

# Syllabus

## Community & Regional Development (CRD) 20: Food Systems | UC Davis | Fall 2023<sup>1</sup>

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)

### Logistics

**Instructor:** **Nicholas Ian Robinson** (he/him/his), PhD Candidate, Geography

office hours: T & R 1:45-2:45 p.m., 2321/2324 Hart

email: use the Canvas mail tool; if you use nirobinson@ucdavis.edu please put “CRD 20” in the subject line

### Teaching Assistants:

#### **Michaela Anang**

Law student and PhD student, Geography

Wed 9 a.m. lab section

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

#### **Megan Williams**

M.A. student, CRD

Wed 12:10 p.m. lab section

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

#### **Clare McKeon**

M.A. student, CRD

Wed 3:10 p.m. lab section

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

**Lecture time and place:** T & R 12:10-1:30 p.m., Olson Hall 146

**Lab time and place:** W 9:00-11:50 a.m., 109 Bowley; CRN 27293

W 12:10-3:00 p.m., 109 Bowley; CRN 27294

W 3:10-6:00 p.m., 109 Bowley; CRN 27295

**Website:** Canvas CRD 020 A01-A03 FQ 2023

### 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? 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? If you are interested in these and related questions, CRD 20: Food Systems is a course for you. We will pay particular attention to 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 people are doing to address these issues and problems.

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<sup>1</sup> Course originally designed with Damian Parr in 2008 using resources from an Undergraduate Instructional Improvement Program (UIIP) grant from the [Center for Educational Effectiveness](#) at UC Davis. See Lab Manual for further details.



Through the lenses of the social sciences and integrated socio-ecological system 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.

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.

## **The Educational Philosophy Employed in This Course**

[I]t 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)

The teaching approach employed in this course emphasizes participatory, student-centered, inquiry-based learning and pays serious attention to students' competency development and well-being. These emphases stem from the educational philosophies of the originators of this course (especially Dr. Ryan Galt) 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.

This course does not follow the “banking model” of education, in which students passively receive knowledge “deposited” by experts (hooks 1994: 40). Rather, 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). Each student brings important knowledge, experiences, and voice into the classroom, and the learning community can and should benefit greatly from this enormous diversity.

This course assumes that intelligence is not fixed, nor predetermined, nor can it be measured, let alone ranked, on a single scale (Gould 1996). Rather, it takes the position that 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 the teacher's job to create a learning environment in which this can occur, for students, for the TAs, and for the instructor. Fundamentally, all people can change and develop — by examining, organizing, and

practicing their knowledge, thought processes, ethical commitments, and behaviors. 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.

The practitioners of this course also maintain 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, you are invited to discuss how the educational philosophies we employ in the course inform the work we do.

As the instructor, 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 the 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. We 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 critical synthesis essays (4 pages each) and a portfolio reflection essay (3 pages) make for a total of 11 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 written feedback on each critical reflection essay, which allows them to revise these essays for the final portfolio.

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 essays and integrate these into their argumentation. The use of these visuals is graded through the essay rubric.

Social Sciences Topical Breadth: The course focuses on peoples' individual, political, economic, and social activities through its engagements with social science topics and social science 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.

— Carl Sagan, *Cosmos: A Personal Voyage*, Episode 11, "The Persistence of Memory" (1980: 42 min 33 sec)

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

## Required lab manual and texts:<sup>2</sup>

CRD 20 Lab Manual will be **available in a physical copy at the UC Davis Bookstore (and is covered by Equitable Access)**. The officially printed lab manual in its bound, physical form is required for the class. NOTE: previous versions will not work due to it being updated annually.

## 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.

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### INTRODUCTION

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#### Sept. 28 Introduction to our learning community and food systems

Center for Sustainable Systems. 2006. *U.S. food system*. Center for Sustainable Systems. Ann Arbor: University of Michigan.  
shiftN. 2009. Global Food System Map. shiftN.

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

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#### Oct. 3 Case 1 — 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*.

##### Recommended

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

#### Oct. 5 Case 2 — Risking their lives to be exploited: understanding farmworkers in the US

☞ *in class*: discuss results of VARK Assessment and student profile survey  
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. 10 Social science and ecological perspectives on society, agriculture, and food

George, Susan. 1982. "What is a food system?," "Industrial farming," "The Oligopoly Factor," & "The Costs of Profit," pp. 106-125 in *Food for beginners*. New York: Writers and Readers Publishing.





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#### <sup>2</sup> Recommended texts, not required but a good read and useful:

Alkon, Alison Hope, and Julian Agyeman, eds. 2011. *Cultivating food justice: race, class, and sustainability, Food, health, and the environment*. Cambridge, Massachusetts: MIT Press.  
Atkins, Peter J., and Ian R. Bowler. 2001. *Food in society: economy, culture, geography*. New York: Arnold.  
Galt, Ryan E. 2014. *Food systems in an unequal world: pesticides, vegetables, and agrarian capitalism in Costa Rica*. Tucson: University of Arizona Press.  
Goodman, David, E. Melanie DuPuis, and Michael K. Goodman. 2012. *Alternative food networks: knowledge, practice, and politics*. New York: Routledge.  
Guptill, Amy E., Denise A. Copelton, and Betsy Lucal. 2012. *Food and society: principles and paradoxes*. Malden, Massachusetts: Polity Press.  
Holmes, Seth. 2013. *Fresh fruit, broken bodies: migrant farmworkers in the United States*. University of California Press: Berkeley.  
Lyson, Thomas A. 2004. *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.  
Miller, Sally. 2008. *Edible action: food activism and alternative economics*. Halifax, Nova Scotia: Fernwood.  
Millstone, Erik, and Tim Lang. 2008. *The atlas of food: who eats what, where, and why*. Berkeley: University of California Press.  
Patel, Raj. 2012. *Stuffed and starved: the hidden battle for the world food system*. 2nd ed. Brooklyn: Melville House Publishing.  
Schlosser, Eric. 2002. *Fast food nation: the dark side of the all-American meal*. New York: Perennial.  
Tansley, Geoff, and Tony Worsley. 1995. *The food system: a guide*. London: Earthscan.

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 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
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.	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.

### **Oct. 12 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.

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).

#### Recommended

Miller, James Greir. 1995. "Preface to the paperback edition." Pp. xiii-xxv in *Living Systems*. Niwot, Colorado: University Press of Colorado.

Miller, James Greir. 1995. Chapter 1 "The need for a general theory of living systems" and Chapter 2 "The basic concepts." Pp. 1-50 in *Living Systems*. Niwot, Colorado: University Press of Colorado.

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

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### **Oct. 17 What does race/ethnicity, gender, and class have to do with food?**

White, Monica. 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.

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.

### **Oct. 19 Indigenous food system perspectives, practices, and histories**

Kimmerer, Robin Wall. 2013. "Skywoman falling," pp. 3-10 and "The Three Sisters," pp. 128-140 in *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Editions.

Anderson, M. Kat. 2005. Chapter 4 "California's cornucopia: a calculated abundance," pp. 240-254 in *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*. Berkeley: University of California Press.

Simpson, Leanne Betasamosake. 2017. Chapter 4 "Nishnaabeg Internationalism," pp. 55-70 in *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minneapolis: University of Minnesota Press.

### **Oct. 24 What ever happened to the family farm?**

Lyson, Thomas A. 2004. Chapter 2 “From subsistence to production: how American agriculture was made modern.” Pp. 8-29, *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.

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.

Howard, Phil. 2012. The Food System. Available from <https://www.msu.edu/~howardp/foodsystem.html>.

#### Recommended

Schlosser, Eric. 2002. Chapter 6 “On the range.” Pp. 132-147 in *Fast food nation: the dark side of the all-American meal*. New York: Perennial.

### **Oct. 26 How have globalization and concentration affected the food system?**

Hendrickson, Mary, and William D. Heffernan. 2007. Concentration of agricultural markets. Columbia, Missouri: Department of Rural Sociology, University of Missouri.

Lyson, Thomas A. 2004. Chapter 3 “Going global: the industrialization and consolidation of agriculture and food production in the United States” & Chapter 4 “The global supply chain.” Pp. 30-47 & 48-60, *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.

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>

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

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### **Oct. 31 Why do so many go hungry in a world of plenty?**

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.

Patel, Raj. 2012. Chapter 6 “Better living through chemistry” pp. 129-172.

in *Stuffed and Starved: The Hidden Battle for the World Food System*. Melville House.

#### Recommended

Poppendieck, Janet. 2000. Want amid plenty: from hunger to inequality. In *Hungry for profit: the agribusiness threat to farmers, food, and the environment*, pp. 189-202, edited by F. Magdoff, J.B. Foster and F.H. Buttel. New York: Monthly Review Press.

Oxfam. 2011. Growing a better future: food justice in a resource constrained world. Oxford: Oxfam International.

### **Nov. 2 Foodways, the food industry, and diet-related disease**

Mintz, Sidney. 1995. Food and its relationship to concepts of power. In *Food and agrarian orders in the world-economy*, ed. P. McMichael, 3-13. Westport, Connecticut: Praeger.

Patel, Raj. 2012. Chapter 8 “Checking out of supermarkets,” pp. 221-257 and Chapter 9 “Chosen by bunnies,” pp. 259-297 in *Stuffed and Starved: The Hidden Battle for the World Food System*. Melville House.

### **Nov. 7 Dietary recommendations and nutrition science: 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.

Greger, Michael. 2015. Part 1 Introduction, Part 2 Introduction, and “Dr. Greger’s daily dozen.” Pp. 1-14, 255-275, in *How not to die: discover the foods scientifically proven to prevent and reverse disease*. New York: Flatiron Books.

#### Recommended

Campbell, T. Colin and Thomas M. Campbell. 2006. Chapter 11 “Eating right: eight principles of food and health” and Chapter 12 “How to eat.” Pp. 225-248 in *The China study: startling implications for diet, weight loss and long-term health*. Dallas, Texas: Benbella Books

### **Nov. 9 Diet choices: Meat-centered diets, Veganism, and food fads**

Leckie, Stephen. 1999. How meat-centred eating patterns affect food security and the environment. In *For hunger-proof cities: sustainable urban food systems*, pp. 145-9, edited by M. Koc, R.J. MacRae, L.J.A. Mougeot and J. Welsh. Ottawa: International Development Research Centre.

Schlosser, Eric. 2002. Chapter 9 “What’s in the Meat?” & “Afterword: the meaning of mad cow.” Pp. 193-222 & 271-288 in *Fast food nation: the dark side of the all-American meal*. New York: Perennial.  
*Veganism and food fads readings TBA*

### **Nov. 14 The Green Revolution and the gene revolution: who wins and who loses?**

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.

#### Recommended

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.

Pfeiffer, Dale Allen. 2006. Chapter 4 “Eating Fossil Fuels” & Chapter 6 “The Collapse of Agriculture.” Pp. 19-27 & 39-51 in *Eating fossil fuels: oil, food and the coming crisis in agriculture*. Gabriola Island, British Columbia: New Society Publishers.

Robinson, Guy. 2004. Chapter 8 “Solving the world food problem?” Pp. 171-197 in *Geographies of agriculture: globalisation, restructuring, and sustainability*. San Francisco: Pearson.

### **Nov. 16 Food Tech**

*Readings TBD*

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

### **Nov. 21 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.

*More Readings TBA*

#### Recommended

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.

### **Nov. 23 Thanksgiving - no class**

### **Nov. 28 Organic Agriculture**

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>.

(Skim this reading) Pimbert, Michel P. 2018. Global Status of Agroecology: A Perspective on Current Practices, Potential and Challenges. *Economic & Political Weekly* 53(41): 52-57.

(Skim this reading) Cook, Christopher, Kari Hamerschlag, and Kendra Klein. 2016. *Farming for the future: organic and agroecological solutions to feed the world*. Friends of the Earth.

#### Recommended

Badgley, Catherine, Jeremy Moghtader, Eileen Quintero, Emily Zakem, M. Jahi Chappell, Katia Avilés-Vázquez, Andrea Samulon, and Ivette Perfecto. 2007. Organic agriculture and the global food supply. *Renewable Agriculture and Food Systems* 22 (02):86-108.

Levins, Richard A. 2009. Why don't we have sustainable agriculture now? Shivers Memorial Lecture. Ames, Iowa: Leopold Center for Sustainable Agriculture.

### **Nov. 30 Agroecology: movement, research, practice**

*Readings TBD*

### **Dec. 5 Food justice and food sovereignty**

*Readings TBD*

### **Dec. 7 Transforming the food system**

*Readings TBD*

*Dec. 12 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.

Grades do 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 — 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 this course, 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. The teaching team will try our best to align the criteria on which you are graded with your competency development, focusing on competencies that hopefully will help you in your studies and in life generally. To put it another way, the structure that is established around grades is not *just* about you being bent to the will of the teaching team, although you might see it

that way — the hope is that the payoff developmentally will be large if you play by the rules of the game established here.

The grade breakdown is below. The [rubrics](#) for grading each assignment will be given with the assignments. We 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>
On-Campus Team Project (Lab)	4%	in Lab 3
Off-Campus Team Project (Lab)	16%	in Labs 5, 7, 9, & 10
Lab Teamwork	5%	Self-evaluation due Nov. 7 at 11:59 p.m. Team Evaluation due Dec. 9 at 11:59 p.m.
Lab Participation	10%	Assessed throughout Lab
Critical Synthesis Essay 1	20%	Nov. 2 at 11:59 p.m., or next class session if there are no questions
Critical Synthesis Essay 2	20%	Dec. 5 at 11:59 p.m., or next class session if there are no questions
Final Portfolio	20%	Dec. 12 at 8 p.m.
Resource Access	5%	Nov. 1 turn in to TA at start of lab (Part 1) & Dec. 8 at 4 p.m. electronically (Part 2)

## Essays

The two critical synthesis essays (about 4 pages or 1,000 words in length) are a core course component. Both should be submitted as either a MS Word or PDF file to Canvas before 11:59 pm on the due date. The essays should be typed in 12-point serif font (e.g., Garamond, Times), double-spaced, and with 1-inch margins. The word count is exclusive of the essay title, figure captions, and reference list. Each essay should include references to at least four journal articles, books, or book chapters from the syllabus. Peer-reviewed scholarly sources from outside of the course can be included. Websites or published reports do not count towards the four peer-reviewed scholarly sources. Your references should be compiled in APA citation style, an extensive guide to which can be found here: <https://libguides.murdoch.edu.au/APA>.

## Final Portfolio

The final portfolio is the capstone assignment for the entire course. The portfolio includes a combination of your revisions to previously-submitted essays (and explanation of these revisions) as well as a short reflection on your learning journey. An effective portfolio will demonstrate a higher-level understanding of the important concepts and overall objectives of the course. The goal is also to identify your intellectual or professional position amidst the complex, complicated, and contentious issues encountered during the quarter. Your final portfolio should include the following components:

- Revisions to the two critical synthesis essays and explanatory narratives. You are to revise the two critical synthesis essays submitted during the quarter based on the comments and critiques you received. This will give you a chance to incorporate new thinking and refine your arguments, taking into account the course content in its entirety. The sections of the critical synthesis essays that you have revised should be highlighted (or changes tracked), and you should write a short revision narrative (of no more than 250 words each) accompanying each revised critical synthesis essay explaining what you have decided to change and why.

- A 3-page (750-word) reflective essay explaining your personal learning journey in the course. The synopsis should include a description of the ideas, lessons, or examples that you found most interesting and an explanation of why.

The final portfolio word count is approximately 3,250 words, with 2,000 of original critical synthesis essays with revisions, 500 of revision narratives, and 750 of reflective essay. The two portfolio components should be combined into one file (either MS Word or PDF) for submission on Canvas. The portfolio should be written in 12-point serif font (e.g., Garamond, Times), double-spaced, and with 1-inch margins. The word count is exclusive of the essay title, figure captions, and reference list. Your references should be compiled in APA citation style.

## **Class Policies**

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 essay 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 or send me a message before class with questions you would like to be addressed that day.

The sooner you do the reading, the more time you have to make connections and incorporate them into your outlines. You are very encouraged to visit my office hours and to 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).

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.

This class follows 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 a notification for assignment submission from Canvas and (2) save this notification in case any issues arise. Not receiving a notification 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 (except in the case of emergencies, outline deadlines 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. This issue is one of labor equity for those who are grading your papers.

Please use the Canvas Mail Tool, OR 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. 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.

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 [ucdcare@ucdavis.edu](mailto:ucdcare@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](mailto: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, Teaching Assistants, and instructor 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.

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