

## Community & Environmental Sociology 340: Issues in Food Systems

**Instructor:** Jaclyn Wypler (she/they)      **Email:** [wypler@wisc.edu](mailto:wypler@wisc.edu)

**Office Hours:** Tuesday 12:30-2p & by appt.

<https://us.bbcollab.com/guest/7fd3b025622e4a1c8bc22f6908c4cf9f>

+1-571-392-7650; PIN: 863 889 6795

### Course Information

**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. [\* = virtual]

**Requisites:** SOC 140, C&E SOC/SOC 181, 210, or 211

**Course Attributes:**

- Intermediate
- Social Science
- Counts as Liberal Arts and Science credit in L&S
- Synchronous and asynchronous

**Credits:** This is a 3-credit course. In accordance with the UW-Madison credit hour policy standards, this credit load is equivalent to the following: two, 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc. ) for about 3 hours out of the classroom for every class period. Readings and assessments have been selected accordingly.

**Canvas Course:** <https://canvas.wisc.edu/courses/217618>

**Meeting Time and Location:** Tuesday and Thursday 11am-12:15pm, BBCollaborate  
<https://us.bbcollab.com/guest/3ca83e77bbbf4069b3ae5bb42b9fee7a>

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The course aims to provide students with the following learning outcomes:

- Identify micro, meso, and macro components in food systems and ways they shape each other.
- Examine personal position and contributions to food systems.
- Analyze emerging research and current events related to food systems.
- Discuss pressing challenges and interventions in food systems with experts.
- Interrogate dominant narratives about food systems using empirical research and practitioner knowledge.
- Collaboratively create research-based podcast for a community organization.

Students will gain knowledge and skills to deepen how they engage with food systems consumers, researchers, and advocates, thereby furthering their personal, academic, and professional pursuits.

## Course Requirements & Expectations

All materials (readings, podcasts, videos, etc.) are available on Canvas. You are expected to complete the materials by the end of the day listed on the below schedule.

Your course grade will reflect performance on the following components for a total of 300 points (there will not be opportunities for extra credit):

Attendance	12
Participation	20
Weekly Quizzes	24
Questions for Guests	24
Exam	40
Short Analysis	45
Podcast Project	135

I will calculate your grade according to the total points you have accumulated:

A	93% or higher	(279-300 points)
AB	88-92.99%	(264-278 points)
B	83-87.99%	(249-263 points)
BC	77-82.99%	(231-248 points)
C	70-76.99%	(210-230 points)
D	60-69.99%	(180-209 points)
F	59.99% or lower	(179-0 points)

### *Attendance (12 points)*

- Synchronous attendance is required to receive instructions, discuss concepts, and collaborate with podcast groups.
- Synchronous sessions will occur each week on **Thursdays, 11a-12:15p CST**, unless otherwise noted.
- Attending a full synchronous session is worth 1 point.
- You can miss up to two live sessions without penalty; each additional unexcused missed lecture subtracts 1 point from the total. If you have a scheduled reason to miss a live session, contact Jaclyn within the first two weeks of the course.

### *Participation (20 points)*

- Active participation is required online through discussion boards and assignments.
- Each participation discussion/assignment is worth 2 points.
- Participation discussion/assignments with the lowest two scores will be dropped.
- Participation discussion/assignments are due on **Thursdays at 11:59PM** unless otherwise noted.

*Weekly Quizzes (24 points)*

- Quizzes will have 10 questions covering all learning materials and are cumulative.
- You may consult your notes, but you must complete the quiz yourself (i.e., not with a friend or their help).
- Receiving a 9/10 or higher will amount to full credit (2 points - no partial credit).
- You may take the quiz as many times as you would like.
- Quizzes with the lowest two scores will be dropped.
- Quizzes are available beginning Thursday afternoons and **close Sunday at 11:59PM.**

*Questions for Guests (24 points)*

- Before each of the guest appearances, you will submit questions for the guests based on Canvas prompts, each worth 3 points.
- Questions with the two lowest scores will be dropped.
- Guest questions are due **11:59PM on Tuesdays**, unless otherwise noted.

*Exam (40 points)*

- Multiple choice cumulative exam: **Tuesday, November 17<sup>th</sup>**
- **\*\* There is no exam during final exam period \*\***

*Short Analysis (45 points)*

- You will submit three short analyses, each worth 15 points.
- Details for each analysis will be on Canvas.
- Due dates:
  - o **Sunday, September 27<sup>th</sup>, 11:59PM**
  - o **Sunday, November 1<sup>st</sup>, 11:59PM**
  - o **Sunday, December 6<sup>th</sup>, 11:59PM**

*Podcast Project (135 points)*

- In a group of four students, you will research a topic related to food systems and produce a podcast for a food systems organization. Podcast components will be completed in segments throughout the semester. You will receive detailed information on each component:

Topic ( <i>group grade</i> )	5 points	<b>Sunday, September 27<sup>th</sup>, 11:59PM</b>
Podcast Plan ( <i>group grade</i> )	10 points	<b>Sunday, October 11<sup>th</sup>, 11:59PM</b>
Article Summaries ( <i>individual grade</i> )	15 points	<b>Sunday, October 25<sup>th</sup>, 11:59PM</b>
Interview Notes ( <i>individual grade</i> )	15 points	<b>Sunday, November 8<sup>th</sup>, 11:59PM</b>
Podcast Storyboard ( <i>group grade</i> )	25 points	<b>Sunday, November 22<sup>nd</sup>, 11:59PM</b>
Final Podcast ( <i>group grade</i> )	50 points	<b>Sunday, December 13<sup>th</sup>, 11:59PM</b>

**Assignment Review**

If you are concerned about a grade, review the assignment and wait 24 hours before contacting Jaclyn. Submit a written request with the reason for the re-grade and schedule a time to meet Jaclyn in office hours. Jaclyn will review the assignment.

**Classroom Etiquette (via BBCollaborate)**

1. When class begins, please put away other devices or distractions (phones, crosswords, etc.). Make sure you have a means to take notes while watching the screen.
2. Be prepared to contribute by writing, speaking, and being visually present. You will be asked to unmute and activate your video periodically.
3. Respect classmates, guests, the instructor, and yourself. Provocative ideas and questions are encouraged; do not be afraid to voice your opinion just because it may be different. However, avoid language whose sole purpose is to provoke or disparage others.
4. We are building a conversation. Learn and use your classmates' names. Add to the current conversation. If you contribute frequently, allow others to speak before speaking again.
5. Refrain from leaving until class is over; we will take breaks and always end on time.
6. Turn in your own work (University's Academic Integrity policy below).

**Email Policy & Office Hours**

If you have a logistic question, please first consult the syllabus and Canvas. If you missed lecture, first contact a fellow student for notes. **Email me with "CES 340" in the subject line** about accommodations, to schedule an appointment, or with concerns. I will respond to emails within 48 hours during the workday (9AM-5PM). If you have any questions or comments about course material, it is best to visit virtual office hours (if you email before about what you would like to discuss, I will be best prepared).

**University & Department Policies****Academic Integrity**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. <https://conduct.students.wisc.edu/syllabus-statement/>

**Accommodations for Students with Disabilities**

**McBurney Disability Resource Center:** 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 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. I will work either directly with the 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. <https://mcburney.wisc.edu/instructor/>

### ***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/>

### ***Departmental Grievances & Appeals***

The Department of Community and Environmental Sociology regularly conducts student evaluations of all instructors near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, Michael Bell ([michaelbell@wisc.edu](mailto:michaelbell@wisc.edu)).

**COURSE SCHEDULE**

Weekly Theme & Dates	Materials	Meetings & Assignments
<b>Week 1: Food Systems</b> Thursday, 9/3	Listen: Apocalypse Survival Skills #4: Braiding Seeds	Live Class  Submit: Introduce yourself to Jac
Sunday, 9/6		Weekly Quiz 1
<b>UNIT I: EATING</b>		
<b>Week 2: Is food a human right?</b> Tuesday, 9/8:	Read: Food Security, Food Justice, or Food Sovereignty  Read: "You Can't Say You're Sovereign if You Can't Feed Yourself": Defining and Enacting Food Sovereignty in American Indian Community Gardening  Watch: Seed: The Untold Story	Discuss: Meet your discussion & lecture group
Thursday, 9/10:		Live Class
Sunday, 9/13		Weekly Quiz 2
<b>Week 3: Cooking &amp; Cultural Foodways</b> Tuesday, 9/15:	Read: The Unbearable Taste  Watch: Comfort Nation  Listen: Chef Adrian Lipscombe on Legacy and the 40 Acres & A Mule Project	Submit: Questions for Adrian Lipscombe
Thursday, 9/17:		Live Class  Discuss: Food Issues in the News
Sunday, 9/20:		Weekly Quiz 3
<b>Week 4: Sugar &amp; SNAP</b> Tuesday, 9/22:	Read: Sugar Ecologies  Watch: Genes or Environment? Diabetes among the Pima  Watch: The relationship between diabetes and water rights for Native Americans in Arizona  Watch: Tohono O'odham Community Action – Cultural renewal as the key to better health	Discuss: Sugar & SNAP

	Read: If You Haven't Been on Food Stamps, Stop Trying to Influence Government Policy	
Thursday, 9/24:		Live Class
Sunday, 9/27:		Submit: Short Analysis 1 Submit: Podcast Topic Weekly Quiz 4
<b>Week 5: Food Security in COVID-19</b> Tuesday, 9/29:	Listen: Hunger in the Time of COVID-19: "Everybody Just Wants These Kids to be Fed"  Watch: Why Americans are Throwing out Tons of Milk  Read: The Pandemic Could Cause Long Term Damage to How We Get Our Food  Read: The Pandemic Could Actually Strengthen the U.S. Food System  Watch: Rooted Webinar	Submit: Questions for Sheena Tesch
Thursday, 10/1:		Live Class  Discuss: Food Security in COVID-19
Sunday, 10/4		Weekly Quiz 5
<b>UNIT II: GROWING</b>		
<b>Week 6: Indigenous Food Sovereignty</b> Tuesday, 10/6:	Read: Food Sovereignty, Justice, and Indigenous Peoples  Listen: Dan Cornelius – "Reconnecting Trade Routes"	Discuss: Indigenous Food Sovereignty
Thursday, 10/8:	Watch: Gather Screening	Live Class
Sunday, 10/11:		Submit: Podcast Plan  Weekly Quiz 6
<b>Week 7: Black Agrarianism</b> Tuesday, 10/13:	Read: Article from Chris Keeve  Read: Article from Leslie Touzeau  Listen: 1619 "The Land of Our Fathers" Part 1 and Part 2	Submit: Questions for Chris Keeve & Leslie Touzeau

	Watch: The Young Black Farmers Defying a Legacy a Discrimination	
Thursday, 10/15:		Live Class Discuss: Black Agrarianism
Sunday, 10/18:		Weekly Quiz 7
<b>Week 8: Latinx Farmers on Wisconsin Dairies</b> Tuesday, 10/20:	Read: Milking in the Shadows, Chapters 3 and 7 Read: Dairyland in Distress Watch: Los Lecheros	Submit: Questions for Julie Keller
Thursday, 10/22:		Live Class Discuss: Latinx Farmers
Sunday, 10/25:		Submit: Article Summaries Weekly Quiz 8
<b>Week 9: Queering Agriculture</b> Tuesday, 10/27:	Watch: Queering Sustainable Agriculture Listen: Queer Farmers Read: We are Natural	Submit: Questions for Clare Reisman
Thursday, 10/29:		Live Class
Sunday, 11/1:		Submit: Short Analysis 2 Weekly Quiz 9
<b>Week 10: Case Study: Rocky Steady Farm</b> Tuesday, 11/3:	Election Day	Election Day
Wednesday, 11/4:	Read: Rock Steady Farm Case Study	Submit: Questions for Rock Steady Farm
Thursday, 11/5:		Live Class
Sunday, 11/8:		Submit: Interview Summaries Weekly Quiz 10
<b>UNIT III: PRODUCING</b>		
<b>Week 11: Dairy</b> Tuesday, 11/10:	Read: Midscale Food Value Chains Listen: Sarah Lloyd Podcast Read: Dairyland in Distress, and charts	Submit: Questions for Sarah Lloyd



Thursday, 11/12:		Live Class  Discuss: Listen to a Podcast
Sunday, 11/15:		Weekly Quiz 11
<b>Week 12: Conservation, Sustainability, and Climate Change</b> Tuesday, 11/17:		Exam
Wednesday, 11/18:	Watch: Webinar with Meryl  Read: Engage the Change	Submit: Questions for Meryl Richards
Thursday, 11/19:		Live Class
Sunday, 11/22:		Submit: Podcast Storyboard  Weekly Quiz 12
<b>Week 13: Agricultural Technologies</b> Tuesday, 11/24:	Read: Rob Chiles article  Watch: Q&A with Rob Chiles	
Sunday, 11/29:		Submit: Reactions for Rob Chiles  Submit: Presentation Peer Review  Weekly Quiz 13
<b>Week 14: Organics &amp; Gene Editing, Argentina Case Study</b> Tuesday, 12/1:	Read: Isaac Leslie Dissertation Chapter  Read: The Expansion of Transgenic Soybeans and the Killing of Indigenous Peasants in Argentina  Watch: Argentina's Bad Seeds	Submit: Questions for Isaac Leslie and Pablo Lapegna
Thursday, 12/3:		Live Class
Sunday, 12/6:		Submit: Short Analysis 3  Weekly Quiz 14
<b>Week 15: Reflections</b>	Watch: Reigniting the Soul of Farming	Discuss: Reflections

Tuesday, 12/8:		
Thursday, 12/10:		Live Class Submit: Peer Assessment
Sunday, 12/13		Submit: Final Podcast