

INTRODUCTION TO AGRICULTURE AND FOOD SYSTEMS (Fall 2016)

11:020:210

Updated 1/20/2017

COURSE SECTIONS:

Introduction to Agriculture and Food Systems

Meeting time: Monday 10:55 am – 12:15 pm

Classroom: Institute for Food, Nutrition and Health (IFNH), Room 205, 61 Dudley Rd, Cook Campus

Class length: 14 week class: Monday – December 13, 2016

Class credit/format/grading: 3 Credit; Hybrid Format; Graded A-F.

CONTACT INFORMATION:

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(848) 932-3502

Office hours: Tuesday 1-2 pm, or by appointment

COURSE TEXTS, WEBSITE, RESOURCES AND MATERIALS:

Textbooks:

1. Neff, Roni (ed.) *Introduction to the U.S. Food System: Public Health, Environment and Equity*. Jossey-Bass, San Francisco, 2015. ISBN: 978-1-118-06338-5 (paperback).
2. Belasco, Warren. *Food: the key concepts*. Berg, New York, 2008. ISBN 978-1-84520-673-4 (paper).
3. Carlisle, Liz. *Lentil Underground*. Avery, New York, 2015. ISBN 978-1-592-40956-3 (paper).

Textbooks are available at the Campus Barnes & Noble Bookstore and are also on course reserves in the Change Library in Foran Hall. Belasco is also available on Google Play.

Additional materials and readings will be posted on Sakai. (sakai.rutgers.edu), under course “INTRO TO AG AND FOOD SY Sp16”. Your NetID and password are required to log into Sakai.

COURSE DESCRIPTION:

This introductory survey course investigates and analyzes agriculture and food systems in the context of public health, the environment and social justice. We primarily focus on the American food systems but will explore some global and food systems as well. The environmental, economic, biological, cultural, social and ethical dimension of our food systems—from farm to fork—are considered. We look critically at some of the challenges faced through the food systems in order to feed a growing world population, anticipated in exceeding 9 billion people by 2050. These challenges include risks from weather events, soil degradation and water shortages, pest and disease pressure, dwindling diversity of genetic resources, increasing energy demands as well as navigating controversies over adopting technologies and balancing the triple-bottom line, social justice and ethical considerations. We will consider whether, and how, farming can be done in an environmentally friendly and sustainable way, and consider whether consumers can play a role through the food choices they make. The hybrid format of this course provides extended opportunities for students to develop their online writing skills as well as develop their ability to work well with others in an online environment. Class time is dedicated to short presentations, discussion and small group work.

LEARNING GOALS:

By the end of the class, students will:

1. Express his/her opinions, research findings and arguments via written and oral communication.
2. Increase his/her knowledge of agricultural practices and food systems issues which requires developing the appropriate vocabulary, gaining knowledge of the field, applying analytical frameworks, computational analysis and systems thinking.
3. Start to connect agricultural and food systems practices to environmental, economic and human health impacts as well as social justice and ethical issues.
4. Describe at least one change in culture, economics, policy or technology that has impacted agriculture, food systems, public health, social justice and/or the environment.
5. Research a topic of his/her choice in the area agriculture/food systems using assigned readings, library-based research skills and online resources. The student will learn to focus his/her research topics and write with academic integrity. The student will complete a research paper.

ASSIGNMENTS, RESPONSIBILITIES & ASSESSMENT:

Assignments:

All written assignments are listed in the schedule of classes in bold. Submission of written assignments is via Sakai.

Responsibility and the Principle of Charity:

Students are responsible for monitoring Sakai and their emails, and for completing their work with academic integrity (see below). Students are expected to operating by the principle of charity in the class (see below). Student are responsible for keeping track of deadlines and for submitting their work on time.

Assessment:

Grades will be posted in the Sakai gradebook*. The grade (100% = 1000 points) is determine by performance and effort on the following:

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| 30 % | (300 points) | TWO Exams, each worth 15% (online; due by Sat 2/25 or 4/1) |
| 32 % | (320 points) | Forums – short writing assignments (complete 8 @ 20 points each) |
| 5% | (50 points) | Research Proposal -short writing assignment and annotated bibliography |
| 8 % | (80 points) | Student presentation, in class (April 24 or May 1) |
| 20% | (250 points) | Research paper (in lieu of final exam), due by Sat, 5/e 9 pm to Sakai). |
| 5 % | (50 points) | End-of-semester reflection, due by Monday, May 8, 9 am. |

***Your grades in this course will be assigned as follows:**

A (90-100)– Outstanding –The student has demonstrated a high level of consistent effort and a superior grasp of the subject matter. The student communicates ideas and concepts in an organized, insightful and analytical manner. The research work is strong and the arguments presented are focused, on-topic and based on evidence with interpretation. The student has found his/her own voice.

B+/B (80-89) – Very Good/Good – The student has demonstrated consistent effort and a solid grasp of the material. The B+ student demonstrates the ability to organize and examine the material in a critical and insightful manner. The B student may struggle with some organization and analysis but has learned to use evidence; his/her voice is developing.

C+/C (70-79) – Satisfactory/Acceptable –The student has shown a moderate or inconsistent level of effort and has demonstrated the ability to grasp concepts and communicate ideas and concepts. The student’s work is basically satisfactory or acceptable, but is not in any way exceptional or insightful. The research work may be somewhat unfocused and the work may demonstrates some struggles to organize and use evidence to support an argument. The student is struggling to find his/her voice.

D (60-69)– Unacceptable – The students has demonstrated a minimal effort and understanding of the fundamental nature of the course material. The student’s performance reflects inconsistent effort and the student’s research work reflects a poor understanding of the effort and work required, or reflects a poor understanding of the overall research topic. The student struggles to articulate his/her own opinions or research.

F (<60)– Failure – The student has demonstrated limited effort and a lack of understanding or familiarity with course concepts and materials. The student’s performance has been inadequate or highly inconsistent. Research work fails to follow the instructions. 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.

COURSE SCHEDULE Spring 2017 (subject to adjustment during the semester). Graded work is in **BOLD**:

| Week | Class Date | READ Before Class Books referred to by author. | Topics | Hybrid: ~80 min work to be completed on your own after Monday’s class. Forum postings must be posted to Sakai by Monday, 9 am |
|-------------|-------------------|---|---|--|
| 1 | 1/23 | No readings this week. | Introductions; Syllabus; What is agriculture, and what is a food system? Why do we eat what we eat? | Lesson 1: See Sakai Virtual field trip: Documentary. <i>Botany of Desire: The Apple</i> by Michael Pollan. (PBS clip 11:28 min; http://www.pbs.org/video/1283863020/). Forum 1: Prompts, see Sakai. Introduce yourself. |
| 2 | 1/30 | Neff: Ch Intro,1, 3 Belasco Ch 1 | Food systems thinking; food triangle framework; ecological threats; agribusiness. Ecological and health framework. What is sustainability? On land; in the oceans. Feeding the world. | Lesson 2: see Sakai Read/skim Belasco: Ch 1,2 Virtual field trip: “How I fell in love with a Fish” by Dan Barber (19 min; https://www.ted.com/talks/dan_barber_how_i_fell_in_love_with_a_fish). Forum 2: Prompts, see Sakai. |
| 3 | 2/6 | Neff: Ch 2,4,15 Belasco Ch 2 | Food system, public health, disease, obesity; U.S. eating patterns and food waste. | Lesson 3: see Sakai Virtual field trip: Short documentary. “Generation at Risk” http://generationatrisk.rutgers.edu/ FOOD and WASTE DIARY Forum 3: Prompts on Documentary and on your Food and Waste Diary, see Sakai. |

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| 4 | 2/13 | Neff: Ch 5,6 Belasco Ch 3 | Food Diary Discussion. Household and Community food security; | <u>Lesson 4</u> : see Sakai Write up your exam review notes. No forum this week. STUDY! |
| 5 | 2/20 | Review Weeks 1-3 Neff Ch 1-6: Belasco Ch 1-3 Lessons 1-4. | Class Review and discussion. How to take the test online. | EXAM 1 (online): Download from Assignment. Due : Sat. 2/ 25, 9 pm. No forum this week. |
| 6 | 2/27 | Neff: Ch 7,8 Belasco: Ch 4,5 | Drivers of the food system: economics and policies; Futures Markets. Other drivers: convenience, identity and responsibility. | <u>Lesson 6</u> : see Sakai Introduction to SWAT Analysis Virtual field trip: TBD. Forum 4 : Prompts, see Sakai. |
| 7 | 3/6 | Neff: Ch 9, 10, 11 Start reading: <i>Carlisle's Lentil Underground, Ch 1.</i> | Drivers of the food system: food, culture and society; food and gender; food marketing; food environments and changing eating patterns; crop production Introduction to <i>Lentil Underground.</i> | <u>Lesson 7</u> : see Sakai View video for <i>Lentil Underground</i> and take a look at the website. Forum 5 : Prompts, see Sakai. |
| SPRING BREAK (3/11-3/19) | | | | |
| 8 | 3/20 | <i>Carlisle's Lentil Underground.</i> | Crop production; Start Animal food production; food safety; ethics and responsibility. Class discussion of <i>Lentil Underground</i> | <u>Lesson 8</u> : see Sakai Virtual field trip: PBS Frontline Documentary "The Trouble with Chicken." Forum 6 : Critique of documentary. Prompts, see Sakai. |
| 9 | 3/27 | Ch 12, Review: Weeks 6-8; Neff Ch 7-12 Belasco Ch 4-5 <i>Lentil Underground</i> | Continue Animal Food Production. Documentary discussions. | EXAM 2 (online): Download from Assignment. Due : Sat. 4/1, 9 pm. No forum this week. |
| 10 | 4/3 | Neff: Ch 13,14 Belasco 6 | Food processing, packaging and distribution. Connecting farm to fork. | <u>Lesson 10</u> : Finding a research topic and finding resources. No Virtual field trip this week. Perform library research. |

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|----|--------------------------|---|---|--|
| | | | <p>Learning about Library-based Research in Agriculture and Food Systems.</p> <p><i>Research Proposal discussion</i></p> | <p>ASSIGNMENT (DROP BOX): Research Proposal: Annotated Bibliography. Prompts, see Sakai. Due 4/10 9 am</p> |
| 11 | 4/10 | Neff: Ch 14, 15 | <p>Discussion on your research plan. What's next? Moving Forward with research.</p> <p>Neff: Changing farming practices and eating patterns. Social justice. Future of Food</p> | <p>Lesson 11: Research</p> <p>Forum 7: Prompts, see Sakai.</p> |
| 12 | 4/17 | Neff Ch 16, Work on your research for your paper and presentation. | <p>Writing a research paper; preparing a presentation. Selecting who presents in which week.</p> <p>If time & weather allows, Trip to Rutgers farm.</p> | <p><u>Lesson 12:</u> Using evidence and finding an argument. Citations.</p> <p>Work on your research and student presentations. Students will report in week 13 and 14 on their research to date and their emerging argument for their paper. Guidelines will be provided. Forum 8: Write about some thing you have learned this week while researching or visiting the farm.</p> |
| 13 | 4/24 | Work on your research for your paper and presentation. | Student Presentations in class | <p>Work on your research paper and/or student presentations. Forum 9: What you learned from the talks this week.</p> |
| 14 | 5/1 LAST DAY of CLASS | Work on your research for your paper. | Student Presentations in class | <p>Work on your research paper and/or student presentations. Forum 10: What you learned from the talks this week.</p> |
| | SAT. May 6, 9:00 pm | Work on your research paper. | Research Paper | |
| | MON. May 8, 9 AM | | End-of-Semester Reflection | Congratulations on completing the course! |

(*NOTE: Guest lecturer: TBD)

FINAL EXAM/PAPER DATE AND TIME:

THERE IS NO FINAL EXAM. YOUR RESEACH PAPER IS DUE BY SATURDAY, MAY 6, 9:00 PM.
SUBMIT VIA SAKAI>ASSIGNMENTS.

POLICIES and IMPORTANT INFORMATION:

Note: All information in this syllabus and course schedule is subject to change. Any changes to the syllabus or schedule will be announced in the scheduled lecture periods and posted to Sakai. It is the student's responsibility to stay informed.

LATE POLICY:

- 1. Class.** Students are expected to be ready to start class on time. Students who are later than 5 min will be considered late. Three late arrivals is the equivalent to one unexcused absence and may impact his/her grade.
- 2. Student work.** Student written work (forum; research paper) have assigned due dates and times. Late submission of the research paper will be assessed a grade penalty of 10% per day (eg. 10/100 points per day) unless there is an excused absence (documented illness or family emergency). Forums will be given half-credit for one day late and no credit for two days late except in the case of documented illness, family emergencies, or previously arranged extensions for religious reasons. In the case of an excused absence, the instructor will set a new deadline. Student presentations will only be made up outside of class in case of an excused absence.
3. Exams cannot be made up unless there is an excused absence.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

ABSENCE POLICY:

Students are expected to attend all class and attendance will be taken at every class. Missing class will mean you will miss material that cannot be made up. However, if you are sick, this will count as an excused absence.

If you will be absent from a class for any reason, please report your absence through the University Absence Reporting Website <https://sims.rutgers.edu/ssra/>. An email is automatically sent to me. The University also recommends that you also contact your instructor directly to let him/her know of your absence. **NOTE: More than 2 unexcused absences other than per Rutgers guidelines (religious observance, participation in Rutgers-approved activities) may result in failing the course.**

ACADEMIC INTEGRITY: [HTTP://ACADEMICINTEGRITY.RUTGERS.EDU/](http://academicintegrity.rutgers.edu/)

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.

- properly acknowledge all contributors to a given piece of work.
 - make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
 - obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
 - treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
 - uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
- Adherence to these principles is necessary in order to ensure that
- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
 - all student work is fairly evaluated and no student has an inappropriate advantage over others.
 - the academic and ethical development of all students is fostered.
 - the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Share-A-Concern

<http://studentconduct.rutgers.edu/do-something-to-help-share-a-concern/>

For emergencies or crimes in progress, call 9-1-1.

Rutgers is a community that cares. We DO SOMETHING when we are concerned about one of our community members. We understand that there are times when a student's journey of learning and growth may have some rough points along the way. These rough points may be personal, emotional, psychological, academic, substance use or other challenges that may interfere with the ability to succeed and thrive at the university. There are times when people may observe a behavior and feel concerned. These concerns may be part of a larger story for a student facing challenges. Thus, it is important to **Do Something** and share your concerns so that the student can get assistance as soon as possible before the issues grow too large.

Just In Case Web App [Just In Case](#)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.