



Image from: www.kitchenstewardship.com

C&ES / AAE 340

ISSUES IN FOOD SYSTEMS

FALL Semester 2018 (3 Credits)

Monday/Wednesday 2:30-3:45

10 Agricultural Hall

Office Hours: Before class or by appointment

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Gaylord Nelson Institute for Environmental Studies

Department of Community and Environmental Sociology

Office Hours: by appointment

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Course Description:

This course is centered on the fundamental question: What is the food system and how are communities impacted by and agents in redefining a “community food system?”

In this course, students will engage questions regarding the current state and future directions of the food system and food access. We will examine how regional, social, and demographic categories impact food access and choices and the ways that communities respond to the call for access to healthy food. The course is also designed to offer an analysis of the many voices of the respective food movement(s).

Official Course Description:

With primary emphasis on the U.S., the course covers social, economic and biological dimensions of food systems. Using classroom and community experience, the course combines academic approaches with practitioner knowledge. A community project is required.

Prerequisite(s)

SOC 140, C&E SOC/SOC 181, 210, or 211

Credit:

The class meets weekly for two 75-minute class periods. In addition to in class lecture, discussion and assignments, students will also be expected to work on the course learning activities for about 3 hours out of classroom for every class period. Please consult your syllabus which includes additional information about meeting and expectations for student work and assignments.

Participation

Students are expected to attend class regularly and come to class prepared for the discussion. This means that you will have read the assigned materials and be ready for classroom discussions, and/or assignments.

Course Objectives:

In this course you will:

- Gain an understanding the difference between a food system and a community food system
- Examine the impact of race, class, gender and other categories on accessing healthy food
- Examine the impact of privilege in the food system and the food movement(s)
- Examine components of the food justice/security/sovereignty movement
- Interrogate our own privilege in the food system

Grading Assignments:

Each student is responsible for four assignments throughout the semester. Many of the course assignments are part of the overall project of with Second Harvest. These assignments will help you think critically about food access and food security.

Everyone will complete the HIC certification and will contribute some portion of the transcription. (25 points each). If you have not completed the human subject training, please click on this link to do so: <https://my.gradsch.wisc.edu/citi/index.php>. (Worth 25 points)

If you have, please upload the certificate of your completion to CANVAS.

You must choose one of the following (25 points):

Lit review

Data analysis

Each student will select three of the tasks to complete from the document titled: Second Harvest and CES340 (total of 25 points).

Completion of all of the above is worth 100 points.

Assignments:

Human Subjects Certification 25pts

Literature review or Analysis 25pts

3 tasks 25pts

Transcription 25pts

100pts

Course Materials:

Poppendieck, Janet

1998 *Sweet Charity: Emergency Food and the End of Entitlement*. New York, NY:

Penguin Books.

Estabrook, Barry

2011 *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most*

Alluring Fruit. Kansas City, MO: Andrews McMeel Publishing.

Hope Alkon, Alison and Julian Agyeman (eds.)

2011 *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge, MA: The

MIT Press.

Articles: Available on Canvas website

Grading Scale:

Grades for the course will be assigned using the following point distribution (grades will not be curved):

A = 94-100

AB = 89-93.9

B = 83-89.9

BC = 77-82.9

C = 70-76.9

D = 60-69.9

F = below 60

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student

Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: “The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

Seeking Assistance: A student can seek help at many places on campus, for both personal and academic problems. For answers to general questions on many topics, a good place to start is [Ask Bucky](#), which is an excellent general referral service.

For personal problems, Counseling Services, a unit of [University Health Services](#), offers a variety of individual, group and couple counseling services. Experienced counselors, psychologists, and psychiatrists are available to assist students in overcoming depression and managing anxiety, and in developing self-awareness and understanding, independence, and self-direction. The counseling staff is experienced and sensitive to students of diverse cultural and ethnic backgrounds. Counseling Services is located at 333 East Campus Mall; 608-265-5600. In addition, an on-call dean in Student Assistance and Judicial Affairs is usually available by telephone (608-263-5700) or on a walk-in basis (75 Bascom Hall) Monday–Friday, 8:30 a.m.–4:30 p.m.

Course Schedule

Week 1-- Introductions

Course overview and syllabus review

Week 2—

Monday (9/10)

Pollan, Michael

2013 “Why cook?” Chapter 1 in *Cooked: A Natural History of Transformation*. New

York: The Penguin Press.

Peterson, Latoya

2011 "If you haven't been on food stamps, stop trying to influence government policy."

From the blog Racialicious-the intersection of race and pop culture,

[https://www.facebook.com/notes/racialicious-race-identity-and-pop-culture-in-a-](https://www.facebook.com/notes/racialicious-race-identity-and-pop-culture-in-a-olorstruck-world/if-you-havent-been-on-food-stamps-stop-trying-to-influence-government-policy/10150187118107287/)

[olorstruck-world/if-you-havent-been-on-food-stamps-stop-trying-to-influence-government-policy/10150187118107287/](https://www.facebook.com/notes/racialicious-race-identity-and-pop-culture-in-a-olorstruck-world/if-you-havent-been-on-food-stamps-stop-trying-to-influence-government-policy/10150187118107287/).

Supplemental:

Shange, Ntozake

1998 "What'd you people call that?" Pp. 5-13 in *If I Can Cook / You Know God Can*
Boston: Beacon Press.

Wednesday (9/12)

Kloppenburg, Jack, John Hendrickson, and G.W. Stevenson

1996 "Coming in to the foodshed." *Agriculture and Human Values* 13:3 (Summer): 33-42.

Supplemental:

Kloppenburg, Jack,

2010 "Impeding dispossession, enabling repossession: biological open source and the recovery of seed sovereignty." *Journal of Agrarian Change* 10:3 (July): 367-388.

Week 3—

Monday (9/17)

Pollan, Michael

2006 "Introduction: our national eating disorder." Pp. 1-11 in *The Omnivore's Dilemma: A Natural History of Four Meals*. New York, NY

Berry, Wendell

1990 "The pleasures of eating." Pp. 125-131 in Robert Clark (ed.), *Our Sustainable Table...Essays*, San Francisco, CA: North Point Press.

Wednesday 9/19

Kendall, Erica

2013 "The unbearable whiteness of eating: how the food culture war affects Black America." From the blog a black girl's guide to weight loss, at <http://blackgirlsguidetoweightloss.com/the-op-eds/the-unbearable-whiteness-of-eating-how-the-food-culture-war-affects-black-america/>, accessed January 16, 2014.

DuPuis, E. Melanie and David Goodman

2005 "Should we go 'home' to eat?: Toward a reflexive politics of localism." *Journal of Rural Studies* 21: 359-371.

Supplemental:

Twitty, Michael

2011 "The unbearable taste." *Common-Place* 11:3 (April).

Guthman, Julie,

2007 "Commentary on teaching food: why I am fed up with Michael Pollan et al." *Agriculture and Human Values* 24: 261-264.

Ehrenreich, Barbara

1994 "Berkeley." Z Magazine (September): 5.

Week 4---Other Voices, Other Rooms

Monday (9/24)

(Certification assignment due)

(Discuss the purpose of the literature review and begin)

Conway, Gordon

2012 "Acute and chronic crises." Chapter 1 in *One Billion Hungry: Can We Feed the World?* Ithaca, NY: Cornell University Press.

Holt-Gimenez, Eric

2011 "Food security, food justice, or food sovereignty?: Crises, food movements, and regime change." Chapter 14 in Alison Hope Alkon and Julian Agyeman (eds.), *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge, MA: The MIT Press.

Wednesday (9/26)

Poppendieck, Janet

1998 *Sweet Charity: Emergency Food and the End of Entitlement*. New York, NY: Penguin Books. Chapters 1-3

Week 5—Hunger: Abroad and At Home (Feeding Wisconsin/Second Harvest Guests)

Monday (10/1)

Poppendieck, chapters 4-7

Wednesday (10/3)—

Poppendieck, chapters 8-9 and conclusion

Week 6—Hunger at Home

Monday (10/8)

Alkon, Alison Hope and Julian Agyeman

2011 "Introduction: The food movement as polyculture" Chapter 1 in Alison Hope Alkon and Julian Agyeman (eds.), *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge, MA: The MIT Press.

Freeman, Andrea

2007 "Fast food: Oppression through poor nutrition." *California Law Review* 95:6: 2221-2259

Wednesday (10/10)

Cole, Teju

2012 "The White-Savior Industrial Complex," *The Atlantic*, available on-line.

McIntosh, Peggy

n.d., "White privilege: Unpacking the invisible backpack."

Guthman, Julie

2011 "'If they only knew': The unbearable whiteness of alternative food." Chapter 12 in Alison Hope Alkon and Julian Agyeman (eds.), *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge, MA: The MIT Press.

Week 7—Fair/Just Food

Monday (10/15)

(Draft of lit review to class and commit to focus group questions)

White, Monica

2011 "D-Town Farm: African American resistance to food insecurity and the Transformation of Detroit." *Environmental Practice* (December) 13:4:406-417.

Morales, Alfonso

2011 "Growing food and justice: Dismantling racism through sustainable food systems." Chapter 7 in Alison Hope Alkon and Julian Agyeman (eds.), *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge, MA: The MIT Press.

Cooking and Thinking

Wednesday— (10/17)

Pollan, Michael

2013 "Step one: finely dice some onions" and "Step six: simmer, below the boil, for a long time." Pp. 125-134 and 179-195 in *Cooked: A Natural History of Transformation*. New York: The Penguin Press.

Week 8—Food and Women's Bodies

Conduct focus groups

Monday (10/22)

Bordo, Susan

1998 "Hunger as ideology." Pp. 11-35 in Ron Scapp and Brian Seitz (eds.), *Eating Culture*. Albany, NY: State University Press of New York.

Counihan, Carole M.

1999 "What does it mean to be fat, thin, and female." Pp. 76-92 in *The Anthropology of Food and Body: Gender, Meaning, and Power*. New York, NY: Routledge.

Wednesday (10/24)

Guthman, Julie

2007 "Can't stomach it: How Michael Pollan et al. made me want to eat Cheetos." *Gastronomica* (Summer): 75-79.

Week 9—Food and Laboring Bodies

Begin transcriptions

Monday (10/29)

Estabrook, Barry

2011 *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*. Kansas City, MO: Andrews McMeel Publishing.
Pages xiii-95

Wednesday (10/31)

Estabrook, pages 97-197

Week 10--Genetic Engineering

Transcriptions

Monday (11/5)

Kloppenborg, Jack

2004 “Still the seed: Plant biotechnology in the 21st century.” Chapter 11 in *First the Seed*. Madison, WI: University of Wisconsin Press.

Wednesday (11/7)

Harmon, Ronald, Pamela

2013 “Buddhist economics and a GMO rethink.” *Scientific American Food Matters* blog, at <http://blogs.scientificamerican.com/food-matters/2013/09/06/buddhist-economicsand-a-gmo-rethink/>, accessed January 16, 2014.

Week 11—Food Movements

Begin Coding

Monday (11/5)

Rosset, Peter

2012 “Rural social movements and agroecology: context, theory, and process.” *Ecology and Society* 17(3).

Wednesday

Simmons, Erica

2013 “Sin maíz no hay país: Cooperation, participation, and community in the Mexican Tortillazo Protests.”

Week 12-Holiday week

Analysis

Week 13—Write up final paper

(Continue Analysis)

Monday (11/12)

Wednesday (11/14)

Submit draft of findings

Week 14—

Submit draft of methods and work on final paper

Monday (12/3)

Wednesday (12/5)

Week 15— What is Being Done?

Monday (12/10)

Alkon, Alison Hope and Julian Agyeman

2011 “Conclusion: cultivating the fertile field of food justice.” Chapter 15 in Alison Hope Alkon and Julian Agyeman (eds.), *Cultivating Food Justice: Race, Class and Sustainability*. Cambridge, MA: The MIT Press.

Wednesday (12/12)

Wrap up