From Gardens and Farms to Plates and Stomachs: Social and Environmental Impacts of Food Systems
IDS050-1/Non-credit course /July 12-19 2015
Bliss Hall 151

Course Description
Food is often taken for granted by many of us, but its sourcing, production, and processing take an enormous amount of energy, coordination, and distribution that goes unseen, often intentionally. In studying where our food comes from and some of the social, economic, and environmental issues that emerge from contemporary food systems, we will learn about this essential resource that allows us to live, and how the natural products and processes involved in food have become political and economic products and processes that condition the quality of individuals’ and entire societies’ lives.

Course Learning Objectives and Outcomes
The objectives of this course are to:
• Understand the processes through which plants, animals, and other matter become food;
• Compare various modes of food production;
• Analyze the environmental, social, economic, and cultural impact of differing food practices;
• Assess the causes of unequal distribution and quality of food;
• Build students’ sense of citizenship and obligation to the communities they live and work in through community engagement activities;
• Identify and experience applications of these ideas and texts to issues in contemporary life; and
• Develop students’ writing, critical reading, and critical thinking skills through close examinations of texts and responses to them.

At the end of this course, students will be able to:
• Utilize “food systems” approach to understand food issues;
• Interpret food as historically and politically produced;
• Connect questions about food access and quality to social justice concerns;
• Understand the impact and significance of one’s own activities as an environmental actor in the communities in which one lives;
• Demonstrate a general familiarity with the history of contemporary food production networks locally, nationally, and globally; and
• Write, read, and think in more informed, critical, and nuanced ways.
Course Expectations
As students in this class, I expect you to:
1) Read this syllabus carefully and thoroughly. You are responsible for all the information contained in it for as long as you are enrolled in this class.
2) Come to class having prepared the readings for the day (see below for what it means to prepare the readings).
3) Attend class.
4) Participate in class actively in a way that is constructive for and respectful of everyone present.
5) Complete all work for the course, as outlined in the Grading and Assignments sections below.

As course instructor, you can expect me to:
1) Uphold all aspects of this syllabus, unless all students are informed of any changes to it in class or via email. I reserve the right to change any aspect of this syllabus.
2) Come to class having prepared that session’s materials.
3) Direct class activities and discussion in a way that is respectful to all participants and includes as many students and views as possible.
4) Return work in a timely manner with constructive comments and a justification for the grade assigned.

Office Hours and Email
Given the short length of this course, and your busy schedules otherwise, no regular office hours are scheduled. However, I am available via email and Bonner Scholars are available in person to assist you with the readings and coursework.

Course Format
This course includes a broad range of texts that discuss food issues. It is a waste of time for everyone to have me stand in front of the class and lecture, so you will have to participate actively in each class session.

Pedagogy: We will work through course materials through a participatory pedagogy that emphasizes students’ responsibility for learning the material, and provides structured opportunities for class discussion and debate. Participatory learning strategies both develop skills of critical reasoning, and make the classroom itself a laboratory for civic engagement. The core principle of participatory learning mimics that of participatory politics: learn by doing. Throughout this term, students will work collaboratively with each other and with the professor to maximize their own and each other’s learning. The strategies we will use to achieve this principle include: lecture-discussion format, peer work groups, and structured small group interaction.

Community Engaged Learning Project: This course integrates with and is complemented by community engaged learning activities that develop and build upon materials from class. Your presence and active participation at each of this sites and in all the activities is required as a student in this course. The purpose of these activities is to provide you with a sense of the broader implications of the topics discussed in class, to demonstrate the practical application and relevance of this topic, and to develop a sense of citizenship and belonging in
you in relation to the community in which you live, both here and elsewhere. More than simple service, these activities are designed to provide a critical perspective on the course material, and the course material is designed to provide a critical perspective on the sites and activities you engage in.

Readings: Because students who take responsibility for their own learning also need to take responsibility for their own reading, close reading is the foundation of participatory pedagogy. What does it mean to do close reading? It doesn't mean just sitting down and mechanically going through the readings; that's a sure way to make even an interesting reading boring. Reading is an active and interactive process between the reader and the text. If you're really reading a text you are also reacting to it. I've included a range of texts in order to provoke a wide range of responses from readers, and reading questions to help guide your reading.

So when I say "do the readings," I mean "engage yourself with the ideas of the text." I understand that some of the texts are quite complex and that not all of them are entertaining. But struggle is part of the learning experience. If it's a long or complex reading, don't try to do it all in one sitting; take breaks, come back to it, read it in small doses. Taking notes on a text while you read it, or re-read it, is a very good way to engage the text and to make sure you understand it. Other techniques include summarizing the main idea of the text after reading it, identifying unclear terms or passages, writing questions about the text, and doing extra research into the topic via other means (the internet, the library, your fellow classmates). If something remains unclear, talk about it with others outside of class, and/or bring it up in class.

Course Conduct

Diversity and Collegiality: One of the most enriching aspects of an undergraduate education is participating in a classroom with students from a wide variety of ethnic and cultural backgrounds and from a diverse variety of perspectives. In order to facilitate optimal learning within such a diverse environment it is imperative that students listen, analyze and draw upon a diversity of views. To make this possible I expect collegial dialogue across cultural and personal boundaries.

Student Conduct: In order to facilitate student learning, instructors must maintain order and a positive environment in the classroom. Students whose behavior disrupts the classroom environment will be asked to leave. Getting up and leaving the room during class indicates poor engagement with the material and your classmates, and is considered a violation of collegiate etiquette.

Technology in the Classroom: To encourage participation and class discussion most effectively, and to limit disruptions, turn off (not on vibrate, silent, or airplane mode, but off) all cell phones during class sessions. Do not text in class. It is rude, inappropriate, tells me you’re not participating, and shows disrespect to me and your classmates. If you want to chat with your friends during the time we’re in class, leave the classroom and don’t come back.

I reserve the right to forbid the use of laptops in class. They physically get in between students, you will be tempted to do non-course related activities during class, and they distract from what’s going on in the classroom. Please come to class prepared to discuss without relying on your laptop.

Special Needs and Accommodations: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with

Integrity and Academic Honesty: Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. TCNJ’s academic integrity policy is available on the web: http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642.

Grading
Your grade will be based on the following assignments, explained more fully below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage (approximate)</th>
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<tbody>
<tr>
<td>Entrance and exit papers:</td>
<td>0</td>
<td>0 (-5% if not submitted)</td>
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<tr>
<td>Participation</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Meal/Ingredient Analysis</td>
<td>10</td>
<td>10%</td>
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<tr>
<td>Field Site Logs</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Final Project/Presentation</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Community Participation</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Final Essay</td>
<td>15</td>
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<td>Total</td>
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<td>100%</td>
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As a non-credit course, you will not have an A-F grade recorded on your transcript; instead, you will receive a P for Pass or U for Unsatisfactory.

Assignments

Entrance Paper (0 points; 0%)
The entrance paper (roughly 250 words) is an opportunity to reflect upon your goals for the class and help me get to know some of your interests and backgrounds. Please tell me: 1) what you hope to major in in college (if you know) or what you intend to do instead of college, 2) any prior experience with political science, sociology, environmentalism, food, or anything that seems relevant to the course (courses, readings, interests, etc.), 3) what your expectations are for the course (that is, what you thought this course would be about before coming to the first class), and 4) what you hope to learn and take away from this course. There are neither right nor wrong responses on these, and I do not want you to tell me what you think I want to hear. Take it as an opportunity to think about your own goals for the class. Due by noon on Saturday, July 11th, via email.

Exit Paper (0 points; 0%)
This paper is, at a minimum, a 300-word self-evaluation of what you got out of the course, what was different from what you expected, how you think you have changed through this course, and any other general reflections, suggestions, or criticisms of the course. This can be as long as you
would like, but must be a serious reflection on your experiences in this course and not a superficial ‘this class was good; I liked it’. It is due by 10am on Sunday, July 25th via email.

Class participation (20 points; 20% of final grade)

This part of the final grade will be based on participation in class, which includes:

1) Attendance. I expect students to be present at every class. If you must leave early, arrive late, or miss class, let me know before class starts to make appropriate arrangements. Should you need to miss a class or assignment due to religious obligations, please contact me in advance to make arrangements. TCNJ’s attendance policy is available here: http://www.tcnj.edu/~recreg/policies/attendance.html

2) Preparation. I expect you to have done the assigned readings for the day and to have thought about them before class. Being consistently unprepared will significantly affect your final grade. I measure preparation by your ability to ask and answer relevant questions about the day’s reading and the themes of the course effectively.

3) Participation. Classroom discussion of readings is a key part of the learning process. By actively taking part you also improve your chances of doing well on the written assignments. Asking questions of your classmates and myself, and engaging in conversation with us, demonstrate interest and engagement with the material and your classmates. Your physical presence in the classroom does not count as participation.

4) Group work. This course includes a variety of in-class group activities. These activities will take different shapes throughout the course, but will make up a part of your participation grade.

Meal/Ingredient Analysis (10 points; 10% of final grade)

This assignment requires you to think about what you’re eating, where it comes from, and its environmental and social impacts. In addition to the readings already distributed, we will use this assignment as the basis for some of our class discussion on the first day.

Choose one substantial meal—your biggest meal of the day, whether breakfast, lunch, or dinner—between now and when you come to campus and provide the following information:

1.) Describe the meal. What is it? Where are you eating it? When? With whom? For how much time?

2.) List the ingredients of each part of the meal (beverage, sides, entrée, etc.). Be as specific and as possible. For example, if bread is part of your meal, what are its ingredients? If a sauce—tomato, cream, cheese—is part of your meal, what are its ingredients?

3.) Explain who made the meal, and your relationship to that person.

4.) Choose one main ingredient from your meal. Attempt to find out:
   a. Where it was purchased/acquired (supermarket? farmers’ market? garden?)
   b. Where it was grown or made (country, region, farm, factory; be as specific as possible)
   c. Who grew or made it (farmer, industrial worker, machine, animal)
   d. How it was grown (organically, conventionally, industrially, synthetically)
   e. What the environmental and social/cultural impacts of this ingredient are (This will be the most difficult; use any sources you can find to find information about this, including its growth/production, transportation, energy
consumption, packaging, economic or political controversies surrounding it, etc.)

5.) Describe what you learned in analyzing your meal and its ingredient. What surprised you? What stood out? What did you learn about your diet, if anything? What did you learn about where food comes from?

Field Site Log (5 points per day, 20 points total; 20% of final grade)
Every day that you work and serve with a community partner or have an experiential learning component of class, you will have to write about your experiences. These logs are how you can demonstrate your ability to apply what you are learning in class to your field experiences. Write for public reading; your classmates and professor will be reading your logs. Follow the directions provided by Bonner Summer Fellows staff.

Community participation (20 points; 20% of final grade)
In collaboration with the site supervisors, the Bonner leaders will submit a score of exemplary (20 points), satisfactory (16-19.5 points), or not satisfactory (0-15.5) for the work that each student does with the community partner and in other required academic events. As with in-class participation, students are expected to be engaged and respectful, and to not distract other students, Bonner leaders, or guest speakers.

Presentation (10 points; 10% of final grade)
Each class will create a short presentation that summarizes the context, purpose, and outcome of the week’s community engaged learning experiences. Presentations will be strictly limited to 15 minutes in length and represent the combined efforts of the class, to create a unified presentation that will be shared with parents, community organizations, and other students on the final day of the program. Part of class on Thursday will be devoted to organizing these presentations, so be sure to have access to your field site logs and your final paper materials.

Final Paper and Presentation (20 points; 20% of final grade)
Your final paper will require that you pick one aspect of food—health, environment, access, justice, quality, economics, culture, networks, distribution, agriculture, sustainability, alternative agricultures, labor, biology, etc.—and find a scholarly resource on this topic. You will then use the argument and information from this article to analyze and critique the readings from class and the community engaged learning activities and/or sites. The essay will be due on Sunday. The essay must be 3-5 pages typed, double-spaced, Times New Roman 12-point font, with references properly cited.

In addition, you will develop a 3-minute, 2-Powerpoint slide presentation, with one slide that summarizes what the scholarly article demonstrates about your topic, and one slide that relates that information to your community engaged learning activities and/or sites. You will present these slides and the presentation on the last day of class to your peers and parents.

Required Texts
There are no required texts to be purchased for this course. All readings will be available on Canvas, or distributed via email or in class. In direct repudiation of environmental friendliness, I encourage you to print out the readings and bring them to class.
Class Schedule

Sunday, July 12
Noon  Entrance paper due via email

Monday, July 13: Food Systems and Food Access
Readings:  Food Security in Trenton  
(http://policy.rutgers.edu/academics/projects/practicums/trenton2011.pdf)

Ingredients of the Food System  
(http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Ingredients_of_the_Food_System-Background.pdf)

Agriculture and Ecosystems,  
(http://www.jhsph.edu/research/centers-and-institutes/teaching-the-food-system/curriculum/_pdf/Agriculture_and_Ecosystems-Background.pdf)

8:15am  Meet instructor prior to departure
8:30am  Depart for Fernbrook Farms
9:00am  Fernbrook Farms
12:00pm  Lunch at Fernbrook Farms
12:30pm  Depart for TCNJ
1:30pm  Class
4:00pm  break

Evening:  Film: Food Inc.

Tuesday, July 14: Political Economy of Contemporary Food Systems
Readings:  Jennifer Clapp, Food, 1-23, 158-168
Baran-Hines:  Fair Trade: 168-172
Katerba-Rasnitsyn:  Food Sovereignty: 172-176
Rhyu-Yurgel:  Global Food Justice: 176-181

Mark Winne, Closing the Food Gap, 50-68

8:30am  ISLES service
12:00pm  Return to campus
12:30pm  Lunch
2:00pm  Class
4:00pm  break

Evening:  Film: A Place at the Table

Wednesday, July 15: Emergency (?) Food Networks
Reading:  Winne, Closing the Food Gap, xi-xxii, 21-36, 69-81
Skim:  NJ Department of Agriculture Annual Report  
(http://www.nj.gov/agriculture/pdf/2014annualreport.pdf)

8:00am  TCNJ Campus Garden
9:15am Leave for Mercer Street Friends
12:00pm Return to campus
12:30pm Lunch on campus
1:30pm Class
2:45pm Leave for TASK
3:00pm TASK
5:00pm Return to TCNJ

Thursday, July 16: Environmental and Food Justice

Reading: Gottlieb, *Food Justice*, 221-238

8:30am Class
10:30am Garden
12:30pm State House tour
1:30pm Lunch at TrentonWorks
2:30pm Return to campus
3:00pm Garden work
5:00pm break

Sunday, July 19: Conclusions
Submit final paper
Final presentations
Submit exit paper