

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: ENVS 111**

**Year: 2024-2025**

**Course Title: Food Systems II: Food Movements**

**Credit Hours: 3**

**I. Course Description:**

The prevailing food system is unsustainable. From production systems that degrade the environment to distribution systems that are unjust, we need to make changes. This course will explore the role of social movements in challenging the dominant food production and distribution system, and in building sustainable alternatives. Student will become familiar with several social movements including, but not limited to: the local food movement, the organic movement, the environmental movement, the animal rights movement and the food justice movement. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement. 3 Cr. (3 Lec.) Spring semester

**II. Additional Course Information:**

- |   |
|---|
| 1. ENVS 111 is a required course for the Sustainable Farming and Food Systems A.A.S. and the Culinary Arts A.A.S. |
| 2. ENVS 110, ENVS 111, and ENVS 112 are recommended, but not required, to be taken in sequence.                   |

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- |   |
|---|
| 1. Describe the history of social movements and social change.                                    |
| 2. Describe alternatives to the modern food production and distribution system.                   |
| 3. Explain the role of social movements in making the food system more equitable and sustainable. |

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
  
- Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

#### **Sustainable Farming and Food Systems A.A.S**

List the PLO or PLOs that are meaningfully developed and assessed in this course. For Each PLO, list the specific SLO through which the development and assessment will occur.

[Click here to enter text.](#)

PLO: Describe the structure of the current food system, the environmental, social, and economic dilemmas that exist within it, and describe the emerging alternatives to the dominant food system.

SLO: Describe alternatives to the modern food production and distribution system.

PLO: Explain the unique roles of sustainable farmers, consumers, and advocates in addressing the social, economic, and environmental consequences of our current food system.

SLO: Explain the role of social movements in making the food system more equitable and sustainable.

### **SUNY General Education Outcomes**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

GENERAL EDUCATION CATEGORY - Area(s): Social Science

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. Definition and history of social movements
2. Food and social change
3. Food, politics, and policy
4. History of food movements in the US
5. The organic movement
6. The local food and farming movement
7. The urban farming movement
8. The farm to school movement
9. The animal rights movement
10. Food movements in the local community
11. Food and marketplace values
12. Food justice and food sovereignty

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Discussion and Participation	20-30%
2. Oral Presentations	0-40%
3. Term Paper/ Special Project	20-40%
4. Quizzes	15-30%

## VII. Texts – Required    Recommended    Used for more than one course (list courses)

1. <i>Food, Farms, and Community: Exploring Food Systems</i> . Lisa Chase and Vern Grubinger. 2014. UNH Press.
--

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

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.

1. Winne, Mark. <i>Closing the Food Gap : Resetting the Table in the Land of Plenty</i> . Beacon Press, 2008.
2. Nestle, Marion. <i>Food Politics : How the Food Industry Influences Nutrition and Health</i> . Revised & expanded ed., University of California Press, 2007.

3. Warner, Melanie. <i>Pandora's Lunchbox : How Processed Food Took over the American Meal</i> . First Scribner hardcover ed., Scribner, 2013.
4. Goodwin, Jeff, and James M. Jasper. <i>The Social Movements Reader : Cases and Concepts</i> . Blackwell Pub., 2003.
5. Pollan, Michael. <i>The Omnivore's Dilemma : a Natural History of Four Meals</i> . Penguin Books, 2007.
6. Foer, Jonathan Safran. <i>Eating Animals</i> . First Back Bay paperback ed., Back Bay Books/Little, Brown and Co., 2010.
7. Robinson, Jennifer Meta, and James R. Farmer. <i>Selling Local : Why Local Food Movements Matter</i> . Indiana University Press, 2017.
8. Katz, Sandor Ellix. <i>The Revolution Will Not Be Microwaved : Inside America's Underground Food Movements</i> . Chelsea Green Publishing, 2006.
9. Alkon, Alison Hope, and Julian Agyeman. <i>Cultivating Food Justice : Race, Class, and Sustainability</i> . MIT Press, 2011.
10. Neff, Roni. <i>Introduction to the US Food System : Public Health, Environment, and Equity</i> . 1 <sup>st</sup> ed., Jossey-Bass, A Wiley Brand, 2015.
11. Ackerman-Leist, Philip. <i>Rebuilding the Foodshed : How to Create Local, Sustainable, and Secure Food Systems</i> . Post Carbon Institute, 2013.
12. Guptill, Amy Elizabeth, et al. <i>Food &amp; Society : Principles and Paradoxes</i> . Polity, 2013.
13. Wright, Wynne., and Gerad. Middendorf. <i>The Fight over Food : Producers, Consumers, and Activists Challenge the Global Food System</i> . Pennsylvania State University Press, 2008

Editions listed are current as of date of syllabus. More recent editions may be used.

## IX. Other Learning Resources

**Audiovisual:** None specified

**Electronic:** The Food System Primer, Johns Hopkins Center for a Livable Future  
<http://www.foodsystemprimer.org/>

**Other:** None specified

**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 academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms. Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting*

*for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*