

# Syllabus

## Community & Regional Development (CRD) 20: Food Systems | UC Davis | Fall 2018

### Logistics

**Instructor:** **Kate Munden-Dixon**, Geography Graduate Group

office hours: T & R 1:30-3:00 p.m., 2324 [Hart](#), or by appointment

[kmundendixon@ucdavis.edu](mailto:kmundendixon@ucdavis.edu) — note: please put “CRD 20” in your email’s subject line

### Teaching Assistants:

**Angie Chapman**

Ph.D. student, Geography

Wed 9 AM Section

[amchapman@ucdavis.edu](mailto:amchapman@ucdavis.edu)

Office hours: TBA

**Madeline Weeks**

Ph.D. student, Geography

Wed 12:10 PM Section

[mrweeks@ucdavis.edu](mailto:mrweeks@ucdavis.edu)

Office hours: Tuesday 12:30-1:30,  
2324 [Hart](#), or by appointment

**Tatiana Sierra**

M.Sc. student, Comm. Devel

Wed 3:10 PM Section

[tdsierra@ucdavis.edu](mailto:tdsierra@ucdavis.edu)

Office hours: TBA

**Lecture time & place:** T/TR 3:10-4:30 p.m., 250 Olsen Hall

**Lab time and place:** W 9:00-11:50 a.m., 105 Bowley; CRN 27632

W 12:10-3:00 p.m., 105 Bowley; CRN 27633

W 3:10-6:00 p.m., 105 Bowley; CRN 27634

**Final:** Tue [Dec. 11](#), submit by 11:59 pm

**Website:** Canvas CRD 020 A01 FQ 2018

### Course Overview

Do you ever think about your food, where it comes from, and how it got to your plate? Do you wonder about who produces it, what their farms are like, and what they get out of helping feed you? Why do so many go hungry in our world while others can afford to buy “jet fresh” produce flown in from all corners of the globe? Why did food start traveling so far, with farmers and consumers often thousands of miles apart? Why has a large portion of the population in wealthier nations been getting heavier, and what should we do about it? Does the fair trade coffee you drink (or consider drinking) actually make a difference for poor, small coffee farmers? Should you eat organic, become a “locavore,” and/or simply eat more plant-based whole foods? Why are farmworkers an exploited segment of the population, what challenges exist in organizing for social justice, and where have there been successes? Who benefits most, and who and what is most harmed, by the current social and environmental arrangements that put food on our plates? And, perhaps most importantly, what are people doing to address these issues and problems? If you are interested in these and related questions, CRD 20: Food Systems is a course for you.

Through the lens of the social sciences and integrated socio-ecological sciences, this course addresses these and other questions. It focuses on the whole *agri-food system* from farm to fork (and back again), and across scales from our gut microbes to global trade agreements and global warming, to assess the possibilities for sustainability and equity. The course emphasizes the societal context of 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.

In-class participation expectations include engaged participation, close and careful reading, and thoughtful discussion during class. Each week's discussion team will develop discussion questions that critically analyze theories, interrogate assumptions, identify contradictions, and stimulate ongoing conversation. Creative approaches are encouraged! We will organize the schedule for discussion teams during our first class.

Students use laboratory time to develop knowledge and skills to analyze locations and positions within food systems. Labs are used for field research you and your team conduct through social science methods, for participatory activities, and for presentations and wide-ranging discussion. We will visit farms, food processors and distributors, food retail locations, and places of food consumption and disposal, 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.

### **Broad Course Goals: Promises and Opportunities**

I often critically reflect on what it means to teach and learn, and share these reflections. I ask the same of you: that you actively and critically think about how you think and learn.

#### 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.

## **Texts and Reader**

Each day of lecture has corresponding reading to be completed before that class session, listed below and in the table of contents for the course reader. Bring readings to lecture for discussion.

### Required lab manual and texts:

CRD 20 Lab Manual will be **available by Oct. 2 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.

Holmes, Seth. 2013. *Fresh fruit, broken bodies: migrant farmworkers in the United States*. University of California Press: Berkeley. **Available at the [UC Davis Bookstore](#)** and online: <https://ebookcentral.proquest.com/lib/ucdavis/detail.action?docID=1184054>

Patel, Raj. 2012. *Stuffed and starved: the hidden battle for the world food system*. 2nd ed. Brooklyn: Melville House Publishing. **Available at the [UC Davis Bookstore](#)**.

### Recommended course reader

CRD 20 Course Reader will be **available by Oct. 2 at [Copyland](#)**, 231 G St., (530) 756-2679. **Call ahead** by 30 minutes to make sure they have copies available. NOTE: all of the readings in the reader are also available as PDFs on the course Canvas website.

## **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.

## LEGEND

- 📖 denotes that the reading is in a required course book (Holmes or Patel)
- 🎥 denotes a film or video clip on the internet to watch before class, with duration in parentheses
- 📺 denotes a multimedia feature on the internet to interact with, read, listen to, or view before class
- 🗣️ denotes an in-class discussion around a specific assignment
- ★ denotes that it is available as a PDF on Canvas in the appropriate dated folder
- ◇ denotes a graded assignment due

## INTRODUCTION

### Sept. 27 Introduction to our learning community and food systems

- 🎥 (12 minutes) Robinson, Ken. 2010. Changing educational paradigms. RSA Animate. Available from: <https://youtu.be/zDZFcDGpL4U>.
- 🎥 (18 minutes) Schulz, Kathryn. 2011. On being wrong. TED2011: The Rediscovery of Wonder. Available from: [https://www.ted.com/talks/kathryn\\_schulz\\_on\\_being\\_wrong](https://www.ted.com/talks/kathryn_schulz_on_being_wrong).
- ★ George, Susan. 1982. “What is a food system?,” “Industrial farming,” “The Oligopoly Factor,” & “The Costs of Profit,” pp. 107-125 in *Food for beginners*. New York: Writers and Readers Publishing.
- ★ Center for Sustainable Systems. 2006. U.S. food system. Center for Sustainable Systems.
- ★ Ann Arbor: University of Michigan. 2009. Global Food System Map.
- 📺 UC Davis. 2012. Sustainability Map. Available from <http://campusmap.ucdavis.edu/sustainability/> and legend available from <http://sustainability.ucdavis.edu/map/index.html>. [Explore what you want, and check out what’s growing where under the section “Agriculture: Farms and Community Gardens.”]

## PART I: CASES TO INTRODUCE ACADEMIC LENSES

### Week 1

#### Oct. 2 Case 1 - Risking their lives to be exploited: understanding farmworkers in the US

- 📖 Holmes: Chapter 1 “Introduction: ‘Worth Risking Your Life?’,” pp. 1-29.
- 📖 Holmes: Chapter 2 “‘We Are Field Workers’: Embodied Anthropology of Migration,” pp. 30-44.

#### *Recommended*

- Chávez, César. 1993. Farm workers at risk. In *Toxic struggles: the theory and practice of environmental justice*, pp. 163-70, edited by R. Hofrichter. Philadelphia: New Society Publishers.
- Martin, Philip. 2011. Could farms survive without illegal labor? *The New York Times*, 18 August.

#### Oct. 3 Lab 1: Introduction to Lab

Rapid Campus Appraisal, intro

#### Oct. 4 Case 2 — From cacao to chocolate: who gets what from the exchange?

- ★ George, Susan. 1982. “Hungry?,” pp. 1-59 in *Food for beginners*. New York: Writers and Readers Publishing.
- ★ Leissle, Kristy. 2013. What’s Fairer than Fair Trade? Try Direct Trade with Cocoa Farmers. *Yes! Magazine*.

- ★ Grimes, John. 2009. Rediscovering the cacao in Ecuador's Upper Napo River Valley. *Focus on Geography* 51 (4):23-30.

Recommended

- Leissle, Kristy. 2018. "Who wins when cocoa's prices rise? (Part 1)." *Chocolopolis*. Available at: <https://blog.chocolopolis.com/2018/06/who-wins-when-cocoas-price-rises-part-i/>.
- Leissle, Kristy. 2013. Invisible West Africa: the politics of single origin chocolate. *Gastronomica: The Journal of Food and Culture* 13 (3):22-31.
- Melo, Christian, and Gail Hollander. Unsustainable development: alternative food networks and the Ecuadorian Federation of Cocoa Producers, 1995-2010. *Journal of Rural Studies* 32: 251-263.

**Week 2**

**Oct. 9 Case 3 — Rethinking the obesity epidemic**

- 🗨️ in class: discuss results of VARK Assessment
- 📄 2010. Obesity system influence diagram. Available from: <http://www.shiftn.com/obesity/Full-Map.html>.
- 📄 Why It's Okay To Be Fat: Golda Poretsky at TEDxMillRiver Available from: <https://youtu.be/73SXX0w4eY8>
- 📖 Collen: Introduction: "The other 90%," Chapter 1 "Twenty-first century sickness," and Chapter 2 "All diseases begin in the gut," pp. 7-82.

NOTE: choose one of the following, then come back and read the one for the lens you are assigned in lab:

• Cult. Anthropology	• Ecology	• Feminism	• Political Economy
Powdermaker, Hortense. 1960. An anthropological approach to the problem of obesity. <i>Bulletin of the New York Academy of Medicine</i> 36 (5):286.	Sioprq (8 min) Living on Earth. 2013. Chemicals that promote obesity down the generations. <a href="http://www.loe.org/shows/segments.html?programID=13-P13-00032&amp;segmentID=1">http://www.loe.org/shows/segments.html?programID=13-P13-00032&amp;segmentID=1</a>	Kirkland, Anna. 2011. The environmental account of obesity: a case for feminist skepticism. <i>Signs</i> 36 (2):463-485.	Campos, Paul, Abigail Saguy, Paul Ernsberger, Eric Oliver, and Glenn Gaesser. 2006. The epidemiology of overweight and obesity: public health crisis or moral panic? <i>International Journal of Epidemiology</i> 35 (1):55-60.

**Oct. 10 Lab 2: Rapid Campus Appraisal, Continued**

**Oct. 11 Social science and ecological perspectives on society, agriculture, and food**

- 📖 Patel: Preface and Chapter 1 "Introduction," pp. 1-27.
- ★ Burgess, Robert G. 1996. Methods of social research. In *The social science encyclopedia*, pp. 533-6, edited by A. Kuper and J. Kuper. New York: Routledge.

NOTE: choose one of the following, but make it a different lens than last time, then come back and read the one for the lens you are assigned in lab:

• Cult. Anthropology	• Ecology	• Feminism	• Political Economy
Mintz, Sidney Wilfred. 1985. "Introduction." Pp. xv-xxx in <i>Sweetness and power: the place of sugar in modern history</i> . New York: Penguin.	Francis, C. et al. 2003. Agroecology: the ecology of food systems. <i>Journal of Sustainable Agriculture</i> 22 (3):99-118.	Kirk, Gwyn and Margo Ozakawa-Rey. 2013. Portions of Ch. 1 "Untangling the F-word" and Ch. 2 "Theories and Theorizing" Pp. 8-14, 51-60. <i>Women's lives: multicultural perspectives</i> . New York: McGraw-Hill.	(11 min) Harvey, David. 2010. The crises of capitalism. RSA Animate. <a href="http://www.youtube.com/watch?v=qOP2V_np2c0">http://www.youtube.com/watch?v=qOP2V_np2c0</a> Leonard, Annie. 2013. How to be more than a mindful consumer. <i>YES! Magazine</i> .

### Recommended

- Benton, Ted, and Ian Craib. 2001. Chapter 2 “Empiricism and positivism in science” & Chapter 3 “Some problems of empiricism and positivism.” Pp. 13-27 & 28-49 in *Philosophy of social science: the philosophical foundations of social thought*. New York: Palgrave.
- Pretty, Jules N. 1995. Participatory learning for sustainable agriculture. *World Development* 23 (8):1247-63.

## **Week 3**

### **Oct. 16 Critical social science and systems thinking**

- ★ Meadows, Donella (edited by Diana Wright). 2008. “Introduction: the systems lens” and Chapter 1 “The basics.” Pp. 1-34 in *Thinking in systems: a primer*. White River Junction, Vermont: Chelsea Green.
- ★ Miller, James Greir. 1995. “Preface to the paperback edition.” Pp. xiii-xxv in *Living Systems*. Niwot, Colorado: University Press of Colorado.
- ★ Castellani, Brian. 2009. Map of the complexity sciences. [http://www.art-sciencefactory.com/complexity-map\\_feb09.html](http://www.art-sciencefactory.com/complexity-map_feb09.html) (Note: the url has hyperlinks to the fields of knowledge).
- 📖 Holmes: Chapter 6 “‘Because They’re Lower to the Ground’: Naturalizing Social Suffering,” pp. 155-181.
- 📖 Holmes: Appendix “Appendix: On Ethnographic Writing and Contextual Knowledge,” pp. 199-201.

### Recommended

- Pimbert, Michel P. 2006. Chapter 1 “Transforming knowledge.” Pp. 4-13 in *Transforming knowledge and ways of knowing for food sovereignty*. London: IIED.

### **Oct. 17 Lab 3: Intro to off-campus team project**

Decide disciplinary lens for lab

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## **PART II: SOCIAL ASPECTS OF AGRI-FOOD SYSTEMS**

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### **Oct. 18 Food culture around the world and the rise of the food industry**

- 📖 Patel: Chapter 8 “Checking out of supermarkets,” pp. 221-257.
- 📖 Patel: Chapter 9 “Chosen by bunnies,” pp. 259-297.

## **Week 4**

### **Oct. 23 What does race/ethnicity, gender, and class have to do with food?**

- 🎧 (3 min) Johnson, Javon. 2013. cuz he’s black. National Poetry Slam. [https://youtu.be/u9Wf8y\\_5Yn4](https://youtu.be/u9Wf8y_5Yn4)
- 📖 Holt-Giménez, Eric and Breeze Harper. 2016. Food—Systems—Racism: From Mistreatment to Transformation. *Dismantling Racism in the Food System* Number 1. Oakland: Food First.
- 📖 White, M. M. 2011. D-Town farm: African American resistance to food insecurity and the transformation of Detroit. *Environmental Practice* 13 (4):406-417.
- 📖 McIntosh, Peggy. 1988. White privilege: unpacking the invisible knapsack. Wellesley College Center for Research on Women.
- 📖 Cunningham, Brent. 2010. Food fighter: Grist’s Tom Philpott on why class needs to be a part of the food debate. *Columbia Journalism Review*, 4 May.

### Recommended

Guthman, Julie. 2008. "If they only knew": color blindness and universalism in California alternative food institutions. *The Professional Geographer* 60 (3):387-97.

## **Oct. 24 Lab 4: Farm & Agricultural Input Field Trip (off-campus)**

### **Oct. 25 What ever happened to the family farm?**

- ★ Friedmann, Harriet. 1999. Circles of growing and eating: the political ecology of food and agriculture. In *Food in global history*, pp. 33-57, edited by R. Grew. Boulder: Westview Press.
- 📖 Patel: Chapter 2 "A rural autopsy," pp. 29-53.
- 📖 Patel: Chapter 3 "You have become Mexican," pp. 55-82.
- 📖 Holmes: Chapter 3 "Segregation on the Farm: Ethnic Hierarchies at Work," pp. 45-87.
- 📖 Howard, Phil. 2012. The Food System. Available from <https://www.msu.edu/~howardp/foodsystem.html>.
- ◆ Food Diary due 1 hour before class (15% of grade)

## **Week 5**

### **Oct. 30 How have globalization and concentration affected the food system?**

- 🗣️ in class: discuss learning prompted by completing the Food Diary
- ★ Hendrickson, Mary, and William D. Heffernan. 2007. Concentration of agricultural markets. Columbia, Missouri: Department of Rural Sociology, University of Missouri.
- ★ Levins, Richard A. 2009. Why don't we have sustainable agriculture now? Shivvers Memorial Lecture. Ames, Iowa: Leopold Center for Sustainable Agriculture.
- 📖 Patel: Chapter 4 "Just a cry for bread," pp. 83-106.
- 📖 Patel: Chapter 5 "The customer is our enemy: a brief introduction to food system business," pp. 107-127.
- ★ Millstone, Erik, and Tim Lang. 2003. Map 34 "Retail power." Pp. 84-85 in *The Penguin atlas of food*. New York: Penguin.
- 📖 Howard, Phil. 2012. Seed Industry Structure. Available from <https://www.msu.edu/~howardp/seedindustry.html>.

## **Oct. 31 Lab 5: Debrief from Farm & Agricultural Input Field Trip**

Intro to Food Processing & Distribution Field Trip

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

### **Nov 1 Why do so many go hungry in a world of plenty?**

- 📖 Patel: Chapter 6 "Better living through chemistry" pp. 129-172.
- ★ Lappé, Frances Moore, Joseph Collins, Peter Rosset, and Luis Esparza. 1998. Introduction "Beyond guilt and fear" and Chapter 1 "Myth 1: There's Simply Not Enough Food." Pp. 1-14 in *World hunger: twelve myths*. New York: Grove Press.
- ★ 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.
- 📖 (15 min) Goodman, Amy and Juan González. 2010. The food bubble: how Wall Street starved millions and got away with it: interview with Frederick Kaufman. *Democracy Now!* Available from: [http://www.democracynow.org/2010/7/16/the\\_food\\_bubble\\_how\\_wall\\_street](http://www.democracynow.org/2010/7/16/the_food_bubble_how_wall_street).

## **Week 6**

### **Nov. 6 The Green Revolution and gene revolution: who wins and who loses?**

📖 Patel: Chapter 7 “*Glycine rex*” pp. 173-220.

- ★ George, Susan. 1982. “The Green Revolution” and “Aid,” pp. 134-145 in *Food for beginners*. New York: Writers and Readers Publishing.
- ★ Moseley, William G. 2008. In search of a better revolution. *StarTribune.com*.
- ★ Shiva, Vandana. 2016. Seed sovereignty, food security. In *Seed sovereignty, food security: women in the vanguard of the fight against GMOs and corporate agriculture*, edited by Vandana Shiva, pp. vii-xxi. Berkeley: North Atlantic Books.
- ★ Barlett, Donald L., and James B. Steele. 2008. Monsanto’s harvest of fear. *Vanity Fair*, May.
- ★ Wallis, Darren. 2008. Letter from Monsanto to Jim Steele, Contributing Editor, *Vanity Fair*. *Monsanto*. St. Louis, Missouri, 14 March.
- ★ Millstone, Erik, and Tim Lang. 2003. Map 15 “Genetic modification” and Map 16 “Genetically modified crops.” Pp. 42-43 & 44-45 in *The Penguin atlas of food*. New York: Penguin.

### **Nov. 7 Lab 6: Food Processing & Distribution Field Trip (off-campus)**

### **Nov. 8 Dietary recommendations: who shapes what we eat?**

- ★ Nestle, Marion. 2002. “Conclusion: the politics of food choice.” Pp. 358-374 in *Food politics: how the food industry influences nutrition and health*. Berkeley: University of California Press.
- ★ Additional readings will be assigned in canvas

## **Week 7**

### **Nov. 13 Livestock and climate change: A solution or cause?**

- ★ Readings will be available on Canvas

### **Nov. 14 Lab 7: Debrief from Food Processing & Distribution Field Trip**

Intro to Food Retail, Consumption & Disposal Field Trip

### **Nov. 15 Wildcard: Guest lecture**

- ★ Readings will be available on Canvas

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

## **Week 8**

### **Nov. 20 What is the future of food? The role of social movements**

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



- ★ Holt-Giménez, Eric. 2011. Food security, food justice, or food sovereignty? Crises, food movements, and regime change. In *Cultivating food justice: race, class, and sustainability*, edited by A. H. Alkon and J. Agyeman, pp. 309-330. Cambridge, Massachusetts: MIT Press.
- ★ Martínez-Torres, María Elena, and Peter M. Rosset. 2010. La Vía Campesina: the birth and evolution of a transnational social movement. *Journal of Peasant Studies* 37 (1):149-75.
- ★ Pollan, Michael. 2010. The food movement, rising. *The New York Review of Books* 57 (10):31-3.

**Nov. 21 Lab 8: Food Retail, Consumption & Disposal Field Trip**

**Nov. 22 No lecture, Thanksgiving**

**Week 9**

**Nov. 27 Agroecology and organic agriculture to the rescue?**

- ★ Lappé, Frances Moore and Anna Lappé. 2016. Fields of hope and power. In *Seed sovereignty, food security: women in the vanguard of the fight against GMOs and corporate agriculture*, edited by Vandana Shiva, pp. 3-41. Berkeley: North Atlantic Books.
- ★ Halweil, Brian. 2006. Can organic farming feed us all? *World Watch*, May/June, 18-24.
- 📖 Howard, Phil. 2012. Organic Processing Industry Structure. Available from <https://www.msu.edu/~howardp/organicindustry.html>.

**Nov. 28 Lab 9: Debrief from Food Retail, Consumption & Disposal Field Trip**

**Nov. 29 Local food and civic agriculture: toward a new food system?**

- ★ DuPuis, E. Melanie, and David Goodman. 2005. Should we go “home” to eat?: toward a reflexive politics of localism. *Journal of Rural Studies* 21 (3):359-71.
- ★ Lyson, Thomas A. 2004. Chapter 6 “Civic agriculture and community agricultural development,” and Chapter 7 “From commodity agriculture to civic agriculture.” Pp. 84-98, and 99-105 in *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.

**Week 10**

**Dec. 4 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.
- ★ Stevenson, G.W., Kathryn Ruhf, Sharon Lezberg, and Kate Clancy. 2007. Warrior, builder, and weaver work: strategies for changing the food system. In *Remaking the North American food system: strategies for sustainability*, pp. 33-62, edited by C.C. Hinrichs and T.A. Lyson. Lincoln: University of Nebraska Press.
- ★ Levins, Richard A. 2000. Sections of Chapter 5 “An Unreconstructed Liberal.” Pp. 72-78 in *Willard Cochrane and the American family farm*. Lincoln: University of Nebraska Press.

**Dec. 5 Lab 10: Theorizing the Food System**

## Food Governance Field Trip or Guest Lecture

### **Dec 6 Comparing food governance: the U.S. and Cuba**

- ★ Ewing, Ed. 2008. Cuba's organic revolution. *The Guardian*, 4 April.
- ★ Pfeiffer, Dale Allen. 2006. Chapter 7 “The Next ‘Green Revolution’: Cuba’s Agricultural Miracle.” Pp. 53-65 in *Eating fossil fuels: oil, food and the coming crisis in agriculture*. Gabriola Island, British Columbia: New Society Publishers.

### **Dec. 11 by 11:59 p.m. — Final exam due**

### **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, 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.

<u>Assignment</u>	<u>Percentage</u>	<u>Due date</u>
VARK assessment and profile	2%	Oct. 2
On-Campus Team Project (Lab)	5%	Lab 3
Off-Campus TP Report (Lab)	20%	Labs 5, 7, 9, & 10
Food Diary	15%	Oct. 25, 1 hour before class
In-class participation	20%	Engaged, informed contributions to group discussions
Lab participation	10%	Consistent attendance and participation in lab section
Final Exam outline	5%	All outlines due by 3 p.m., Nov 29
Resource Access	3%	Dec. 6, 8:00 a.m.
Final Exam	20%	Essay due at 11:59 p.m., Dec. 11

## **Exams**

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

The final exam is a take-home exam. I will provide these questions at least three weeks before the exam is due. You are expected to prepare detailed outlines answering these questions 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. Outlines must be approved as adequate by the professor by the approval deadline above. If you have your outlines 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 lose 30% of your exam grade. The professor, TAs, and tutors 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 participation counts as 20% of your grade, which will include discussion leadership and participation. Each week's discussion team will develop discussion questions that critically analyze theories, interrogate assumptions, identify contradictions, and stimulate ongoing conversation. Creative approaches are encouraged! We will organize the schedule for discussion teams during our first class.

Your questions can and should also pertain to clarifying expectations of the exam question, 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 to the best of my ability. 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 [Student Academic Success Center](#) (2205 Dutton Hall or 111 South Hall) to improve your outlining and writing skills (this is part of the Resource Access assignment).

## General Policies

Re-read the “Be prepared for class” section above.

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 suggested by the UC Davis teaching guide. 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. Lab participation counts as 10% of your grade. 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 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 48 hours from the 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.](#)

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. It is

permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

- (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.

By the end of the third lecture session, each student must give me a signed contract stating that they accept the terms of this syllabus. Failure to do so means we do not have an agreement on expectations for the class, and that I can decide unilaterally on what is required of those students not protected by a contract.

## **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.

**Contract statement**

*Please fill in and sign the following statement, then print it, bring it to the third lecture session, and turn in to me. Failure to do so means we do not have an agreement on expectations for the class, and that I can decide unilaterally on what is required of those students not protected by a contract (e.g., I can assign the exams to you when I choose).*

Following the expectations set out above, I will spend \_\_\_\_ hours per week *in* class sessions (lecture and lab) for this class and \_\_\_\_ hours per week *outside* of class sessions for this class.

I have read the above syllabus and agree to its terms and conditions, as well as its general spirit of a mutual commitment.

Name (Printed):

Signature:

Date: