many times have you planned or participated as part of a planning team for a public forum? (*Please circle the letter of the response that is most accurate.*)
- a) I have planned/participated in planning at least one other public forum in the past.
 b) I have planned/participated in planning 2-5 public forums in the past.
 c) I have planned/participated in planning 6 or more public forums in the past.

3. If YES, did you use a public forum planning Toolkit? (*Please circle the letter of the response that is most accurate.*)
- a) Yes b) No c) Don't know

4. If YES, please tell us what Toolkit you used.

Below are some statements related to the Toolkit. (*Please indicate your level of agreement by circling one number for each statement.*)

Key for the 4-point numeric scale: 1 = strongly agree (SA); 4 = strongly disagree (SD)

In General...	SA			SD
5. the Toolkit was helpful.	1	2	3	4
6. the Toolkit gave me confidence to plan a public deliberation forum event.	1	2	3	4
7. the Toolkit is useful for bringing difficult issues into civic discussion.	1	2	3	4

The Video...	SA			SD
8. was helpful for starting discussion.	1	2	3	4
9. is a good tool for sparking comments from the participants.	1	2	3	4
10. illustrated economic, social, and racial divides in American society.	1	2	3	4
11. showed how <i>blame games</i> are counterproductive to problem solving.	1	2	3	4
12. held the attention of the participants.	1	2	3	4

--Please turn the page over for additional questions--

The Introduction of the Toolkit...**SA****SD**

13. explained what <i>civic discourse</i> is.	1	2	3	4
14. explained why civic discourse is important.	1	2	3	4
15. brought to the forefront the role of the media in our national civic discourse.	1	2	3	4
16. explained why poor quality civic discourse impacts our Democracy.	1	2	3	4
17. compelled me to hold an event to increase civic discourse.	1	2	3	4

The Planning section of the Toolkit...**SA****SD**

18. explained the purpose for a public forum or deliberation.	1	2	3	4
19. helped me understand my duties as a public forum event planner.	1	2	3	4
20. needed more specific “how to’s” to plan a public forum.	1	2	3	4
21. clearly explained the role of the moderator.	1	2	3	4
22. timeline was appropriate for planning the public forum.	1	2	3	4
23. clearly explained how a panel could be used with a public forum.	1	2	3	4

The Materials section of the Toolkit...**SA****SD**

24. provided an outline with adequate detail for planning a civic discourse event.	1	2	3	4
25. clearly explained the purpose of the Welcome.	1	2	3	4
26. provided “talking points” that were useful for framing the discussion.	1	2	3	4
27. provided “ground rules” that helped ensure civility of the discussion.	1	2	3	4
28. provided a helpful checklist.	1	2	3	4

The Appendix ...**SA****SD**

29. provided all the forms needed for implementing a forum event.	1	2	3	4
30. explained how to request reimbursements for expenditures.	1	2	3	4

31. What was the most useful part of the Toolkit for helping you plan a public forum event?

32. What two (2) things could be done to make the Toolkit easier or better for your use?

1.

2.

33. What two (2) topics would you like to see addressed in future ICDD/KSCC Toolkits?

1.

2.

34. As a result of using this Toolkit, I would be willing to plan a similar civic deliberation event.

(Please circle the letter of the response that is most accurate.)

a) Yes

b) No

c) Maybe

Thank you for taking time to provide us with feedback.

Please return all evaluation forms to:

Erika Imbody, ICDD Project Coordinator, 129 Nichols Hall, Kansas State University, Manhattan, KS 66506

