The grapes that sit upon the supermarket shelves are mute; we cannot see the fingerprints of exploitation upon them or tell immediately what part of the world they are from. We can, by further enquiry, lift the veil on this geographical and social ignorance and make ourselves aware of these issues (as we do when we engage in a consumer boycott of nonunion or South African grapes). But in so doing we find we have to go behind and beyond what the market itself reveals in order to understand how society is working.

— David Harvey (1990: 423)

The food that overflows our market shelves and fills our tables is harvested by men, women, and children who often cannot satisfy their own hunger.

— César Chávez (National Farm Worker Ministry n.d., cited in Brown and Getz 2011: 122)

It could plausibly be argued that changes in diet are more important than changes of dynasty or even of religion.

— George Orwell (1937: 82)

Food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships... Food is life, and life can be studied and understood through food.

— Carole Counihan and Penny Van Esterik (1997: 1)

It is time to organize, educate, savour, reclaim and build anew.

— Raj Patel (2012: 324)

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food systems by positioning them within a capitalist economy and looking at the broader social purpose of food systems, including the often contradictory goals of nourishment, productivity, profit, and exerting power. We examine food systems’ historical and geographical contexts and aim to understand the constantly changing relationships between food systems and producers’ livelihoods, communities, and the environment. Students are introduced to a number of social science perspectives, and concepts drawn largely from anthropology, geography, sociology, systems thinking/science, and ecology to develop an interdisciplinary understanding of food systems.

Students use laboratory time to develop knowledge and skills to analyze locations and positions within food systems. Labs revolve around field research that you and your team conduct through social science methods. We will visit farms, food processors and distributors, food retail locations, and places of food consumption, disposal, and governance, most of which are determined by student teams.

CRD 20 complements Plant Sciences (PLS) 15: Introduction to Sustainable Agriculture by providing a largely social science perspective on food and agriculture within the context of an interdisciplinary understanding of sustainability. Both courses form the introduction to the major in Sustainable Agriculture and Food Systems at UC Davis.

Where I’m Coming from: A Brief Statement of Educational Philosophy

[It is not possible to sample even a modest amount of the literature on learning and continue teaching as most of us were taught. Very little there justifies traditional approaches, especially given the learning needs of students and society today.]

— Maryellen Weimer (2002: 19)

I use a teaching approach that emphasizes participatory, student-centered, inquiry-based learning and pays serious attention to students’ competency development and well-being. These emphases stem from my educational philosophy and research conducted on what students need in a sustainable agriculture and food systems major (Khanna et al. 2004; Parr et al. 2007; Parr and Van Horn 2006; Trexler, Parr, and Khanna 2006). This research was informed by practitioners, students, and academics in the field of sustainable agriculture and food systems.

I do not follow the “banking model” of education, in which students passively receive knowledge “deposited” by experts (hooks 1994: 40). Rather, I believe education should include critical thinking, problem solving, creativity, curiosity, and engagement with real-world situations, and should lead to liberation for both individuals and societies. Education must include wrestling with ethical issues, and examining one’s values and interests since these underly all inquiries and learning (Castree 2005). I also believe that each student brings important knowledge, experiences, and voice into the classroom, and the learning community can and should benefit greatly from this enormous diversity.

For me, intelligence is not fixed or predetermined, nor can it be measured, let alone ranked, on a single scale (Gould 1996). Rather, I think intelligence develops and expands when people try hard to learn new things that they do not understand and when they make new connections. This is most powerful in a supportive context where learners find learning fun and deeply meaningful. Trying things out and making mistakes (i.e., fearless experimentation) are essential parts of learning and the development of our intelligence, and it is my job to create a learning environment in which this can occur, for students, for the TAs, and for myself. Fundamentally, all people can change and develop — by examining, organizing, and practicing their knowledge, thought processes, ethical commitments, and behaviors. For me, it is these changes toward reaching your full human potential as understood and valued by you, and not just accumulation of facts, that represent true learning.

I strongly believe that education has a social purpose to develop students’ critical consciousness (Freire 1973) and to provide practice in collaboration and group decision-making. In this way, education is fundamentally linked to participatory democracy, in which informed citizens together
make decisions about the future of society and its relationships to the planet. The educational philosophy briefly elaborated here draws strongly on social constructivism. At any point in the class, I invite you to ask me to discuss my educational philosophy and how it informs the work we do.

I believe I have an obligation to make each class session worth attending and to facilitate your learning process. I ask that you let me know if I am not doing this. Seriously, I do. Since I am the facilitator, the ultimate responsibility for your learning lies with you. As adults here by choice, you bring yourself and your desire to learn and participate, and what you do in the course ultimately depends on your commitment to yourself, your learning process, and our learning community. Stemming from this approach I propose the following goals.

**Broad Course Goals: Promises and Opportunities**

**For students**

• To build your own understanding of ideas and concepts by integrating them into your own experiences and knowledge, and by using them to think and reason; i.e., to use the course material widely in multiple contexts, including fieldwork and everyday life

• To develop new mental models and understandings of society, agri-food systems, their components, and their inter- and inner-relationships

• To understand multiple perspectives on complex issues

• To engage in critical thinking, including critically evaluating assumptions, evidence, and conclusions

• To discover and pose questions in which you are genuinely interested

• To examine your values and others’ values, especially as they relate to agriculture, food, and society

• To develop your ability to think about your own thinking, a.k.a. metacognition

• To improve your self-assessment and self-awareness capabilities for your own life-long learning

• To begin to develop critical consciousness — a critical perception of the concrete conditions of reality promoted by reflection, learning, and action — as defined by Paulo Freire (1973) and bell hooks (1994)

**For teaching assistants and instructor**

• To have a substantial, sustained, and positive impact on how students think, act, and feel

• To treat teaching as serious, fun, and absolutely necessary creative and intellectual work

• To uphold the highest standards in assessing student work and evaluating our own work

• To respect and incorporate student input, experience, knowledge, and perspectives to improve the course experience and to build a learning community

• To develop critical consciousness ourselves and foster it in students and the learning community

• To continually demonstrate a lifelong love of learning, teaching, and public engagement

Much of this is not just about learning the material, although that is important for this course. We will be engaging in reading, critical thinking, writing, fieldwork, teamwork, re-reading, re-thinking, and re-writing in order to learn and develop. I challenge you to go beyond just listening and remembering — you will compare, apply, evaluate, analyze, deliberate, debate, and synthesize. You must engage in all of these activities to achieve the promises of the course set out above.

**General Education (GE) Requirements Fulfilled**

UC Davis organizes its undergraduate education partially through requiring students to take classes that fulfill certain general education (GE) requirements. CRD 20 fulfills the following GE requirements as explained below:
Writing Experience Literacy: The two take-home exam essays are about 5-7 pages long each, making for a total of 10-14 written pages. These essays offer the opportunity for students to develop and demonstrate critical thinking and to communicate an understanding of core issues explored in the course. Students receive clear guidance on the essays’ expectations through the written assignment instructions provided and during in-lecture question-and-answer sessions about the essays and expectations. When the assignments are given, students also receive clear communication about the criteria used for evaluating their writing via the rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria. Lastly, students receive feedback on their writing in two ways: written feedback on outlines or drafts of both essays, and written feedback on the midterm essay as to how to improve, which can be used for revisions on the midterm (see above) and also hopefully helps with improving writing and analysis for the final essay.

Oral Skills Literacy: Students must make four oral presentations with their teams to their lab. Students receive instruction on oral presentation through resources in the lab manual and through feedback in lab. Written feedback is provided to each student following the oral presentations.

Visual Literacy: Lecture relies substantially on graphs and charts showing quantitative data about social and socio-ecological trends. Students must include visuals within their exam essays and integrate these into their argumentation. The use of these visuals is graded through the exam rubric.

Social Sciences Topical Breadth: The course focuses on peoples’ individual, political, economic, and social activities through its engagements with social science topics and methodologies in lecture, lab, and assignments.

Texts and Reader
What an astonishing thing a book is. It’s a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you’re inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic.


Each day of lecture has corresponding reading to be completed before that class session, listed below. Bring readings to lecture for discussion.

Required lab manual and texts:
CRD 20 Lab Manual will be available at Copyland, 231 G St., (530) 756-2679. The lab manual in its bound form is required for the class. NOTE: previous versions will not work. Call ahead by 30 minutes to make sure they have copies available.


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2 Recommended texts, not required but a good read and useful:


Lecture Topics and Readings
Due to limitations of time, and the wide breadth of agri-food studies as a field, we must be very selective in what we read and discuss in lecture. The first two parts of the class provide conceptual building blocks and an introduction to various perspectives useful for lifelong learning about the food system. The third and fourth parts of the class include current problems with and issues in the food system and initiatives aimed at improving it.

**INTRODUCTION**

Sept. 26  Introduction to our learning community and food systems


shiftN. 2009. Global Food System Map. shiftN.

**PART I: CASES AND ACADEMIC LENSES FOR STUDYING THE FOOD SYSTEM**

Oct. 1  Case 1 — From cacao to chocolate: who gets what from the exchange?


Oct. 3  Case 2 — Risking their lives to be exploited: understanding farmworkers in the US
-  Holmes: Chapter 2 “‘We Are Field Workers’: Embodied Anthropology of Migration,” pp. 30-44. Recommended


Oct. 8  Case 3 — The human gut microbiome and obesity: witnessing a paradigm shift

Oct. 10  Social science and ecological perspectives on society, agriculture, and food


NOTE: choose one of the following to read for today, then, once your lens is assigned in lab, come back and read the one for your lens:

- Cult. Anthropology
- Ecology
- Feminism
- Political Economy


Leonard, Annie. 2013. How to be more than a mindful consumer. YES! Magazine.

Oct. 15  Critical social science and systems thinking


Holmes: Chapter 6 “‘Because They’re Lower to the Ground’: Naturalizing Social Suffering,” pp. 155-181.


Recommended

Oct. 17  Food culture around the world, the food industry, and diet-related disease

Patel: Chapter 8 “Checking out of supermarkets,” pp. 221-257.


Oct. 22  What does race/ethnicity, gender, and class have to do with food?


Cunningham, Brent. 2010. Food fighter: Grise’s Tom Philpott on why class needs to be a part of the food debate. Columbia Journalism Review, 4 May.

Recommended


Oct. 24  What ever happened to the family farm?

Patel: Chapter 3 “You have become Mexican,” pp. 55-82.

Recommended

Oct. 29  How have globalization and concentration affected the food system?

Recommended

PART III: CRITICAL ISSUES AND CASES IN AGRI-FOOD STUDIES

Oct. 31  Why do so many go hungry in a world of plenty?
Patel: Chapter 6 “Better living through chemistry” pp. 129-172.
Gliessman, Steven and Eric Holt-Giménez. 2012. We already grow enough food for 10 billion people... and still can't end hunger. Food First blog, April 28.

Recommended

Nov. 5  The Green Revolution and gene revolution: who wins and who loses?
Patel: Chapter 7 “Glycine rex” pp. 173-220.

Recommended


**Nov. 7 Dietary recommendations and nutrition science: who shapes what we eat?**


*Recommended*


**Nov. 12 Intensive animal agriculture and meat-centered diets**


**——— PART IV: EFFORTS TO RESHAPE AGRICULTURE & FOOD SYSTEMS ———**

**Nov. 14 What is the future of food? The role of social movements**

Patel: Chapter 10 “Conclusion” pp. 299-324.


**Nov. 19 Agroecology and organic agriculture to the rescue?**


*Recommended*


**Nov. 21 Local food and civic agriculture: toward a new food system?**


*Recommended*


**Nov. 26 Food justice and food sovereignty**


Recommended


Nov. 28 Thanksgiving - no class

Dec. 3 What leverage points exist in food policy and at higher levels of organization?

Holmes: Chapter 7 “Conclusion: Change, Pragmatic Solidarity, and Beyond,” pp. 182-198.


Dec. 5 Food system governance: the case of Cuba


Dec. 11 6:00-8:00 p.m. — Final exam session (no meeting)

Assessment and Grades

The adult being is an emergent entity who must be understood at [her/his/their] own level and in [her/his/their] own totality. The truly salient issues are malleability and flexibility, not fallacious parsing by percentages.

— Steven Jay Gould (1996: 34)

Grades gained acceptance in higher education in the twentieth century as society sought to certify a level of competence in complex and technical bodies of knowledge for various professions. Traditional grading — examining someone else’s work and categorizing it based on a scale or letter grades — is often a crude system that can provide little insight into the qualities and problems of students’ learning, thinking, and performance. In higher education systems, professors have two roles: to help students learn, and to communicate to society how much learning took place. I think we should recognize these dual roles, and I try to prioritize helping students learn.

I recognize that grades act as extrinsic motivators — they are meant to incentivize behaviors, and do so fairly well for some students because of socialization, although they often serve to distract from a focus on deep learning. We know that intrinsic motivation — which comes from within the learner and arises out of interests, commitments, and values — is necessary for lifelong learning and for a deeper kind of learning to occur. This paradox in my practice — knowing that intrinsic motivation is needed for deep learning but heavily relying on grades — cannot be fully resolved, as our campus requires grades. Being cognizant of this paradox, I want you to know that, in my classes, grades are a measurement of your performance according to a previously-communicated, standardized rubric within the structure of rules (late policy, assignment submission policy, etc.) that have been established by the syllabus and our continued interactions. I try my best to align the criteria that I grade you on with your competency development, focusing on competencies that I think will help you in your studies and in life generally. To put it another way, the structure that I set up around grades is not just about me bending you to my will, although you might see it that way — my hope is that the payoff developmentally will be very large if you play by the rules of the game established here.
The grade breakdown is below. The rubrics for grading each assignments will be given with the assignments. I expect that you will use this opportunity of having the rubrics to use them to evaluate your own performance before submitting your assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Team Project (Lab)</td>
<td>4%</td>
<td>Lab 3</td>
</tr>
<tr>
<td>Off-Campus Team Project (Lab)</td>
<td>16%</td>
<td>Labs 5, 7, 9, &amp; 10</td>
</tr>
<tr>
<td>Lab Teamwork</td>
<td>5%</td>
<td>Self-evaluation due Nov. 5 at 11:59 p.m.; Team Evaluation due Dec. 6 at 11:59 p.m.</td>
</tr>
<tr>
<td>Lab Participation</td>
<td>10%</td>
<td>Assessed throughout Lab</td>
</tr>
<tr>
<td>Team Lens Interview</td>
<td>5%</td>
<td>1 hour before class on Nov. 5</td>
</tr>
<tr>
<td>Lecture Participation</td>
<td>5%</td>
<td>TBD in consultation with students</td>
</tr>
<tr>
<td>Midterm Essay Exam</td>
<td>25%</td>
<td>Outline must be approved by 1 hour before class on Oct. 24; Essay due 1 hour before class on Oct. 31, or next class session if there are no questions</td>
</tr>
<tr>
<td>Final Essay Exam</td>
<td>25%</td>
<td>Outline must be approved by 1 hour before class on Nov. 28; Essay due 1 hour before class on Dec. 5, or next class session if there are no questions</td>
</tr>
<tr>
<td>Resource Access</td>
<td>5%</td>
<td>Dec. 11 at 8:00 a.m.</td>
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</tbody>
</table>

**Exams**

The rules for CRD 20 exams are quite different than those in most other classes. Please read them carefully and, as with all parts of the syllabus, make sure you understand them.

The midterm and final exam are take-home exams that each consist of 1-2 essay questions each. I will provide these questions at least three weeks before each exam is due. You are expected to prepare one detailed outline answering one question per exam by synthesizing material from lecture, lab, readings, and your own ideas. Be sure to cite your sources for all of these. These outlines will be assessed according to the 10 criteria on the exam rubric. Examples of approved outlines from other classes will be available in my office. Your outline must be approved as adequate by the professor by the approval deadline above. If you have your outline approved early you can write and turn in your essay early for feedback. If your outline is not approved by the outline approval deadline, you will be assigned an exam question by the professor and you will lose 30% of your exam grade. This is to incentivize early outline writing and frequent office hour visits. The professor and TAs are off-limits for answering exam-related questions once the outlines approval deadline has passed.

**Be prepared for class.** You are expected to come to each class session ready to ask questions about the readings, lecture materials, lab activities, and any other topic related to class. Your questions can and should also pertain to clarifying expectations of the exam questions, for example, by testing or confirming concepts and connections. Also, feel free to leave me questions on the front table before class sessions begin, which I will then address in class. If there are no questions during lecture session, I assume that the class as a whole has mastered an understanding of all ideas and information, and the exam becomes due the next lecture session. The sooner you do the reading, the more time you have to make connections and incorporate them into your outlines. I also encourage you to visit my office hours and use the Academic Assistance and Tutoring Centers (2205
Dutton Hall) to improve your outlining and writing skills (this is part of the Resource Access assignment).

Class Policies
Let’s discuss as a class the balance we would like between open discussion and lecture slides. I find some students want only open discussion and some want only lectures, and many want both. Since we have different learning styles, this is a difficult balancing act, so I suggest we revisit this question often to see how the class is experiencing the balance. If I don’t bring it up, I suggest that you do.

All of my courses follow the Carnegie Rule as is the norm at UC Davis. This means that to succeed in the class, for every hour of lecture you will need to spend at least 2 to 3 hours outside of class time working on coursework. For purposes of planning your time, each 3-hour lab is largely a self-contained unit, equivalent to 1 hour of lecture plus 2 hours of outside time. This means I expect 6 to 9 hours of outside work per week on the class. If you cannot accommodate this workload and still maintain sufficient sleep, I suggest you rework your schedule.

Lab attendance is important. Many people have invested substantial effort in creating the lab experiences for you and these lab experiences cannot be replicated. Your lab mates are also depending on your contributions. Acceptable absences are medical and family emergencies, which must be explained by a note from the appropriate person.

Assignments are due on Canvas in the Assignments section unless the assignment explicitly states otherwise or your TA has noted a different preference (which they will let you know well in advance). It is your responsibility to make sure you have turned it in successfully. The best way to confirm that your assignment has been correctly turned in is to (1) make sure that you receive an email notification for assignment submission from Canvas and (2) save this email in case any issues arise. Not receiving this email likely means that you did not finish submitting the assignment.

Late assignments will have 10% deducted for every day late (plus any additional fraction of a day), including weekends. Ten days late means no credit for the assignment, but note that deadlines for outlines are not subject to this rule (they are absolute, with approval not possible after them). Additionally, nothing will be accepted after the scheduled final exam session.

Papers that exceed the stated word limits of assignments will have 10% deducted. Instructors reserve the right to grade papers based solely on the content within the word limit.

Please put “CRD 20” in the subject line of your emails to me. I also highly advise using good email etiquette, as it makes my email experience more pleasant and is good practice for other professional situations. Helpful email etiquette guidelines are located here.

General UC Davis Policies
Be familiar with the Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct that is located here: http://sja.ucdavis.edu/cac.html. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration: (1) You inform the instructor beforehand.
(2) You clearly identify the portions where you quote yourself (or collaborative work).
(3) You provide a copy of the previous work you have submitted in the other class to the instructor.
(4) To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
(5) If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows (Academic Integrity Project 2008, emphasis in original).

For more on academic misconduct and university policy, please see the detailed but brief document on plagiarism and this video. The UC Davis University Library also offers helpful information on citations as does the Lab Manual.

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at uedcare@ucdavis.edu or 530.752.3299. In addition, Student Health and Counseling Services (SHCS) provides confidential counseling to all students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University’s Title IX Coordinator at wjdelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at http://sexualviolence.ucdavis.edu/. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.

Ground Rules and Expectations for Conduct in Class
We ask that you cultivate and maintain what we consider to be essential characteristics of good students: curiosity, courage, and discipline. Class and lab time will allow for a large amount of discussion of various topics, many of which are controversial. The following are the ground rules that we want everyone to respect to create a supportive and respectful learning community. See also our campus’ Principles of Community.

1. We agree that treating others as we’d like to be treated — most likely with kindness, compassion, empathy, and respect — is something we will strive toward, even if we do it imperfectly. This means we agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our fellow students, our class as a whole, and our broader community.

2. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.
3. We agree to support and respect our peers, tutors, Teaching Assistants, and professor in giving 
voice to their own viewpoints, even if they may be opposed to our own.

4. We agree to emphasize statements beginning with “I think” or “I feel” as a way to introduce our 
views when faced with other peoples’ conflicting perspectives or claims.

5. We agree to support others and ourselves in being silent, if that is what feels like the best 
approach to a difficult discussion. We are free to withdraw from any interaction at any time if we 
feel unsafe in any way.

6. We agree that there are no stupid questions. Questions, and all forms of inquiry, reflect 
interests and one main purpose of this course is to support our discovery of both our interests 
and the world in which we find ourselves. Additionally, we recognize that other students will 
benefit from the questions we ask.

7. We agree that we can provide honest feedback to our classmates and instructors, without fear of 
being belittled or attacked.

8. We agree that perfectionism can be harmful. We agree to strive to give ourselves permission to 
be wrong and to not judge ourselves or others too harshly when we are wrong or behave 
unskillfully.

9. We agree to take full responsibility for what we do with the learning opportunities in this course.

**UC Davis’ Educational Objectives for Students**

The faculty and staff at UC Davis have a commitment to foster a vibrant community of learning 
and scholarship. We have shared educational objectives for undergraduate students that I want to 
share with you:

- Develop effective communication skills — Written, oral, interpersonal, group.
- Develop higher cognitive skills — Critical thinking, creativity, analytical ability.
- Cultivate the virtues — Ethics, responsibility, honor, tolerance, respect for others, empathy.
- Develop focus and depth in one or more disciplines.
- Develop leadership skills — Ability to stimulate and direct collaborative learning and collaborative 
action.
- Develop a global perspective — Broad intellectual and cultural experience through active 
engagement, an understanding of the interactions among the individual, society, and the natural 
world.
- Prepare for lifelong learning — Independent thinking and learning, learning to find information, 
asking the right questions (Undergraduate Studies 2010).

I ask you to take the faculty’s commitment to you and these stated goals seriously, and to view your 
classes and your general educational and scholarly environment in light of our expressed intentions.
I also encourage you to create your own goals for your education, something that we will do with 
competency self-assessments in the Lab Manual (see also Galt, Parr, and Jagannath 2013). Begin 
thinking now about what you would like to get out of the class, and use your Lab Manual to record 
your thoughts. In addition to being a good practice for learning, doing this actually helps you get a 
jump on your Reflective Essay.

**References**
