

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENVS 111

Year: 2019-2020

Course Title: Food Systems Seminar II: Food Movements

Credit Hours: 2

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This seminar course will explore the role of social movements in challenging the dominant food production and distribution system, and in building sustainable alternatives. Prerequisites: Prior completion or concurrent enrollment in ENGL 100; RDNG 099 if required by placement testing; 2 Cr. (2 Lec.) Spring semester.

Course Context/Audience

ENVS 111 is a required course in the Sustainable Farming and Food Systems and Culinary Arts degree programs. It may also be used as an unrestricted elective.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course prerequisites for details.

Math: M0 Course requires very little or no math.

Reading: R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

Course Goals

The student will begin to understand the role of social movements in making the food system more equitable and sustainable.

Course Objectives/Topics

| Objective/Topic | % Course |
|---|------------|
| The student will become familiar with various alternatives to the modern food production and distribution system. | Throughout |
| The student will become familiar with the concepts and history of social movements and social change. | Throughout |
| The student will become familiar with social movements that are currently challenging the dominant food system including, but not limited to: the local food movement, the organic movement, the environmental movement, and the food justice movement. | Throughout |

General Education Goals - Critical Thinking & Social/Global Awareness

| CRITICAL THINKING OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|--|---|
| <p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. | <p>The course examines relevant contemporary issues and asks students to look at multiple stakeholders and pros/cons.</p> <p>The course emphasizes the importance of considering possible bias in the media and focuses on evaluating sources for legitimacy.</p> <p>Students will weigh the viability of alternative systems and their potential to ameliorate current problems.</p> |
| SOCIAL/GLOBAL AWARENESS OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
| <ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. | <p>Students will evaluate their roles in the food system and how they, as individual consumers, can support change that brings us closer to an environmentally sustainable and socially just food system.</p> <p>The focus of this course will be to develop an understanding of how different social movements make change within current political, economic, social, and agricultural systems.</p> |

Instructional Methods

Discussion and guest lectures

Methods of Assessment/Evaluation

| Method | % Course Grade |
|--|-----------------------|
| Discussion and participation | 20-50% |
| Oral presentations | 0-40% |
| Discussion facilitation | 0-20% |
| Term paper or multiple smaller written assignments | 0-40% |
| Quizzes | 0-30% |

Texts

Required:

The textbook used for this class is *Food, Farms, and Community: Exploring Food Systems*, by Lisa Chase and Vern Grubinger (UNH Press, 2014).

Bibliography

This list is for example only, and shows a sample of potential readings. Up-to-date readings will be assigned from the scientific literature and popular press.

Ackerman-Leist, Philip. 2013. *Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems*. Chelsea Green, White River Junction, VT.

Guptill, Amy E., Copelton, Denise A., and Betsy Lucal. 2013. *Food & Society: Principles and Paradoxes*. Polity Press, Malden, MA.

Neff, Ron (Editor). 2015. *Introduction to the U.S. Food System: Public Health, Environment, and Equity*. Jossey-Bass, San Francisco.

Wright, Wynne, and Gerad Middendorg. 2008. *The Fight Over Food: Producers, Consumers, and Activists Challenge the Global Food System*. The Pennsylvania State University Press, University Park.

Pollan, Michael. 2007. *The Omnivore's Dilemma: A natural history of four meals*. Penguin, New York.