

FOOD STUDIES NEWS

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PAVING THE PATH TOWARDS A DEGREE IN FOOD STUDIES

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We are proud to announce to the college community that the A.S. Food Studies is now an official degree. The program was approved by the Department of Education of New York and the State of New York. Since then we have doubled our efforts to promote the program, integrating knowledge of it into college-wide activities and offering workshops to disseminate the program’s requirements. We have launched a new scholarship initiative as an opportunity to involve students in both lab and community based research. We have also introduced a web link as well as a Facebook page about the program – all to reach a wider audience.

This academic year our Food Studies Program initiatives provided students the opportunity to observe and interact with professionals in food related careers. Professor Alfonso Morales of the University of Wisconsin joined us for a two-day series of conversations with faculty and students, and shared his expertise in the area of Street Food Vendors and urban planning that influence access and development of food retailers in cities. Ms. Claudia Lifton of the Factory Farming Awareness Coalition returned to our campus for four events over the course of two days. She provided eye opening presentations on the impact meat-based food production has on the environment, and discussed, as well, the socio-political concerns involved in the production and distribution of these products. Another speaker, Mr. Stephen Ritz of the Bronx Green Machine, also returned to Hostos and engaged students and faculty with his energy and enthusiasm for hydroponic gardening and education. During the spring semester, Professor Krishnendu Ray, Chairperson of the Food Studies Program at NYU, joined Mr. Sean Basinski, the Director of the Street Vendors Project, to share their work on food culture, immigration, and street food vendors in New York City. The nature of the topic touched upon the interests of the audience and also sparked faculty interest in designing new coursework and conducting primary research around the theme.

These venues are great incentives for promoting our program, while we learn from experiences and accumulated knowledge. We look forward enthusiastically to continue to provide guidance and service to those students who chose our program



The Hostos Food Studies team and guests. Rina Fontenele, Elyse Zucker, Krishnendu Ray, Chris Paskoff, Sean Basinski, Felix Cardona, Sierra Lebron, and Flor Henderson.

FOOD CULTURE: ITS OPPORTUNITIES AND CHALLENGES

by Elyse Zucker

When, in the fall 2016, Wisconsin University Urban and Regional Planning Professor Dr. Alfonso Morales visited Hostos, on behalf of our food studies program, he planted a seed in us by sharing his research about street food and food vendors. Street food and food vendors are subjects we daily see surrounding us, but often don't reflect upon –how they can offer healthy alternatives to fast food options, provide narratives for how many immigrants daily struggle to earn a living, and also

embrace diversity: something upon which New York City is predicated. The seed came to fruition in the spring 2017 by shaping some of the projects our food studies committee created, such as holding a panel presentation called “Food Culture: its Opportunities and Challenges” which featured professor Dr. Krishnendu Ray, director of the NYU Food Studies Program, as well as Mr. Sean Basinski, director of the Food Vendors Project of the Urban Justice

Center. To a room packed with Professor Henderson’s Botany Class, Professor Paskoff’s Food Studies 101 Class and Professor Zucker’s Expository Writing students as well as other faculty, staff, and students, Dr. Ray spoke of how the food business has drawn immigrants to it because it is a venue offering ways in which they could earn a living –and climb the work hierarchy latter since many who started out as cooks eventually became owners of the business that employed them. Touched upon as well by

Dr. Ray was the fact that so many of these immigrants were also, in pursuit of their livelihood, subject to injustices and inequality.

Next Mr. Basinski spoke of the hardships food vendors face – from working in environments offering little if any protection from inclement weather, to paying heavy penalties if they do not, with exactitude, comply with city-enforced codes and regulations, to seeking permits for their work when the demand to obtain them exceeds the supply that is offered.

Students were clearly engaged and asked analytical and

insightful questions during the Q&A. Some even took the panelists up on their offer to continue discussion with them via email. All seemed pleased with the presentation and many expressed that they were impressed with vendors in general. Student Matthew Leonte wrote:

both [speakers] made great points and I took a lot out of both presentations and it opened my eyes to street vendors. Now I say hello to my street vendors every day in my community because I know what they are doing is

important and beneficial to my neighborhood.

Professor Zucker's students (of whom Matthew was one) integrated the knowledge they gained into the schema for their service learning research projects –another branch the seed planted grew— which involved doing primary and secondary research and service learning in response to vendor-centered topics ranging from how food vendors benefit NYC, to that food vendors embrace diversity and attest to the hardships immigrants often endure.

OPENING OUR EYES TO HOW ANIMALS ARE MASS PRODUCED FOR CONSUMPTION: A VISIT FROM THE FFAC

by Chris Paskoff

On March 20 and 21, the Food Studies Program and the Environmental Club brought Ms. Claudia Lifton back to Hostos for several presentations and discussions. Claudia is a representative of the Factory Farming Awareness Coalition (FFAC), a nationwide non-profit organization devoted to encouraging public awareness about the reality of factory farming. The presentations introduced the meaning of the term “factory farming,” the mass-production methods in the beef, poultry, pork, and fishing industries, and the impacts of

these methods on workers and the environment.

At first glance, the term “factory farming” might seem a jarring juxtaposition: “factory” suggests a closed space of assembly lines and smoke stacks, while “farming” suggests rolling green hillsides, with acres of crops growing in open sunlight. In fact, the term “factory farming” is a euphemism for “Concentrated Animal Feeding Operations” (CAFOs). Over the past fifty years, CAFOs have become the overwhelmingly dominant form of meat production in America. These

are not “farms” at all, at least not in the sense of agricultural production. Rather, they are factories for the mass-production of animals. This mass-production environment controls the entire life-cycles of these animals, from fertilization, gestation, and birth, to feeding, growth, reproduction, and slaughter. Most factory-farmed animals spend their entire life-cycle within a narrowly confined indoor space, with all aspects of life –including diet, veterinary care, and breeding— all controlled to maximize the meat production and its ultimate profitability.

Claudia's presentation overlapped with many central topics of our Food Studies curriculum here at Hostos. Our introductory course, FS 101, begins with the question “why study food?” This question leads us to consider the fact that a great deal of marketing and opinion-shaping resources in our society are invested in discouraging us, as consumers and citizens, from thinking about the realities of food production. These realities often include inhumane mass-production of animals, the abusive conditions of workers in CAFO facilities, and the short- and long-term environmental consequences of these methods.

The effort to persuade consumers to “look the other way” (or to avoid thinking about food production at all) goes back hundreds of years, originating with the awful realities of agricultural slave labor; Caribbean sugar production is one historically important example. Claudia's presentation showed us that CAFOs are, in some ways, the modern analogues of the sugar plantation; in both cases, the success and prevalence of the production method depends on the consumer's willingness to remain unaware of where their food originally comes from.

Over the past two decades, Food Studies has emerged as an academic discipline, partly as a reaction to this “willing

ignorance,” and the realities of food production are important components of the FS curriculum. In the classroom, we look at these issues primarily through an academic lens. Claudia gave us the opportunity to see these issues through the lens of an activist non-profit organization. The final component of her presentation emphasized this activist perspective addressing the power of an informed public, both as consumers and as citizens, to influence the food production system to move in more ethically tolerable directions.



Claudia Lifton returned to Hostos to talk about the Environmental Effects of Food Production.

THE GREEN BRONX MACHINE VISITS HOSTOS COMMUNITY COLLEGE

by Fabian Wander

As part of the Food Studies Fall Event Series, on November 15th, 2016, Hostos students were fortunate to participate in a very animated presentation by “El Capitan,” the one and only Mr. Stephen Ritz. Mr. Ritz is an educator in the South Bronx and founder of the Green Bronx Machine. The mission of the Green Bronx Machine is to encourage academic success by building health equity and resiliency in communities through the harvesting of food in the classroom. The work of this organization has had a tremendous impact on academic success by educating youth in

underserved communities about urban agriculture. Mr. Ritz is recognized internationally as a leader and innovator in bringing urban agriculture into the classroom.

His lecture focused on urban agriculture, hydroponics, and education as they impacts the health and wellness of The Bronx. Mr. Ritz energized the guests with his passion for achieving social justice in The Bronx through the use of technology, agriculture and healthy eating. He discussed the remarkable improvements in his student’s attendance and academic success by introducing urban

agriculture in the classroom. In addition to assisting his students in becoming academically successful, he is also instrumental in developing future entrepreneurs in the food and technology industry.

His lecture was not only exciting for the guests, but inspirational for the students interested in studying Food Studies at Hostos Community College. The curriculum includes a track of study in Food Policy, Social Issues in Food, Health and Nutrition, and Environment & Sustainability.



Fabian Wander, Flor Henderson, Stephen Ritz, and Elyse Zucker.



GROW TOGETHER CONFERENCE

by Sierra Lebron

The Grow Together Conference was held at Hostos Community College on March 29, 2017. The halls were filled with lifetime students of the soil: urban farmers. Free workshops were held all day long on topics ranging from beekeeping, to composting, to grant writing.

As a second time attendee I was excited to meet my green-thumbed neighbors and to receive the swag bag and organic lunch provided to us. Rina Fontenele (who works in the Food Studies Program) and I gave out flyers and information at the Food Studies table in the conference. We also handed out

free organic heirloom seeds to attendees, with the promise they would send us pictures of the plants when in bloom. Many of the farmers thanked us for the seeds because organic seeds are becoming harder to find and more expensive. A farmer usually has to make a large investment in their crop at the beginning of the harvest buying tools, seeds, fertilizer, etc., so costly seeds make meeting these demands tougher.

We felt very proud to have assisted farmers in their work with small seeds that would become fruitful crops for their families and communities to one day eat.

Giving out the seeds and hearing questions from the people also helped me to realize I myself had many questions about the process of cultivating seeds. Last year Hostos Community College and the Food Studies Program sponsored ticket for the *Grow Together Conference* where I attended a full day class on creating a seed library. A seed library is a collection of various seeds that are given out with the expectation of germination, cultivation and replacement with the harvested seeds. Hopefully these seeds will be the beginning of Hostos Community College's Seed Library.



CITY GROWERS EDUCATION CONFERENCE

by Sierra Lebron

On a gloomy day at the beginning of the semester I begged my mother to come out with me to Brooklyn for a conference on Food in the Classroom, and she agreed to. We attended a workshop on the importance of making clear to children in elementary school the nutritional labeling on processed foods. The instructor showed us a variety of foods commonly found in the halls of elementary schools like Guzzers Snacks, fruity cereals, Gatorades. The list of these types of food products goes on and on. The instructor asked us, “how many of you in the room have eaten the whole package of one of these snacks?” A sea of arms rose in the air of shame-ridden adults who have been told to drink Gatorade after exercising or to eat Special K instead of a meal to lose weight. Then he asked “Do you think children read the label to see how many serving sizes are in the packages or do they probably eat the whole package?” If we did not stop to

look at serving sizes how could we expect children to become sages of the supermarket?

Children now see more commercials in a day than our ancestors saw in a week or even in their lifetimes, depending on if they were around when advertisements dominated our culture. Food items use fun pictures of cartoon characters to catch the attention of children. Parents have long days at work, which makes cooking feel like another expendable chore thanks to the invention of the microwave and the TV dinner. But what can we do for these children who are hooked on advertisements and have tasted more artificial flavors than real fruits in their short lifetimes? His solution was simple. Cook with them!

Cooking in the classroom teaches children how to be smart shoppers in the future. Learning how to read a recipe improves math and reading skills through the learning

of how to measure and follow the steps given. Children then share their newly learned information with their families when they get home, potentially changing the way the families look at food.

In the classroom when the food is warming up, the instructor shows his students how to read and understand the nutrition labels on their snacks. Our classroom created a chili together that was made with more than a dozen vegetables. The chili filled the halls with a delicious aroma that attracted many fans. Even my mother a “meat and potatoes” kind of woman loved the chili and talked about making it at home for our family. This workshop really brought to my attention the importance of diets for children.

Children are in need of fresh foods and we need to learn how to make them available to them. Cooking in the classroom is a great activity. Maybe we can bring more of it to Hostos Community College!



THE YOUNG AND THE MEANING OF FOOD

by Flor Henderson

What better way to improve eating practices than introducing the concept of healthy eating at an early stage of life? That is the task that Stephen Ritz took upon himself. Ritz is a teacher in Community School 55 in the South Bronx. His revolutionary work has made him the recipient of numerous awards and recognition for integrating

concepts of health, nutrition, sustainability, and urban gardening into the curricula of fourth and fifth grades. In his classes, young students routinely engage in the propagation and cultivation of green leafy vegetables. The classroom features three garden towers and a kitchenette with all the necessary accessories adapted for their small hands.

On January 27, the class received special visitors from both a partner school in St. Louis, Missouri, and from Chef William Yosses, former chef of the White House. The event was attended by visitors from local, regional, and national organizations, among them the Hostos Food Studies Program. All participants were positively impressed by the indoor gardening systems, the charisma and

dynamism of the teacher, the skills and knowledge of the chef, and above all, by the energy and enthusiasm the young students exhibited.

Ritz started his lesson with a brief introduction to healthy eating and nutritional needs for living healthily. Next he provided aprons for the students, who then proceeded to move to the

kitchenette to receive instructions from Chef Yosses. He spoke about the value of organically grown vegetables and balanced diets. Then he demonstrated the best ways to chop vegetables. With the help of many tiny hands Chef Yosses prepared a nutritious and delicious vegetable chili.

Ritz's teaching approach has generated not only food for the

school and the community, it has also impacted classroom attendance, and increased graduation rates.

By embedding new and engaging concepts, and modeling positive eating behaviors, Ritz's approach will surely have an everlasting impact on the minds and lives of this young generation.

HOSTOS STUDENTS VISIT THE HOT BREAD KITCHEN FOOD BUSINESS INCUBATOR AT LA MARQUETA

by Jorge Silva-Puras

As part of the initiative to expose students to opportunities in Food Studies, approximately 35 Hostos students recently visited the Hot Bread Kitchen (HBK) food business incubator located at La Marqueta, East Harlem.

The field trip, included students who are currently enrolled in my BUS220 (Marketing) class, BUS240 (Entrepreneurship) and students taking FS 101 (Food Studies I). We were fortunate to have Mr. Kobla Asamoah, the Executive Director of the food business incubator, give us a tour of the facilities and explain how the incubator operates. I was joined by Prof. Paskoff, who teaches FS 101.

This visit to the HBK incubator is part of a Capstone Project for the Business 220 class (Principles of Marketing). The main project of the class involves creating four teams of 4 to 5 students each, and assigning them the tasks of conducting marketing research and preparing a marketing plan for several food businesses currently incubating at HBK, namely: *Jessie's Nutty Cups, Harlem Seafood Soul, Pabade Bakery and Clean Plate Co.*

All four business owners have come to Hostos to share their stories with students, who see fantastic role models in these young entrepreneurs, some of whom have already expanded their sales to include as a business, WholeFoods (Clean Plate Co.) and Dean & DeLuca (Jessie's Nutty

Cups). As mentioned by several students after listening to the business owners, they can see themselves creating and pursuing a business in the food sector, and they have learned about some of the real life challenges of starting and growing a small business.

At the end of the semester, students present their findings and recommendations in the form of a marketing plan, including the creation or optimization of websites and development of digital marketing assets. Those presentations, shared in a business competition setting similar to CNBC's Shark Tank allowing students to share not only the results of their findings, but also the execution of marketing strategies and tactics for their "clients".



In the picture you can see part of the facilities of Hot Bread Kitchen incubates, which offers a commercial kitchen that serves as a business incubator for food businesses.

FOOD VENDORS AS A VENUE TO LEARN TO WRITE RESEARCH PAPERS

by Elyse Zucker

In the spring of 2017, Prof. Zucker's Food Studies English Expository Writing class centered their service learning project on the topic of Street Vendors and Carts. This project was inspired by the research that Hostos guest speaker, Dr. Alfonso Morales, shared with some of our classes in the fall 2016; it considers the history of street vendors and carts and the roles they play in communities such as ours. One of

those roles is that they offer healthier and ethnically diverse food alternatives to the fast food places forming the backdrop of shopping streets such as the Grand Concourse and 149th Street.

When obtaining from students their initial thoughts about vendors and carts, the results were mixed: some of the students patronized vendors but others had apprehensions about doing so.

This led me to think that students should do research on vendors –to find out about subjects ranging from their health and safety standards to the personal narratives vendors could share about their lives and livelihood. To obtain more direction for my students, I contacted the Street Vendor Project Director, Mr. Sean Basinski (who was one of our panelists at the Food Culture event) who offered suggestions

and sources my students could find useful for their projects.

Fortified, I was ready to help students with their projects, which entailed they do both primary and secondary research—and share their findings with those whom they interviewed. For the primary research aspect, students created questions and surveys for both consumers and vendors, to learn how people in the public feel about vendors, and who the vendors themselves were as well as how they operated and what they sold. Armed, often in groups, with their questionnaires and surveys and sporting their Hostos IDs, students interviewed vendors and consumers both in the Bronx

and in Queens, taking, for the latter, the #7 Subway to Woodside and Sunnyside where the highest concentration of vendors in New York are situated. There students discovered vendors sold foods reflecting cultures ranging from the Himalayan to the Mexican to the Somalian to the Korean and everything in between. Students not only loved the excursions, but learned a great deal in the process.

The secondary research students did was built on what they learned from their primary research. The papers students chose to write were on such topics as “the challenges vendors face beyond employees who work indoors,” to “how vendors benefit

communities at large.” As part of their service learning, students sent to those interviewed the findings of their research. In the process, they grew more interested in and sympathetic toward vendors, less apprehensive to patronize them, and more understanding of the types of challenges that they face. They also came to understand how vendors may benefit society, and that they celebrate, by virtue of the various foods they sell, ethnicity and immigration. All this while learning to acquire the skills needed to write research papers!



A familiar scene - Street Vendor at 149th and Grand Concourse.

PLANTS IN OUR LIVES

by Flor Henderson

The challenging nature of teaching science courses is a topic widely discussed by educators who teach at all levels. This challenge becomes even more difficult when students in non-science careers are required to complete a number of science credits before they graduate. As a result of this pressure, some students resign themselves to register in any course that fits their schedules. They basically jump into the unknown, with a pre-conceived assumption that the course they signed up for will be rough.

The course Plants and Society is an applied botanical course offered to non-science students. It is an introduction to the world of plants from the perspective of their importance for humans. At the beginning students do not “see” the plants as living things equivalent to other more dynamic forms of life, such as animals or even microbes. It takes a few weeks of hands-on activities before they “accept” plants as living forms in their own right.

The theme that helps create a better understanding of this concept is that of reproduction.

Students marvel at the complexity of plant sexual reproduction and the simplicity and puzzling mode of asexual reproduction. The most engaging lab experience is germination and vegetative propagation (cloning). Most of the students have some basic notion of germination, but they find results generated by the experiments on asexual reproduction or more technically known as ‘vegetative propagation’ the most surprising. For this experiment, they cut pieces of potted plants –*Philodendron* and *Chlorophytum* (spider plant) are the common choices—then submerge the pieces in water for one or two weeks, after which they observe the snips sprouting roots, and eventually the roots sprouting root hairs. The students finally hit the “OMG!” moment; their plants are alive and growing fundamentally “out of nothing”!

There is a sense of pride that comes with their having propagated a new generation of plants. This semester the class produced 62 new plants. The plants were then given away to students during Earth Day.

This is a very rewarding experience, not only because there

is a tangible product at the end of the exercise, but because the students learn about a very important biological concept. Hands-on interactions are memorable: they supplement students’ education; they enhance the students’ understanding of the role of plants in nature and our lives; and they enrich the students’ formation as citizens of the world.



New plants propagated by BIO131 Plants and Society students



WALKING TOUR WITH PROFESSOR ALFONSO MORALES

by Daniel Galindo and Sierra Lebron

Walking through the local neighborhood with Hostos Guest speaker, Professor Morales (Urban and Regional Planning Professor from Madison Wisconsin University) was informative and fun. Professor Morales and Sierra went to the African Market looking for African food and teas. This market is located about 3 blocks south of Hostos. The market seems to be primarily wholesale and most items were in bulk sizes but Professor Morales found his favorite Asian tea within the mix of fabrics, goat heads, and kola nuts, to name a few of the

products featured there. Professor Morales talked to us about his life growing up in New Mexico where his family grew many kinds of crops. Professor Morales told us about his decision to focus his degree in the area of Food Studies. He felt the food vendors in the community did not get much recognition for their contribution to society. He wanted to know more about them and celebrate their importance. Professor Morales also loved the idea that Food Studies is an emerging field and that there would be room for him to grow and

the scholarly work he did would help the field to grow as well.

We also went to La Finca del Sur Community Garden, which is located at E 138th St, Bronx, about five to six blocks away from our campus. During our visit there, Professor Morales emphasized the importance of farms. He informed us having a farm would be laborious work but the work would have many benefits. For instance, having an urban farm in such a close distance to Hostos could help students to have access to fresh produce – something lacking in this location.

He suggested a sustainable produce garden be started in the school or in the neighborhood surrounding the school. The first step, would be to talk to the people in charge of the Food Studies program and emphasize our need to have access to fresh and healthy food. Professor Morales suggested we could make money with the farm we'd begin. We could plant peppers and tomatoes and after harvest, could

make salsas to sell in the college. Professor Morales is a positive thinker; he greatly encouraged us to make our ideas realities. We are very grateful and energized from our shared experience with Professor Morales. We are enthusiastic about having more students in the Food Studies program as we move toward the goal that the Bronx will one day no longer be a food desert. Perhaps, in

the future, new students who come to Hostos CC will see the amazing work that we did. We want to leave a legacy for the new students. As Daniel, who will be graduating stated, "Although we may be graduating we are not leaving the Hostos Community. We will continue to be involved in the program working along with our great professors."

PLANTS IN FOOD CULTURE, NYC — LITHUANIAN CULTURE

by Indre Brasiskyte

Plants play an important role in everyday life. The most important role of plants for me is that they provide me with nutritious food. I like eating plants such as fresh salads or snack fruits. My interest in plants grew after attending a presentation on the Environmental Impact of Food with my classmates. There, I learned about how animals are abused in large food manufacturing companies. The presentation impacted me, so I decided to limit my meat and dairy intake. I began substituting meat-based meals with vegan options. I had never tried vegan chicken, but I found it to be delicious!

My class, Plants and Society, required we conduct research on Plants for Food in Diverse Cultures around the world. I decided to find information on

plants used in my own culture. I am from Lithuania. Even though there are no big differences between here and there in the products we use for cooking, I found some variations when it comes to the plants. Fruits such as black currant and gooseberries are more popular in Lithuania than they are here. Plants used in almost everything in Lithuania are fennel, sorrel and nettle plants; the last two being the most unique plants in my culture. Using nettle for food goes back to my grandmother. People still uses nettle for medicine. Sorrel is delicious. I've been eating sorrel soup since I can remember. It gives soups an interesting and unique sour taste.

Overall, Lithuanian cuisine is very rich in vegetables and spices. While doing this research I learned interesting details about

plants that I did not know before. One of the most interesting details I discovered was that many plants used in certain cultures are also widely used in other regions. For example, plants from Europe and Eastern Europe are used in Asia. I could not have connected these two regions logically because the cultures in both of these continents are really different. I think it is very important to be familiar with plants in different cultures, because we can realize that even though the same plants grow in different regions, in the course of years each culture develops completely different dishes from them. For example, in Lithuanian culture potato is in almost every traditional dish, but we don't really think about the history behind potatoes. How and why did the potato reach Eastern Europe? Is an interesting story. There are many more examples

like this among the plants we eat. It is interesting how plants have been adopted by different cultures around the world.

The plants I enjoy the most and I selected for my research were buckwheat, sorrel, gooseberry, fennel, rhubarb, and black currant.

All these foods are very nutritious, rich in antioxidants and vitamins (see table below).

<p>Sorrel, <i>Rumex acetosa</i> L. Is a small plant with rounded edible leaves and juicy stems. Native to Europe. All the parts of this plant are used to make soups. Sorrel is added at the last 10-15 min. Sorrel is very popular and give soups a delicious and interesting sour flavor.</p>	 <p>https://winterharte-stauden.com</p>	<p>Gooseberry, <i>Ribes uva-crispa</i> L. Is a plant with bushy branches; small oval green or dark purple fruits. Native to Europe. The fruits can be eaten raw, or in pies mixed with other fruits; they are also used as sauce for meat dishes. These can also be cooked in a pan mixed with onions and seasoning and onions, or in the preparation of jams.</p>	 <p>https://www.noursefarms.com</p>
<p>Fennel, <i>Foeniculum vulgare</i> Mill. Is a very aromatic herb with high stems and feathery leaves. Native to the Mediterranean region. Fennel is used for cooking or for salads. It can be used fresh or dried. Sorrel is collected in the summer and dried for the winter. It is used as seasoning.</p>	 <p>http://www.growbetterveggies.com</p>	<p>Black currant, <i>Ribes nigrum</i> L. Is a woody shrub; the fruits are black, glossy and sweet. It is native to Central and Northern Europe and North Asia. The fruits can be eaten raw or cooked in a variety of dishes, jellies and jams. Its syrup is typically mixed with apple juice to vary its favor. The fruits and leaves are also used for homemade alcoholic drinks.</p>	 <p>https://www.isons.com</p>
<p>Rhubarb, <i>Rheum rhabarbarum</i> L. Is a small plant with big juicy edible petioles and big round leaves. Native to Asia, Europe, and the Americas. Its raw leaf petioles can be eaten alone or sweetened as snacks. It is also used in baking. This plant also has laxative properties.</p>	 <p>http://www.huffingtonpost.com</p>	<p>Buckwheat, <i>Fagopyrum esculentum</i> Moench. Its flowers are white; its seeds are triangular. Native to Russia and China. The grains are nutritious. They are boiled and served as a side dish. It also mixed with ground meet or can be eaten alone with butter and salt. A buckwheat diet is popular in Lithuania because it is a filling gluten free diet.</p>	 <p>http://www.bonappetit.com</p>

MY JOURNEY THROUGH THE FOOD STUDIES PROGRAM

by Daniel Galindo

My name is Daniel and I am a student at Hostos Community College. I began my studies in 2014 and am graduating this coming June, 2017. I started in CUNY-START,

which is a program that helps student to pass the CATW exam. While I was in the program I took advantage of the opportunity to apply for one of the Academic Achievers Scholarships, to help

pay my tuition. My goal was to major in Business Management, but sometimes life takes you to different paths and exposes you to different experiences than you expected it to. Seeing how my

family struggled with diabetes as a result of eating unhealthy foods such as french fries and hamburgers, and having, also, soft drinks, I decided to major in Food Studies –although at that time, Food Studies was not yet a major. I took as many classes as I could to learn about the foods that I should I eat to teach my family what to eat and what foods to avoid.

Knowing what we eat is very important because our health, affected by it, is what matters the most. The more fresh and healthy food you eat the softer and healthier your skin will appear. I remember very well some of the words of Michel Pollan in his article “Eat Food: Food Defined.” He wrote that “real food is disappearing from large areas of the supermarket and from much of the rest of the eating world.” This statement is true because when

you go to any regular supermarket you find many products that look very unfamiliar to you -- the reason being, these products are processed foods. The best thing to do is to stay away from these foods because they are bad your health. Anytime you go to the supermarket remember Pollan’s advice “Don’t eat anything your great grandmother wouldn’t recognize as food.”

Taking many classes in Food Studies I learned a lot about the food we eat; eating local food is very important because local food is fresh and healthy for you as well as for the environment. Also, as Vice-President of The Environmental Club, I had the chance to participate in extracurricular activities with my colleagues. We visited the Wainwright House in Rye, New York, NY, a beautiful place where many professional people spend

time together eating healthy food and drinking good wine. That was my first time drinking wine in my life. We tasted strawberry Italian soda, and curry chicken with rice and romaine salad. The chef talked about the products she used to make the dinner, and the importance of having a sustainable environment for ourselves and for our children. Another speaker talked about the negative effects that cell phones and laptops create for the people and their links to cancer. We also had the opportunity to visit Bethel-Hobbs Farm. This visit came as a surprise for many of my classmates, but not for me, because I have seen far more diverse farms. Bethel-Hobbs Farm is a small farm. The way they plant the seeds is different from how my parents do in my country (Mexico), but overall, it was a beautiful experience.



Daniel Collecting hot peppers at Hobbs Farm

FOOD STUDIES EVENTS CELEBRATED IN PHOTOGRAPH DISPLAY AT THE A - ATRIUM

by Elyse Zucker

In celebration of our Food Studies Program, more than two dozen pictures lined, in April, the windows of the A Atrium. The photographs, which were taken by both students and staff captured and brought to vivid life the students and the settings of the events at which they took place. These included pictures taken of students at the Little Italy Market, the Brooklyn

Grange Rooftop Farm, the GreenThumb Farmers Market at Hostos, the Golden Earthworm Organic Farm on Long Island, the Bethel-Hobbs Charity Farm on Long Island, the Bronx Green Up Summer Tours, The Hostos Souper Market, the Hot Bread Business Incubator in Harlem and the New York Botanical Garden Edible Academy in the Bronx. The events were attended

by Professor Henderson's Plants and Society class, Professor Zucker's Expository Writing Service Learning class, Professor Paskoff's Introduction to Food Studies class and Professor Silva-Puras' Marketing class.

Members of the Environmental Club also attended some of these events.



The Associate in Science (A.S.) Degree in Food Studies at Hostos Community College consists of 60 credits, which include the following courses: Common Core courses required by the City University of New York; Food Studies core courses; a career practices course; and a required internship. During the first year students select a track in one of four areas: food policy; food and social issues; health and nutrition; or environment and sustainability. These tracks prepare graduates to transfer into four-year bachelor's programs in food studies and related fields such as political sciences, urban studies, nutrition, and environmental studies.

El programa Asociado en Estudios Alimenticios de Hostos Community College consiste en 60 créditos, que incluyen cursos básicos requeridos por City University of New York; cursos en Estudios Alimenticios; practica pre-profesional; e internado. Durante el primer año de estudios, el estudiante selecciona una de cuatro líneas de especialidad: política alimenticia; alimentación y la sociedad; nutrición y salud; o medio ambiente y sostenibilidad. Estas áreas de especialización preparan a los graduados para transferencias a programas de bachillerato de cuatro años en estudios alimenticios y otras profesiones relacionadas, tales como ciencias políticas, estudios urbanos, nutrición, y estudios medio ambientales.

The program is open to:

- Freshman students
- Current or transfer students with less than 22 credits

FOOD STUDIES SCHOLARSHIPS



RESEARCH OPPORTUNITIES

Spring - Summer - Fall

REQUIREMENTS

- Be registered in FS 120, FS 200, BIO 130, or ENG 110^{Service Learning}
- Maintain a GPA of 3.0 or higher
- Submit a research proposal after coordinating with your research mentor



RESEARCH AREAS:

- FOOD CULTURE •
- FOOD POLICY •
- FOOD HISTORY •
- FOOD AND HEALTH •
- HYDROPONIC GARDENS •
- URBAN FARMING •
- ECOLITERATURE •
- FOOD & ETHICS •
- FOOD DESERTS •
- COMMUNITY GARDENING •



EXPAND YOUR KNOWLEDGE OF FOOD STUDIES

WORK WITH A FACULTY MEMBER

- Choose your research topic
- Work 3 hours a week on your project

SCHOLARSHIP

- Receive \$500 per semester

PROGRAM SPONSORS

The Laurie M. Tisch Illumination Fund

The United States Department of Agriculture

The Office of Academic Affairs

The Natural Sciences Department

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