

Community Food Justice and Advocacy

11:020:333 Fall 2017

3 Credit Seminar

Wednesdays, 2:15 am – 5:15 pm; Field trip to be scheduled

Blake Hall, Room 128

Prerequisites: None.

CONTACT INFORMATION:

Instructor: Meredith Taylor

Office Location: Blake Hall 117

Email: meredith.taylor@rutgers.edu

Phone: 848-932-9337

Office Hours: By appointment or before class.

Supporting Instructor(s): Xenia K Morin

Office Location: IFNH 220

Phone: (848) 932-3502

Email: xenia.morin@rutgers.edu

Office Hours: By appointment.

COURSE WEBSITE, RESOURCES AND MATERIALS:

Textbooks:

Selected readings and videos will be available via Sakai.

COURSE DESCRIPTION:

This interdisciplinary seminar-style course is an introduction to Community Food Justice and Advocacy. 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 be introduced to the concepts of food justice and food sovereignty, and will be introduced to the value of individual and community-level advocacy and action as a means to achieving them. Students will actively engage in a team-driven food access or advocacy project during the class. Several on- and off-campus field trips are planned.

LEARNING GOALS:

By the end of this class, students should be able to:

1. Explain the terms food justice and food sovereignty in the context of ethics, social and policy.
2. Develop a concept map to outline issues related to the course using the concepts outlined in the Whole Measures Community Food Systems framework.
3. Create and deliver an oral brief on a topic related to the class.
4. Effectively write a brief on a topic related to the class.
5. Critique documentaries related to food and agriculture.
6. Use library resources to assess ethnic news sources.

ASSIGNMENTS/RESPONSIBILITIES & ASSESSMENT:

Learning goals will be assess using a combination of rubrics, short answer questions, oral and written briefs, and a final project. Additionally, students will self-assess their learning using an end-of-semester reflection exercise.

Your grade will be determined by the following criteria:

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 demonstrate 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 student 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.

ACCOMMODATIONS 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 classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

Chronic absence or lateness may result in failing the class.

COURSE SCHEDULE (subject to change and speaker availability):

Unit One - Communities and Consumers (Five Weeks)

We will explore many historical and contemporary issues that impact access to healthy, affordable and culturally appropriate food and the work of community food advocates related to anti-hunger and school food policy, and the expansion of urban farmers markets/farm stands.

September 6 - Week One

In class: Introduction to the course and review of syllabus

Overview of **Whole Measures Community Food Systems** framework

Film: Food, Inc. with discussion questions

At home: Readings from *Week One Folder*

September 13 – Week Two

In class: Attending Workshop @ Rutgers Inn & Conference Center:
2017 STS Roundtable: Designing Collaborative Ecosystems
Guest Speakers: Karyn Moskowitz & Heather Hyden
New Roots, Inc. & Fresh Stop Markets (Louisville,

KY) <http://www.newroots.org/>

At home: Readings/Videos from Week Two Folder

September 20 Week Three

In class: Panel Presentation: Farm to School & School Food Advocacy (2:15pm-3:15pm)
Speakers: Beth Feehan, NJ Department of Agriculture & Markets, Farm to

School

Hayley Klein, Food Corps
Christina Heimann, Isles, Inc.

Film: Cafeteria Man (3:30pm – 4:30pm)
Q & A w/ panel (4:30 – 5:00pm)

ASSIGNMENT #1 DUE: Written Brief

At home: Readings from Week Three Folder

September 27 Week Four

In class: Reflections and wrap-up of unit one
ASSIGNMENT #2 DUE: Oral Brief

At home: Readings Week Four Folder

October 4 Week Five

Field Trip: City Green <http://citygreenonline.org/>

At home: Readings Week Five Folder

Unit Two – Land and Labor (Four Weeks)

In this unit, we will examine the ethical, social and policy ramifications of an industrialized food system where the ‘interests’ of farm laborers or community gardeners is fractured from the ownership and/or control of land and capital. In this system, the economic viability of large rural farms is often dependent on ‘inputs’ from low-skilled and undocumented farm labor. While in densely populated urban communities, the ability to have open space and greenery are luxuries. Local residents seeking to acquire land for gardening experience resistance from municipal government and it can be very difficult to get access to the necessary resources and support.

October 11 Week Six

Field Trip: Morristown (tentative)

At home: Readings Week Six Folder

Film: Urban Roots (posted on Sakai)

October 18

Week Seven

In class: Guest Speaker, Laura Lawson, Dean of Agricultural and Urban Programs

At home: Readings *Week Seven Folder*

ASSIGNMENT #3 DUE: Written Brief

October 25

Week Eight

In class: **ASSIGNMENT #4 DUE: Oral Brief**

Film: Food Chains, with discussion questions

At home: Readings *Week Eight Folder*

Film: Harvest of Empire (this is Juan's film recommended viewing before his visit)

November 1

Week Nine

In class: Guest Speaker, Juan D. González

Professor of Communications and Public Policy and

Professor of Professional Practice in Journalism and Media Studies

<https://comminfo.rutgers.edu/gonzalez-juan-d>

At home: Readings *Week Nine Folder*

SUBMIT TOPIC FINAL PAPER & PRESENTATION

November 8

Week 10

Field Trip: *Tentative*: Fernbrook Farms Trip - TBD

Unit Three:

Global Food / Food Sovereignty (still working...)

November 15

Week 11

In class: **ASSIGNMENT #5 DUE**

November 22

Week 12 - THANKSGIVING OFF

November 29

Week 13

Wrapping Up

December 6 Final Presentations (TBD)

December 8 FRIDAY – SPECIAL EVENT: Ag in the City 2017 Working Conference

December 13 Final Presentations (TBD)

FINAL EXAM/PAPER DATE AND TIME

NO FINAL EXAM. FINAL PRESENTATION AND PROJECT PAPER IN LIEU OF EXAM.

ACADEMIC INTEGRITY

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

Do Something To Help: Share A Concern!

<http://health.rutgers.edu/wp-content/uploads/sites/57/2015/01/concerned.html>

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.