

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENVS 112

Year: 2024-2025

Course Title: Food Systems III: Identity, Ethics, and Culture in the Global Food System Credit Hours: 3

I. Course Description: This course explores the many ways in which our personal and cultural identities are linked to food; investigates the ethical choices involved in preparing and eating food; and examines the dynamic interaction of food and culture in an increasingly globalized world. Should we eat animals? Should we only grow food organically? Should we consume genetically modified (GMO) foods? Are locally-produced foods ethically superior to globally-sourced foods? Are our ways of producing and consuming food fair to everyone? Should government play a role in promoting food safety and public health? Should our government play a role in easing world hunger? Students will develop an understanding of how individual choices help to shape the food system, and the ethical implications of these choices. ENVS 112 fulfills the SUNY General Education Humanities and Diversity: Equity, Inclusion, and Social Justice Knowledge and Skills Areas. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 if required by placement. 3 Cr. (3 Lec.) Fall semester.

II. Additional Course Information:

1. ENVS 112 is a required course for the Sustainable Farming and Food Systems A.A.S., Culinary Arts A.A.S., Hotel and Restaurant Management A.A.S., and Wine Marketing A.A.S. degree programs.
2. This course can be used to satisfy a liberal arts, humanities, or unrestricted elective in other programs.
3. This course can be paired with HRMG 220 <i>Exploration of Culture & Cuisine - Study Away</i> .
4. This course may include a web-based collaboration with international partner institutions (VINE).

III. Student Learning Outcomes

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

1. Identify the role of food in forming and defining our personal, religious, ethnic, and gender identities.
2. Assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.
3. Explain the dynamic interaction between food and culture in an increasingly globalized world.
4. Explain and defend a personal position according to ethical and social/political concepts introduced in class.
5. Discuss the historical context and social structures including inequities in the global food system.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

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.

SLO 2: Assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code 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.**

PLO 5: Describe/explain the unique roles of sustainable farmers, consumers, and advocates in addressing the social, economic, and environmental consequences of our current food system.

SLO 2: Assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.

Specify the Academic Program: **Culinary Arts A.A.S.**

PLO 5: Explain the social responsibility for creating sustainable food systems and methods to support them in food and beverage operations.

SLO 2: Assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.

SUNY General Education Competencies

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

- ☐ **CRITICAL THINKING & REASONING-** Students will:
 - a. clearly articulate an issue or problem;

- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ **INFORMATION LITERACY** - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ **SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):**

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

Diversity: Equity, Inclusion, and Social Justice

SUNY SLO: Students will describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.

Course SLO(s):

SLO 5. Discuss the historical context and social structures including inequities in the global food system.

SUNY SLO: Students will analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.

Course SLO(s):

SLO 1. Identify the role of food in forming and defining our personal, religious, ethnic, and gender identities.

SLO 3. Explain the dynamic interaction between food and culture in an increasingly globalized world.

SLO 5. Discuss the historical context and social structures including inequities in the global food system.

SUNY SLO: Students will apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Course SLO(s):

SLO 1. Identify the role of food in forming and defining our personal, religious, ethnic, and gender identities.

SLO 3. Explain the dynamic interaction between food and culture in an increasingly globalized world.

SLO 4. Explain and defend a personal position according to ethical and social/political concepts introduced in class.

Humanities

SUNY SLO: Students will demonstrate knowledge of the conventions and methods of at least one of the humanities.

Course SLO(s):

SLO 5. Discuss the historical context and social structures including inequities in the global food system.

SUNY SLO: Students will recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Course SLO(s):

SLO 2: Assess the ethical significance of one's own actions in relation to food production, consumption, and distribution.

SLO 4: Explain and defend a personal position according to ethical and social/political concepts introduced in class.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Foundations of Ethics and Introduction to Ethical Questions in the Food System
2. Global Hunger
3. Food Justice
4. Consumer Ethics
5. Identity, Gender, Culture, Ethnicity, Race, Religion, Class
6. Animal Welfare
7. Industrial vs. Alternative Plant Agriculture
8. Workers' Rights
9. Health, Obesity, and Consumption
10. Policy and Public Health

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Discussion and Participation	20-40%
2. Oral Presentations	10-30%
3. Term Paper/Position Paper	20-40%
4. Quizzes/Homework Assignments	10-30%

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

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. Barnhill, Anne. <i>Food, Ethics, and Society : an Introductory Text with Readings</i> . Oxford University Press, 2017.	<input type="checkbox"/>

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

VIII. Bibliography of Supplemental Materials

1. Sandler, Ronald L. <i>Food Ethics : The Basics</i> . Routledge, Taylor & Francis Group, 2015.
2. Chignell, Andrew, et al. <i>Philosophy Comes to Dinner : Arguments on the Ethics of Eating</i> . Routledge-Taylor & Francis, 2016.
3. Singer, Peter, and Jim. Mason. <i>The Way We Eat : Why Our Food Choices Matter</i> . Rodale, 2006.
4. Koch, Shelley L. <i>A Theory of Grocery Shopping : Food, Choice and Conflict</i> . English ed., Berg, 2012.

5. Bobrow-Strain, Aaron. <i>White Bread: A Social History of the Store-Bought Loaf</i> . Beacon Press, Boston, 2012.
6. Grubinger, Vern, and Lisa Chase. <i>Food, Farms, and Community: Exploring Food Systems</i> . University of New Hampshire Press, Durham, NH, 2014.
7. Guptill, Amy E., Copelton, Denise A., and Betsy Lucal. <i>Food & Society: Principles and Paradoxes</i> . Polity Press, Malden, MA, 2013.
8. Neff, Ron (Editor). <i>Introduction to the U.S. Food System: Public Health, Environment, and Equity</i> . Jossey-Bass, San Francisco, 2015.
9. Pollan, Michael. <i>The Omnivore's Dilemma: A Natural History of Four Meals</i> . Penguin, New York, 2007.
10. Thompson, Paul Richard. "The Ethics of Diet and Obesity," <i>From Field to Fork</i> , pp. 95-99.
11. Foer, Jonathan Safran. <i>Eating Animals</i> . First Back Bay paperback edition, Back Bay Books/Little, Brown and Co., 2010.
12. Peters, Caitlin. "How America Eats: A Social History of U.S. Food and Culture" by Jennifer Jensen Wallach (review). <i>Diálogo</i> (Chicago, Ill.), vol. 18, no. 1, University of Texas Press, 2015, pp. 175–76, doi:10.1353/dlg.2015.0047
13. Egan, Sophie. <i>Devoured : from Chicken Wings to Kale Smoothies--How What We Eat Defines Who We Are</i> . 1 st edition. William Morrow, an imprint of HarperCollins Publishers, 2016.
14. Des Jardins, Joseph. <i>Business Ethics Quarterly</i> , vol. 27, no. 3, July 2017, pp. 455–58, .doi:10.1017/beq.2017.18.- Review of <i>From Field to Fork: Food Ethics for Everyone</i> . Thompson, Paul B. Oxford: Oxford University Press, 2015 ISBN: 978-0-19-939168-4.
15. Fieldhouse, Paul. <i>Food and Nutrition : Customs and Culture</i> . 2 nd ed., Chapman & Hall, 1995

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

IX. Other Learning Resources

Audiovisual: Nothing specified
Electronic: Nothing specified
Other: Nothing 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.