

FS 101 Introduction to Food Systems

3 Credits

Prerequisites: ENG 091; ENG 092

Co-requisites: Composition 110

Faculty Information - TBD

Course Description

This course provides students with fundamental knowledge of the food system and all of its components (e.g., agricultural production, consumption, regional linkages, food and agricultural policies). The course begins with an overview of food systems and the field of food studies and progresses through in-depth examination of the food system from a social science lens and a social justice framework. It also examines alternative food movements and includes examples of community groups working to improve the food system in New York City. The final sessions of this course are dedicated to discussions about employment in the food sector and academic fields of study that address aspects of the food system. The course includes field trips and/or guest lectures to complement readings, assignments, and in-class discussions.

Course Meetings - TBD

Course Books

Guptill, A., Copelton, D., and Lucal, B. 2013. *Food and Society: Principles and Paradoxes*. Cambridge, MA: Polity Press.

Hauck-Lawson, A., & Deutch, J. (2009). *Gastropolis: Food and New York City* (p. 343). New York, NY: Columbia University Press.

Millstone, E., & Lang, T. (2013). *The Atlas of Food: Who Eats What, Where, and Why* (p. 128). Brighton, UK: University of California Press.

Additional Required Course Materials

Additional readings will be provided via Blackboard.

Student Learning Outcomes

Over the course of the semester students will:

- Develop understandings of the food system and all of its components.
- Become familiar with the interdisciplinary field of food studies and the importance of a systems approach to studying food and the food system.
- Develop critical awareness of food systems issues in New York City and beyond.
- Develop basic understanding of social science and geographic methods used to analyze food systems information.
- Become familiar with social movements addressing social justice in the food system, and examples of these in New York City.
- Learn about opportunities to continue food studies education at Hostos Community College and select four-year institutions
- Learn about jobs and entrepreneurship in the food sector
- Develop critical thinking, writing, and public communication skills through group and individual work

The reading and written assignments will also ensure that students in this course will satisfy the following Flexible Core learning outcomes:

- Gather, interpret, and assess information about the food system from a variety of sources and points of view.
- Evaluate evidence and arguments critically and analytically using basic social science methods.
- Produce well-reasoned written and oral arguments about food systems issues, using evidence to support conclusions.

In line with Flexible Common Core guidelines –*Individual and Society* area, students will :

- Identify and apply the fundamental concepts and methods of the evolving interdisciplinary field of food studies, drawing from fields of sociology, geography, environmental justice, and political science to explore the relationship between the individual and society.
- Examine how an individual's place in the food system affects experiences and choices.
- Articulate ethical uses of data and other information resources to respond to problems and questions related to the food system.
- Identify and engage with local, national, and global trends and ideologies in the food system, and analyze their impact on individual or collective decision-making.

Assignments and Grading

Assignment	Percent of course grade	Due
Personal reflection #1	5%	Week 3
Exam #1	15%	Week 6
Paper outline	5%	Week 7
Draft paper	10%	Week 10
Exam #2	15%	Week 12
In-class course reflection	5%	Week 14
Final paper	10%	Week 15
Final presentation	15%	Week 15
Participation, including attendance	20%	Ongoing
Total	100%	

Teaching Methods

1. Classroom lectures and discussions
2. Guest speakers and field trips
3. Supervised peer working sessions

Classroom Policies

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom.
2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
3. Unruly and/or disruptive behavior may be subject to disciplinary action.
4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program, are warranted.

Course Requirements

Students must have:

- Access to required textbooks
 - Access to the Internet
 - Active Blackboard and email accounts (Blackboard and email will be used for communication and posting course materials, assignments, and web site links)
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Student Responsibilities

1. Use Blackboard and keep Hostos email accounts active.
 2. Keep Hostos email accounts accessible for new mail. Check and empty email daily.
 3. Communicate with faculty using their *Hostos email*.
 4. Come to class on time.
 5. Perform all lesson objectives, activities and reading assignments.
 6. Complete and hand in all written assignments on or before their due date.
 7. Demonstrate proficiency with all homework and written assignments.
 8. Demonstrate increased critical thinking and analytical skills.
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Attendance Policy

1. All classes are mandatory.
 2. If a student is absent from more than 15% of the classes the instructor may lower the grade or fail the student for excess absences.
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Lateness Policy

1. Students are required to come to class on time.
 2. Three tardies will be counted as one absence from class.
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Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided within the College Catalogue: http://www.hostos.cuny.edu/sdem/student_life_aip.html. Students are responsible for upholding the academic integrity of the program by not participating, either directly or indirectly, in acts of cheating and by discouraging others from doing so. Students' responsibilities include, but are not limited to, the following.

No student shall:

1. Give or receive any assistance or communicate in any way with another student while an examination is in progress.
2. Use unauthorized notes, books or other materials during an examination.
3. Attempt to obtain or disseminate the content of any examination prior to its distribution by the instructor.
4. Procure or distribute answers to examinations in advance.

Integrity in Written Assignments

1. Written assignments must be the product of the student's own research.
 2. No student shall submit work that has been written by someone else or copied from an outside source.
 3. No student shall submit work that has been previously submitted in either whole or part for academic credit. This is termed "self-plagiarism ."
 4. Late assignments may not be accepted; if accepted, points will be deducted.
 5. Students who engage in academic dishonesty will receive a grade of zero for the assignment.
 6. All violations of the academic integrity policy shall be referred to the Disciplinary Committee to determine if negative incentives or additional sanctions - including suspension or dismissal from the program - are warranted.
 7. HCC Library offers workshops and provides assistance on how to avoid plagiarism.
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Examination Policies

1. No student may remove an exam from the classroom under any circumstances.
2. Exams are timed; they must be completed within the stated time frame.
3. Students who arrive late for an exam will not receive extra time to complete the exam.
4. All requests for make-up exams will be determined by the instructor, based upon the merits of the request, on a case-by-case basis. *Submitting a request for a make-up exam does not guarantee that permission will be granted .*

Tutorial and Counseling Services

The Hostos Academic Learning Center (HALC), located in C-596, is a complete learning environment that allows students to receive the academic help they need in a setting that is rich in resources and supports academic success. Throughout the academic year, HALC schedules activities that focus on the skills development of students, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops, some of which are offered through the Writing Center.

Hostos Counseling Center offers a variety of services in English, Spanish, French and German, including individual and group counseling, crisis intervention, consultations and referrals to on- and off-campus resources. Please call (718) 518-4351 if you are in need of any counseling support.

Students with Disabilities

The Americans with Disabilities Act (ADA) prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. Beyond the basic requirements of the ADA, Section 504 of the Rehabilitation Act and New York State and New York City statutes, the college has created an office, Services for Students with Disabilities (SSWD) that provides services to help each student with a disability maximize his or her

potential for success. Based on an intake interview and documentation provided by a student, a variety of accommodations may be provided to assist qualified students to attain their academic objectives. Intake and counseling are provided in English and Spanish. As provided within the College Catalogue <http://www.hostos.cuny.edu/sswd/txt/html/geninfo.html>.

As required by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.

If you require accommodations, please contact the Accessibility Resource Center:

Gabriella Burd, Director
Patricia Salazar, Services Manager

Savoy (D) Building
120 Walton Ave, Room D101 P
Bronx, NY 10451

Phone: (718) 518-4467 (Voice)
(718) 518-4454 (Voice/TTY)

E-mail: gburd@hostos.cuny.edu
psalazar@hostos.cuny.edu

If you are already registered with Accessibility Services and have a letter from them verifying that you are a qualified student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and Accessibility Services to plan and implement appropriate accommodations.

Course Schedule

Week One – Introduction and Overview of Food Studies

Day 1: Course introduction and student interest assessment

Assignment for next class:

- Belasco, W. (2008). Why Study Food? In *Food: The Key Concepts* (pp. 1–13). London: Bloomsbury.

Day 2: Why study food? What is "food studies"? Where can a degree in food studies lead?

Assignment for next class:

- Guptill, A., Copelton, D., & Lucal, B. (2013). Principles and Paradoxes in the Study of Food. In *Food and Society: Principles and Paradoxes in the Study of Food* (pp. 1–15). Cambridge, MA: Polity Press.
- Millstone, E., & Lang, T. (2013). Introduction. In *The Atlas of Food: Who Eats What, Where, and Why* (9-13). Brighton, UK: University of California Press.

Week Two – Food Systems and Social Justice

Day 1: Food systems and the importance of a 'systems' approach in studying food

Assignment for next class:

- Alkon, A. H., & Agyeman, J. (2011). Introduction: The Food Movement as Polyculture. In A. H. Alkon & J. Agyeman (Eds.), *Cultivating Food Justice: Race, Class, and Sustainability* (pp. 1–20). Cambridge, MA: MIT Press.
- Use the Internet to identify one New York City-based organization that uses the word "food justice" on its website. What does the organization do? What food systems issues does it address? Who runs it? Which borough is it located in? Be prepared to present this in class next time.

Day 2: The Food Justice Lens

Assignment for next class:

- Guptill, A., Copelton, D., & Lucal, B. (2013). Nutrition and Health: Good to Eat, Hard to Stomach. In *Food and Society: Principles and Paradoxes* (pp. 59–81). Cambridge, MA: Polity Press.
- Two- to three-page personal reflection on food systems and social justice.

Week Three - "Healthy" Eating and Public Health Disparities

Day 1: Diet-related health issues

Due today: Personal reflection.

Assignment for next class:

- Guptill, A., Copelton, D., & Lucal, B. (2013). Food Access: Surplus and Scarcity. In *Food and Society: Principles and Paradoxes* (pp. 141-159). Cambridge, MA: Polity Press.

Day 2: Food security/community food security

Assignment for next class:

- Guthman, J. (2011). What is the Problem? In *Weighing In: Obesity, Food Justice, and the Limits of Capitalism* (p. 1-23). Berkeley, CA: University of California Press.

Week Four - Food, Culture, and Health

Day 1: Questioning the meaning of "(un)healthy" habits

Assignment for next class:

- Park et al., 2011. Hispanic immigrant women's perspective on healthy foods and the New York City retail food environment: A mixed-method study. *Social Science & Medicine* 73: 13-21
- Poppendieck, J. and Dwyer, J.C. (2009). The Hungry City. In Hauck-Lawson, A., & Deutch, J, Eds. *Gastropolis: Food and New York City* (p. 308-326). New York, NY: Columbia University Press.

Day 2: Hunger and health in New York City

Assignment for next class:

- De Silva, C.(2009). Fusion City: From Mt. Olympus Bagels to Puerto Rican Lasagna and Beyond. In Hauck-Lawson, A., & Deutch, J, Eds. *Gastropolis: Food and New York City* (p. 1-14). New York, NY: Columbia University Press.
- Perez, R.L., and Audant, B. (2009). *Livin' la Vida Saborosa: Savoring Latino New York*. In Hauck-Lawson, A., & Deutch, J, Eds. *Gastropolis: Food and New York City* (p. 209-229). New York, NY: Columbia University Press.

Week Five – Food Cultures in New York City

Day 1: "Gastropolis" and food cultures in New York City

Assignment for next class:

- Harris, J. (2009). The Culinary Seasons of my Childhood In Hauck-Lawson , A., & Deutch, J, Eds. *Gastropolis: Food and New York City* (p. 109-115). New York, NY: Columbia University Press.
- Spiller, H. (2009). Chow Fun City: Three Centuries of Chinese Cuisine in New York City. In Hauck-Lawson, A., & Deutch, J, Eds. *Gastropolis: Food and New York City* (p. 132-150). New York, NY: Columbia University Press.

Day 2: "Gastropolis" and food cultures in New York City

Assignment for next class:

- Study for Exam 1

Week Six-Exam; Researching the Food System (Introduction)

Day 1:Exam 1

Assignment for next class:

- Ellgin F. Hunt, David C. Colander (2010). *Social Science: An Introduction to the Study of Society*. 14th Edition Pearson/Allyn: Boston. ¹

Day 2: Social science and analyzing food systems data: why and how?

Assignment for next class:

- Yen Liu, Y. 2012. Good Food + Good Jobs for All: Challenges and Opportunities to Advance Racial and Economic Equity in the Food System. p 1-34
- Begin work on a typed outline of the main ideas that you'd like to explore in your paper We will use these in a peer discussion about your semester paper next week.

¹Or similar introduction to social science book. The 2008/ 13th edition of this book is in HCC library.)

Week Seven —Researching the Food system

Day I: Using data to understand the food system: Good Food, Good Jobs report

Assignment for next class:

- Study two maps and related tables in *The Atlas of Food: Who Eats What, Where, and Why*. Identify the data sources for these maps (in the back of the book), and come to class prepared to discuss your topics with a classmate.
- Finalize the typed outline of the main ideas that you'd like to explore in your paper and bring these to class for a peer discussion about your semester paper.

Day 2: Using maps to understand the food system/Peer discussion about your semester paper.

Due today: Typed outline.

Assignment for next class:

- Lang, T., & Caraher, M. (2009). The Environment and Ecosystems. In *Food Policy: Integrating Health, Environment, and Society*. (p 187-222). Oxford: Oxford University Press.
- *Following the peer discussion of your semester paper, you should be working on the draft paper each week until it is due. It is advised to consider this a homework assignment each week, in addition to the assigned readings.

Week Eight- Food and Environment

Day I: Food and ecosystems

Assignment for next class:

- Story, M., Kaphingst, K. M., Robinson-O'Brien, R., & Glanz, K. (2008). Creating healthy food and eating environments: policy and environmental approaches. *Annual review of public health, 29*, 253–72.

Day 2: What is a "food environment?"

Assignment for next class:

- Lang, T., & Caraher, M. (2009). Defining Food Policy. In *Food Policy: Integrating Health, Environment, and Society*. (p. 21-45). Oxford: Oxford University Press.

Week Nine - Food and Agriculture Policy

Day 1: What is food policy? Examples in New York City and NY State.

Assignment for next class

- Guptill, A., Copelton, D., & Lucal, B. (2013). Global Food from Everywhere and Nowhere. In *Food and Society: Principles and Paradoxes* (p. 122-140). Cambridge, MA: Polity Press.

Day 2: National and international food and agricultural policies

Assignment/or next class:

- Guptill, A., Copelton, **D.**, & Lucal, **B.** (2013). Food and Social Change: The Value of Values. In *Food and Society: Principles and Paradoxes* (pp. 160-181). Cambridge, MA: Polity Press.
- Work on draft paper

Week Ten - Food movements and advocacy

Day 1: Food and social change

Assignment:

- Work on draft paper
- Nyeleni Declaration on Food Sovereignty of 27 February 2007. *The Journal of Peasant Studies*, 36 (3):673-676.
- Schiavoni, C. (2009) The global struggle for food sovereignty: from Nye' le'ni to New York. *The Journal of Peasant Studies*, 36 (3):682-689.

Day 2: Food movements, actors, and initiatives, and strategies

Due today: Draftpaper

- Examples from the Bronx (Guest speaker)

Assignment /or next class:

- Slocum, **R.** (2013) Race in the Study of Food. In Slocum, R. and Saldanha, A. *Geographies of Race and Food: Fields, Bodies, Markets.* (p. 34-59). Burlington, VT: Ashgate Publishing Company.

Week Eleven- Race in Food Systems and Food Movements

Day 1 : Race in the study of food

Assignment /or next class:

- Guthman, Julie. (2008). If they only knew: color blindness and universalism in California alternative food institutions. *Professional Geographer*. 60(3): 387–397.

Day 2: Anti-racism in food movements?

Assignment /or next class:

- Jayaraman, S. (2012). The Hands that Feed Us: Challenges and Opportunities for Workers Along the Food Chain. (Selections from this 85 page report.)

Week Twelve- Exam #2; Work in the "food chain"

Day 1: Work in the food chain (possible guest speaker)

Assignment for next class:

- Study for Exam 2

Day 2: Exam #2

Assignment for next class:

- Work on final paper

Week Thirteen-Jobs and Entrepreneurship in the Food Sector

Day 1: Guest speaker (Hostos Workforce Development representative)

Assignment /or next class:

- Read Hot Bread Kitchen website. Come to class with one question the guest speaker.
- Work on final paper

Day 2: Guest speaker/field trip -Hot Bread Kitchen

Assignment for next class:

- Work on final paper
- Prepare typed comments for in-class discussion of our semester's work .

Week Fourteen- Food Scholarship

Due today: Typed comments for in-class discussion

Day 1:

Presenting your work (Guest Speaker - on presentation s); Class discussion: What have we learned? What do we still want to know?

Assignment for next class:

- Final work on semester paper and presentation

Day 2: Studying food at Hostos and four-year institutions: What are the opportunities? (Guest Speaker – Food studies programs in NYC or region)

Assignment for next class:

- Final work on semester paper and presentation

Week Fifteen—Student presentations and Final Papers Due

Day 1: Final Presentations

Due today: All papers due via email before class or hard copy at the beginning of the hour.