

Community Food Justice and Advocacy
Fall 2015/Updated for Spring 2016 but not offered
(will be updated for Fall 2017)

COURSE INFORMATION:

Title: Community Food Justice and Advocacy
 Course number: 11:020:333
 Credits: 3
 Course Structure: Seminar, Spring Semester, One field trip.
 Time: Tuesday, 9:15 a – 12:15 am (1st and 2nd Period)
 Prerequisites: 11:020:210 Introduction to Agriculture and Food Systems, or permission of instructor.

CONTACT INFORMATION:

Instructor(s): Melina Macall (Xenia Morin supervising)
 Office Location: IFNH 220
 Office Hours: Tuesday 1 -2 pm
 Phone: (848) 932-3502
 Email: melina.macall@rutgers.edu (xenia.morin@rutgers.edu)

COURSE MATERIALS:

Selected readings from books, academic journals, media as well as videos will be posted to Sakai.

Book Examples include:

- Lawson, L., and Drake, L.(2015). “From beets in the Bronx to chard in Chicago: The discourse and practice of growing food in the American city.” **In Food in the City: Histories of Culture and Cultivation.** Edited by Dorothee Imbert. Washington D.C.: Harvard University and Dumbarton Oaks, pp. 143-162.
- Allen, Will (2013) **The Good Food Revolution: Growing Healthy Food, People, and Communities.** Avery Reprint Edition.
- Gottlieb Rober and Anupama Joshi. **Food Justice (Food, Health, and the Environment).** MIT Press, 2013.
- “Cultivating Equality: Delivering Just and Sustainable Food Systems in a Changing Climate,” CARE, Food Tank, CCFS Report, 2015 (<http://www.care-international.org/news/press-releases/climate-change/global-food-injustice-in-a-changing-climate.aspx>) .
- Machin Sosa, Braulio, Adilén María Roque Jaime, Dana Rocio Ávila Lozano, Paulo Freire, Peter Michael Rosset.. **Agroecological Revolution: The Farmer-to Farmer Movement of the ANAP in Cuba.** La Via Campesina First English Edition 2013.
DOI:10.1080/03066150.2010.538584.

COURSE DESCRIPTION:

By eating we are all participants in food systems. This course will focus on building student’s knowledge and skills in advocacy in order to help promote healthier, more sustainable, and more equitable food systems. Students will gain the ability to question and understand different food systems (from local through global levels) through classroom activities and by learning and practicing advocacy methods in a team-directed food-access or

food-related advocacy project. Students will be introduced to the concepts of food justice and food sovereignty, and introduced to the value of individual and community-level advocacy and action as means to achieving them. Students will further be introduced through case studies to different community-level organizations and businesses, from non-profits and cooperatives to the rising social enterprise businesses with a triple bottom line, that represent a diversity of groups advocating for change.

LEARNING OBJECTIVES:

- Identify and describe food justice and food sovereignty issues
- Describe basic principles and approaches to social change in the food system
- Describe and recognize different food systems structures at the community food level
- Demonstrate knowledge of strategies for developing an advocacy plan
- Demonstrate advocacy skills in class
- Develop an advocacy plan on a food-access or food-related topic

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:

25%	In-class Discussions and activities
20%	In-Class Presentations
20%	Short Assignments (homework)
25%	Team Project in Lieu of Final Exam
10%	End-of-Semester Reflection

Grading Guidelines

While the assignment of grades is ultimately the purview of the instructor, the department uses the following guideline for understanding appropriate grading in its courses:

A – Outstanding (90-100%). –This not only means fulfilling the requirements, but impressing and going beyond the initial expectations and assigned elements of the project. The student has demonstrated a superior grasp of the subject matter coupled with a high degree of creative or logical expression, individual initiative, and a strong ability to present these ideas in an organized and analytical manner.

B – Very Good – (80-89%). The student has demonstrated a solid grasp of the material with an ability to organize and examine the material in an organized, critical, and constructive manner. The projects and in-class performance reveal a solid understanding of the techniques, issues and related theories, with some additional work completed.

C – Acceptable –(70-79%). The student has shown a moderate ability to grasp concepts and theories for the class, producing work that, while basically adequate, is not in any way exceptional. The performance in class displays a basic familiarity with the relevant literature and techniques.

D – Unacceptable – (60-69%). The work demonstrates a minimal understanding of the fundamental nature of the material or the assignment with a performance that does not adequately examine the course material critically or constructively.

F – Failure – (<60%). The student has demonstrated a lack of understanding or familiarity with course concepts and materials. Their performance has been inadequate. Failure is often the

result of limited effort and poor attendance which may indicate that the student is not in the proper field of study.

OTHER INFORMATION:

Students will be responsible for adhering to the academic integrity policies found at <http://academicintegrity.rutgers.edu>.

It is important that students have the tools to succeed in this course. Please see the instructor *as soon as possible* with any difficulties or questions regarding the course materials. In addition, the Office of Student Affairs is available at <http://studentaffairs.rutgers.edu> for any other needs or concerns.

TENTATIVE COURSE SCHEDULE*:

Week	In-Class Topic	Advocacy and Justice Activities
<p>1 1/19</p>	<p>Introduction: What is a sustainable food system, what is food justice and why do they matter?</p>	<p>Why be an advocate, what does that mean? Overview of syllabus and expectations. H/W: reading on Cuba. H/W: find existing non-profit and advocacy programs and bring in a report on them.</p>
<p>2 1/26</p>	<p>It's the end of the world as we know it. Cuba's food system. What would you do if overnight you lost your entire food system? With the dissolution of the Soviet Union in 1989 this is exactly what happened to Cuba. By 2006 The World Wildlife Fund identified Cuba as the only country in the world to achieve sustainable development.</p> <p>How did Cuba response to its food crisis? What is the Special Period? What was already in place in Cuba as a result of its policy of agrarian reform within the Revolution? What role do Sugar and Tobacco play in Cuba's food system? How has Cuba's system of agroecology developed and been executed?</p>	<p>Identify problems in the food system that need advocacy to achieve food justice.</p> <p>H/W: Identify goals.</p> <p>Class presentations.</p>

	<p>What will happen to farming in Cuba as its relationship with the USA reopens? Is Cuba a model for sustainable food systems?</p>	
<p>3 2/2</p>	<p>Cuba's food system part 2</p>	<p>Identify short and long term goals for food advocacy and justice. Class presentations</p>
<p>4 2/9</p>	<p>The quest for food justice in the USA. Advocacy groups in the US who they are and what they do.</p>	<p>Looking at some examples of food advocacy organizations and movements in the USA. For example, Just Food, Will Allen - Growing Power, Rodale Institute, Jamie Oliver Food Revolution, BUGS, Revolution Foods</p>
<p>5 2/16</p>	<p>Labeling, everything you thought you knew and the special interests behind those labels.</p>	<p>Establishing the facts, understanding barriers and chains of causation. Why you need to check your emotions at the door. Class presentations</p>
<p>6 2/23</p>	<p>Keeping the letters GMO off labels, just label it campaign, GMO industry pushback. The DARK act. The changes in the act as it evolved. Identifying targets example: state vs federal labeling requirements, which level of govt. are you talking about because your approach is different. Labeling in other countries, eg. EU, Ecuador</p>	<p>Identify targets and allies. How far upstream can you effect change. You can expend a lot of energy to achieve something small or the same energy on something bigger, figure out how far you can go. Understanding mental models. Role play Class presentations</p>
<p>7 3/1</p>	<p>Food at School K-12 The value, purpose, role and responsibilities of meals at school. Re-authorization of Healthy, Hunger-Free Kids Act of 2010 Montclair Food Revolution School Lunch Campaign Advocates for Children of New Jersey Breakfast After the Bell program. Chef Ann Cooper: The Renegade Lunch Lady Jamie Oliver Food Revolution Farm-to-School. fedupwithlunch.com</p>	<p>Determine action and form teams for project.</p>

<p>8 3/8</p>	<p>Food at school cont. Tertiary institutions RFP at Smith College, The Real Food Challenge. Chef Rachel Rubin and Ian Keith, bringing new food model to Rutgers campus. Harvest at IFNH as part of the Real Food Initiative</p>	<p>Determine messaging for advocacy action, work in team, review and feedback on project so far. Avoiding the pitfalls of a personality driven campaign.</p>
<p>9 3/22</p>	<p><u>Gardens, Gardens Everywhere But What Do They Yield?</u> Community Gardens, School Gardens, Geurrilla Gardening and Guerrilla Harvest pre-school initiative. Why do such gardens exist and do they fulfill their purpose. What are sustainable models? What are the impacts of these on communities, health and creating local sustainable food systems?</p>	<p>Review if targets are being hit, initial problems, unforeseen barriers and collective suggestions for solutions. Strategies and Tactics Laura Lawson to be invited.</p>
<p>10 3/29</p>	<p><u>New Farm Models for a Sustainable Food System</u> Case studies of very different but equally valid sustainable farm systems and CSAs Possible Field Trip</p>	<p>Work on team project. Forging alliances, organizing committees, networking, partnerships. Don't reinvent, join something already. For profit, non-profit, social enterprise. NOFA NJ.</p>
<p>11 4/5</p>	<p>work on team project, feedback, reviews prepare final presentation for class</p>	<p>Submit first draft of project and personal reflections</p>
<p>12 4/12</p>	<p>presentations of advocacy projects in class with feedback</p>	<p>Presentations of advocacy projects in class with feedback</p>
<p>13 4/19</p>	<p>presentations of advocacy projects in class with feedback</p>	<p>Presentations of advocacy projects in class with feedback</p>
<p>14 4/26</p>	<p>final review, determination of lifespan of advocacy work. Submission of final draft of project to include, project log/diary, summary, outline, methods, measures, experience including barriers, triumphs, changes to original plans, conclusion, results,</p>	<p>End of semester reflections and goal setting post class.</p>

	<p>recommendation for further actions. Also personal review of experience of team work, advocacy, topic.</p>	
<p>Final paper in lieu of Final Exam</p>	<p>Final project papers due 4/25 by 5pm</p>	<p>Complete end-of-semester reflection due 4/25 by 5 pm.</p>

*Note: Topics subject to change to keep current with emerging food justice issues.