COURSE OVERVIEW AND OBJECTIVES

Food issues are among the most contested and significant issues today. Debates about food include how and where it is grown, how it is processed and manufactured into food products, how it is accessed and where it is sold, how food is prepared, and what, where and how it is eaten, as well as the role of policy and politics in determining who experiences the costs and benefits of industrialized food systems. The nature of the food system – the activities and relationships that constitute various food pathways from seed to table and that influence the how and why and what we eat – resides at the center of this debate.

This course critically examines the contemporary food system by looking at food production, distribution, consumption, and waste with a holistic perspective and developing a framework for understanding and addressing issues of food justice. We will examine who does and does not benefit from our globalized food system and the effects on our health, communities and our environment. We will also learn about an emerging food movement that challenges the dominant system, including groups for whom justice and equity are central concerns, and promotes the idea that an alternate food system is possible. This course will use the concepts of a “food system” and of “food justice” as its organizing principles. We’ll look at different policies, programs, political struggles, and the social and economic and cultural forces that influence and shape the food system and that generate food justice activism.

Learning Objectives:
Through the course, students will:

- Gain knowledge of today’s food system, including how food is produced, distributed, consumed, and disposed of and the nature of food system problems and their possible solutions.
- Develop analytic skills to make connections between the food system and economic development, community health, the environment, neighborhood and regional planning, labor, organizing and advocacy, and local, state and federal policy.
- Identify how and why low-income communities of color are disproportionately affected by market and policy failures to produce, distribute, and access healthy, safe food.
- Gain understanding of the current food landscape and policy debates in the Los
Angeles region by learning from food justice activists, planners and policy makers.

- Examine the role of planners/practitioners/policy makers in either hindering or promoting food justice and critically evaluate efforts – including grassroots, policy, and planning attempts – to address food issues.
- Develop new strategies and action plans toward food justice.

**COURSE STRUCTURE**

The course will be organized around a set of readings, including, as a primary text, Bob Gottlieb and Anupama Joshi’s book, *Food Justice* (2010). The course will focus on five topic areas that will correspond to the readings. These areas comprise:

1. Growing and Producing Food
2. Accessing Food
3. Where, What and How We Eat
4. Food Politics
5. Food Globalization

The course will also address current and emerging food system issues and policy debates by inviting guest speakers from the front lines of the food justice and food system activism and policymaking in Los Angeles and across the nation.

**REQUIREMENTS AND GRADING**

Grades will be based on the following:

1. **PARTICIPATION** – 45% of grade

   **A. Weekly reaction memos and class participation (15% of grade)**

   Students are expected to attend and participate in all class discussions, come to class having read the material, and complete all assignments and class exercises. Class discussions will evolve around your insights from the readings and other aspects of the class. Please make sure to check the posted readings on Moodle each week, as I will adjust/revise readings periodically. Attendance is important – please contact me prior to class if you are unable to make it.

   Completing the assigned reading prior to class is essential to class participation. Short half-page to (no longer than) full-page critiques of the readings (“reaction memos”) will help identify what questions and issues should be addressed for in-class discussions. Reflect on readings, expand upon the issue/s covered and pose discussion questions. Please do not simply summarize or provide a commentary on how you liked or disliked the readings. Reaction memos will be due prior to class as noted in the syllabus and posted on Moodle for general view.
B. “Food in the News” (10% of grade)

Once a week (generally on Thursdays), class will begin with a review of “Food in the News.” Students should peruse at least one daily/weekly source of news, such as the LA Times or New York Times (also look for blogs, radio commentaries, videos, etc.) for food-related news and bring in an article to contribute at the beginning of class. Articles must be posted prior to class (by 8am that day) on Moodle (provide an online link) as well as a half-page summary of the issue. Please bring a hard copy to class for possible discussion. If not immediately clear on the link you provide on Moodle, please reference the attachment with the author/s, date, title, and source.

C. Group Presentations (15% of grade)

Students will be asked to form into groups of four-five students each around the five topic areas. Groups will be formed on the second day of class, Thursday, January 24th. Each group will be responsible for a presentation and class discussion on their topic that will last approximately one hour.

Groups are encouraged to think outside the box and develop an interactive, imaginative session (45 minutes + 15 minutes of discussion) that both captures the issues and themes identified in the reading and maximizes class involvement. Everyone in the group will get the same grade based on: clarity and organization, understanding and presentation of material, and ability to engage the class. If the group finds that participation is skewed (e.g. one or two people are doing most of the work) and conflicts cannot be resolved within the group, please come to me as early as possible in the semester.

Presentation dates:
Growing and Producing Food February 7th
Accessing Food February 28th
Where, What and How We Eat March 28th
Food Politics April 4th
Food Globalization April 25th

D. In-Class Presentation (5% of grade)

During the last week of classes, students will give a 5 minute presentation on their final research paper. Presentations will be made using PowerPoint slides (up to five total slides).

Slides are due to me via email by 8am Monday, April 29th. Presentations will be made in-class on Tuesday, April 30th and Thursday, May 2nd.
- Presentations must use PowerPoint (PPT) slides (up to 5 total)
- Presentations should not be read directly from slides or notes, but you may use index cards or speaker notes for reference
- Include your topic issue, how researched, major findings, and conclusions
• Be creative – you can use photos, graphs, charts, etc. When using text, keep it to a minimum and do not use less than 28 pt font
• If presenting on an action research paper, include a reflection of your interaction with the program/organization
• Submit PPT slides to me via email in a PC compatible file due Monday, April 29th at 8am. First slide should be your cover page. I will load your presentations on the computer before class so you do not have to bring in your own flash drive.

Please note that having in-class presentations means you must start research on your final paper during the semester. You do not have to have already written your paper, but you must have completed sufficient research to present during the last week of classes. If your in-class presentation is significantly different from your final paper, you may not be given credit for the presentation.

2. ESSAYS – 25% of grade

Students will write three short, 2-3 page essays (normal 1” margins, double-spaced, 11 or 12pt font) on the different topic areas covered in the readings and class. Students may choose to write a fourth essay counting as extra credit. Written assignments should be emailed to me before the beginning of class on the due date and a hard copy of the essay should be given to me at the start of class. All assignments must be accompanied by a list of references (not included in the page count), following MLA format (http://owl.english.purdue.edu/owl/resource/747/01/). You may not write an essay on the same issue (same topic area is OK) as your group presentation or final paper.

Choose three out of the five choices below (a fourth essay may count as extra credit, as indicated above):

**Essay #1: Growing and Producing Food**

Due Thursday, February 7th at the beginning of class (email and hardcopy).

Pick one of three choices:

Choice A: Write a 2-3 page essay on pesticide use in food crops, focusing on the effects on health and the environment, history of usage, and any campaigns against its use.

Choice B: Write a 2-3 page essay on 3 food borne outbreaks that occurred in 2011-2012, investigating the contaminant, the food product affected, the farm/agribusiness in which the contamination occurred and can be traced back to (not necessarily the same), effects on health, and a review of how the outbreak was tracked and eliminated.

Choice C: Construct a flow chart focusing on an agribusiness corporation (e.g. ConAgra) or on a consumer food brand (think creatively and pick a product you eat – Target or Wal-Mart house brand, Cool Whip, Morningstar Farms, Horizon, etc.). The flow chart should track who owns what (including other product lines), where food is sourced, sourcing and production practices, labor history, and marketing campaigns (specifications on margins and spacing do not apply). Be as detailed as possible.
**Essay #2: Accessing Food**  
*Due Thursday, February 28th at the beginning of class (email and hardcopy).*  
Write a 2-3-page essay on issues related to the food access sessions, drawing from the ideas generated by the readings and the class sessions, and citing at least three of the assigned readings.

**Essay #3: Where, What and How We Eat**  
*Due Thursday, March 28th at the beginning of class (email and hardcopy).*  
Pick one of two choices:

- **Choice A:** Write a 2-3-page essay on issues related to the food consumption sessions, drawing from the ideas generated by the readings and the class sessions, and citing at least three of the assigned readings.

- **Choice B:** Write a 2-3 page essay that critically evaluates a child-focused web-based game promoted by a food corporation/product (e.g. Kraft, Frito-Lay, Nabisco, General Mills, etc.), taking note of how it may appeal to children in respect to the game itself, the logo, characters, messaging, incentives (like prizes), ads, targeted ethnicity, and the product.

**Essay #4: Food Politics**  
*Due Thursday, April 11th at the beginning of class (email and hardcopy).*  
Write a 2-3-page essay on issues related to the food politics sessions, drawing from the ideas generated by the readings and the class sessions, and citing at least three of the assigned readings.

**Essay #5: Food Globalization**  
*Due Thursday, April 25th at the beginning of class (email and hardcopy).*  
Write a 2-3-page essay on issues related to the food globalization sessions, drawing from the ideas generated by the readings and the class sessions, and citing at least three of the assigned readings.

**3. RESEARCH/ACTION-RESEARCH PAPER – 30% of grade**  
*Research paper topic proposals due via email prior to class on Thursday, March 7th  
Action research paper topic proposals due via email prior to class due no later than Thursday, February 21st  
Paper due Thursday, May 9th by 5pm in my mailbox at UEP/UEPI and by email*

This paper is the equivalent to your final exam. Please choose one of two possible structures for your paper. Choice A is a research-based paper and Choice B is an “action research” paper. Please see distinctions below and please note the different dates on which you need to choose a topic. All topics must have my prior approval before proceeding.
**Topic Proposal:** When submitting your topic proposal (in an MS Word document via email), please include the following information: (1) a description of the topic; (2) what you are hoping to learn from researching the topic (e.g. do you have a hypothesis? will you be investigating an issue you want to learn more about and if so, what spurred that interest?) or working with a particular program/agency (latter relevant to the action research paper); and (3) what types of sources you anticipate using (e.g. course readings from specific weeks, lectures, interviews with community activists, films, peer-reviewed journals, etc.).

**Choice A:**

**Research Paper:** This paper will cover a specific food justice issue of your choice. The purpose of your final paper is to conduct deeper research on a topic that addresses and expands upon one of the broad topic areas and themes discussed in the readings and class. The paper can also explore a current food justice issue/debate that was not identified throughout this course.

Papers should be between 10-12 pages (normal 1” margins, double-spaced, 11 or 12pt font). Papers should identify the problem and its relationship to our current food system, provide some historical perspective, and describe its relevance to us. Papers may also recommend policy or programmatic changes or recommend new strategies for improving or expanding food justice campaigns. The paper should incorporate key themes and discussion points from our course and use a variety of outside sources (books, journal articles, research briefs, etc.). Make sure to include a bibliography that lists all of your resources in MLA format (not included in the final page count).

**Choice B:**

**Action-Research Paper:** This paper will be the result of your interactions with a food justice organization/program of your choice. At the beginning of the semester you will approach a specific organization/program that focuses on a food justice issue that interests you. During the semester you will help the program on a project you conduct under their supervision (e.g. involvement in a campaign, researching a report, or other need) and the paper will focus on the (1) issue; (2) project; (3) results; (4) discussion and/or recommendations; and (5) your reflection of the experience. Paper format as described above applies for this paper as well, including guidelines for a bibliography.

*Please communicate with me early in the semester if this is the option you wish to take.*

**Grading for either paper format:** You will receive a letter grade based on the following:

- Timely completion of assignment
- Depth of analysis
- Critical thinking with clear arguments to support your assertions
- Integration of course lectures, discussions, readings, and films
- Overall organization and structure of the paper

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**For any assignment that is emailed to me, please use the following format to name your PC compatible MS WORD file:** *Assignment name_Your first name_Your last name_Date*. For example: *Essay#1_John_Doe_1.29.13*. Repeated mislabeling of files will lead to the assignment being sent back to you and not counted as submitted until you return it to me in the proper format. *Thank you in advance.*
Students are highly encouraged to talk to me at any point during the semester – the earlier the better - if they have concerns about their grade in the course or any other related issues. I am here to help you all succeed!

While attending events outside of class are not required or graded, it is highly recommended that students attend at least one event during the semester and share the experience with others in class. I will share event info with you periodically throughout the semester.

See the following pages for the syllabus. Please remember to look on Moodle to check if any assignments and readings have been updated from this document. Readings and scheduled speakers are subject to change. Please keep in mind that a change of date for a guest lecturer might possibly result in a change of date in an assignment. If the date of an assignment is changed, I will notify the class as soon as possible.

SYLLABUS

WEEK 1: Introduction

Tuesday, January 22: Overview of the Food System and Food Justice
- Introductions/course overview
- Define our food system
- Define food justice

Thursday, January 24: Big Ag and the Industrial Food System
- Establish a food glossary
- Overview of health and wellness in the U.S.
- History of the agricultural revolution and its legacy
- Introduction to contemporary food issues

Guest Speaker: Emily Ritchie, FoodCorps and Oxy/UEP alum (Jan. 22nd)

Week 1 Readings:
Optional Reading:
http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1361

Week 1 Assignment due:
1. Food Glossary terms, due Thursday, January 24th by 8:00am. Provide an in-depth definition with references from several sources (not Wikipedia) on Moodle and bring to class to discuss. Assignment will be given out during the first class.

Optional Week 1 and 2 Assignments:
1. Sign up for a live webinar to hear Professor Gottlieb speak on food justice for the American Medical Student Association on Wednesday, January 23rd at 4pm.
2. Sign up for a second live webinar to hear one of our critical community partners, Frank Tamborello of Hunger Action LA talk about hunger issues and food politics on Monday, January 28th at 4pm. Sign up for one or both: https://docs.google.com/a/oxy.edu/spreadsheet/viewform?formkey=dFRFZHNLcDhXdEE4cUJ3cnZ3R3piQ1E6MQ

If you miss the webinars, we will revisit them when they are archived online.

SECTION 1: Growing and Producing Food

WEEK 2- Tuesday, January 29 and Thursday, January 31: Food Chain Workers and Immigration
- Agricultural workers and their struggles
- Farm worker movements
- Immigration issues

Guest Speakers: Alberto Tlatoa and Rosa Romero, South Central Farmers Cooperative

Week 2 Readings:
http://www.ufw.org/_board.php?mode=view&b_code=news_press&b_no=5616&page=1&field=&key=&n=602

Peruse:
7. Website: Coalition of Immokalee Workers: www.ciw-online.org/
8. Website: Food Chain Workers Alliance: http://foodchainworkers.org/
9. Website: South Central Farmers Cooperative: http://www.southcentralfarmers.com/
10. Website: United Farm Workers: http://www.ufw.org/
11. Website: Food First: http://www.foodfirst.org/

Week 2 Assignments due:
1. First weekly reaction memo due Tuesday, January 29th by 8am (Moodle)
2. First weekly “Food in the News” article and summary due Thursday, January 31st by 8am (Moodle) and bring a hardcopy of the news article (unless a video) to class.

WEEK 3- Tuesday, February 5 and Thursday, February 7: Sustainability
- GMOs
- Food safety
- Water, air, and soil pollution
- Climate change

Week 3 Readings:


**Peruse:**

12. **Website**: Food and Water Watch - factory farm map: [http://www.factoryfarmmap.org/](http://www.factoryfarmmap.org/)

13. **Website**: Environmental Working Group: [http://www.ewg.org/](http://www.ewg.org/) (e.g. check out “Healthy Home Tips,” “Shoppers Guide to Pesticide in Produce,” and more!)


**Week 3 Assignments due:**

1. Weekly reaction memo due Tuesday, February 5th by 8am (Moodle).
2. Weekly “Food in the News” article and summary due Thursday, February 7th by 8am (Moodle) and bring to class.
3. First group presentation Thursday, February 7th.
4. Essay #1 due Thursday, February 7th.

**SECTION 2: Accessing Food**

**WEEK 4- Tuesday, February 12: Consumption and Health**

- Health disparities and race
- Malnutrition and obesity links
- Grocery gaps
- Food deserts and food swamps

**Skill Building**: Victor Hernandez, *Farm to Preschool: Reading Packaged Food Labels*

**WEEK 4- Thursday, February 14: Retail**

- Fast food moratoriums
- Community plans and community engagement
- Healthy Food Financing Initiative
- Market opportunities programs
- Corner store conversions
- Calorie counts on menus

**Guest Speaker**: Lauren Dunning, JD, MPH, LA County Dept of Public Health (2/14)
Week 4 Readings:

1. **Course Text:** Gottlieb, Robert and Anupama Joshi. (2010). “Access to Food” (Chapter 2) and “New Points of Access” (Chapter 7) in *Food Justice.*


5. **Policy Brief:** Community Health Councils. (April 2008). “Does Race Define What’s In the Shopping Cart?”


   [http://www.washingtonpost.com/wp-dyn/content/article/2011/01/20/AR2011012001581.html](http://www.washingtonpost.com/wp-dyn/content/article/2011/01/20/AR2011012001581.html)

   [http://www.policylink.org/att/cf%7B97c6d565-bb43-406d-a6d5-e3a3bbf35af0%7D/GROCERYGAP_EXECSUMMARY.PDF](http://www.policylink.org/att/cf%7B97c6d565-bb43-406d-a6d5-e3a3bbf35af0%7D/GROCERYGAP_EXECSUMMARY.PDF)


Peruse:

12. **Website:** Yale Rudd Center for Food Policy and Obesity:


14. **Website:** ChooseHealthLA: [http://www.choosehealthla.com/](http://www.choosehealthla.com/)

Optional Reading:

**Week 4 Assignments due:**
1. Weekly reaction memos due Tuesday, February 14th at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, February 14th by 8am (Moodle) and bring to class.

**WEEK 5- Tuesday, February 19: Farm to Institution Programs**
- “Farm to” Programs: Farm to School, Preschool, College, Hospital, Prison, etc.
- Regional Food Hubs

**WEEK 5- Thursday, February 21: Transportation**
- Transportation issues links to healthy food access
- Healthy mobile vending options

**Guest Speaker:** Professor Mark Vallianatos, UEPI Policy Director/Adjunct Professor

**Week 5 Readings:**

**Tuesday Topic:**
1. **Factsheet:** Occidental College Farm to Preschool Program. (2012).
**Thursday Topic:**


**Peruse:**

10. **Website:** Farm to Preschool: [http://www.farmtopreschool.org/](http://www.farmtopreschool.org/)

11. **Website:** Farm to School: [http://www.farmtoschool.org/](http://www.farmtoschool.org/)

12. **Website:** Real Food challenge: [http://www.realfoodchallenge.org/](http://www.realfoodchallenge.org/)

**Week 5 Assignments due:**

1. Weekly reaction memo due Tuesday, February 19th at 8am (Moodle).
2. Weekly “Food in the News” article due **Tuesday**, February 19th by 8am (Moodle) and bring to class.
3. Action research paper proposals due Thursday, February 21st (email).
4. Results of the food assessment exercise due Thursday, February 21st (bring to class).
5. Eat a snack or meal from a mobile vendor (e.g. food truck, fruit vendor) and prepare to share in class on Thursday, February 21st

**WEEK 6- Tuesday, February 26 and Thursday, February 28: Urban Ag and Community Development**

- Urban agriculture/community gardens
- Reinventing “Victory Gardens”
- Farmers’ Markets
- CSA programs
- Community food assessments
- EBT/WIC opportunities

**Guest Speaker:** *TBD*

**Skill Building:** Affordable Shopping at Farmers’ Markets: Tips (TBD)

**Week 6 Readings:**


   [http://www.yesmagazine.org/issues/food-for-everyone/the-city-that-ended-hunger](http://www.yesmagazine.org/issues/food-for-everyone/the-city-that-ended-hunger)


   [http://www.nytimes.com/2009/07/05/magazine/05allen-t.html](http://www.nytimes.com/2009/07/05/magazine/05allen-t.html)


Peruse:

8. Website: American Community Garden Association: http://www.communitygarden.org/


10. Website: California Farmers’ Markets: http://www.cafarmersmarkets.com/


Week 6 Assignments due:
1. Weekly reaction memo due Tuesday, February 26th at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, February 28th by 8am (Moodle) and bring to class.
3. Essay #2 due Thursday, February 28th in class.
4. Second group presentation Thursday, February 28th

SECTION 3: Where, What and How We Eat

WEEK 7- Tuesday, March 5 and Thursday, March 7: Influences on our Food Choices

- Affordability and portion distortion
- Food & cultural identity
- Erosion of the family meal
- Paradox of restricting options to increase choice

Skill Building: Victor Hernandez, Farm to Preschool: Portion Distortion/Portion Control

Week 7 Readings:


5. Radio: “Child Hunger: Nutritious Food Hard to Afford” (July 21, 2010) on *National Public Radio*. Available at:


Peruse:


10. Website: ChooseHealthLA: [http://www.choosehealthla.com/](http://www.choosehealthla.com/)

Week 7 Assignments due:

1. Weekly reaction memo due Tuesday, March 5th at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, March 7th by 8am (Moodle) and bring to class.
3. Research paper proposal due Thursday, March 7th (email).

WEEK 8- Tuesday, March 12 and Thursday, March 14 - SPRING BREAK!!

WEEK 9- Tuesday, March 19 and Thursday, March 21: Marketing of Food

- Marketing to children
- Grocery product placement
- Case Study: Soda and the Rethink Your Drink movement

Guest Speaker: TBD

Week 9 Readings:


3. **Factsheet:** Food Marketing 101. *Food Marketing Workgroup.*
   http://www.foodmarketing.org/resources/food-marketing-101/

   http://books.nap.edu/openbook.php?record_id=11514&page=1


6. **Brochure:** Centers for Disease Control and Prevention. “Rethink Your Drink.”

   http://www.samhsa.gov/data/2k13/DAWN126/sr126-energy-drinks-use.pdf

8. **Interview:** Nestle, Marion (2013). “Kids Don’t Need Kids Food.” *Childhood Obesity.* Vol. 8(5); pp. 21-22.


10. **News Article:** Horovitz, Bruce. (June 7, 2012). “Coke Executive Answers Questions About Sugary Drinks.” *USA Today.*
    http://usatoday30.usatoday.com/money/industries/food/story/2012-06-07/coke-q-and-a-coca-cola-mayo-bloomberg/55453016/1

Peruse:

11. **Website:** Yale Rudd Center for Food Policy and Obesity’s website on the fast food marketing and childhood obesity: http://www.fastfoodmarketing.org/

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**Week 9 Assignments:**

1. Weekly reaction memo due Tuesday, March 19th at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, March 21st by 8am (Moodle) and bring to class.

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**WEEK 10- Tuesday, March 26 and Thursday, March 28: Food Movements, Race and Class: Bridging the Divide**

- Ethical eating: Local food, slow food, fair trade, organic
- Community self determination
- Linking low-income consumers to “good food”

**Guest Speaker:** Alexa Delwiche, Los Angeles Food Policy Council

**Week 10 Readings:**

1. **Course Text:** Gottlieb, Robert and Anupama Joshi. (2010). “Transforming the Food Experience.” (Chapter 8) in *Food Justice.*
2. **E-newsletter**: Food Day Eat Real News (Jan. 2013). *Center for Science in the Public Interest*.


**Peruse:**


**Week 10 Assignments due:**

1. Weekly reaction memo due Tuesday, March 26th at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, March 28th by 8am (Moodle) and bring to class.
3. Third short essay due Thursday, March 28th in class and by email.
4. Third group presentation, Thursday, March 28th

**SECTION 4: Food Politics**

**WEEK 11- Tuesday, April 2 and Thursday, April 4: Local, State and Federal Politics**

- Federal agricultural policies and public health
- Local Responses: Food Policy Councils and Foodshed Planning

**Guest Speaker**: *Matt Sharp, California Food Policy Advocates (tentative)*

**Week 11 Readings:**

1. **Course Text**: Gottlieb, Robert and Anupama Joshi. (2010). “Food Politics” (Chapter 4) and “A New Food Politics.” (Chapter 9) in *Food Justice*.
4. **Report**: Los Angeles Food Policy Task Force. (July 2010). “The Good Food for All Agenda” (read the Executive Summary, skim the remainder).
   http://www.apha.org/advocacy/policy/policysearch/default.htm?id=1361
   http://civileats.com/author/afisher/

**Peruse:**

9. **Website**: California Food Policy Advocates (CFPA): http://cfpa.net/
10. **Website**: Food Research and Action Center (FRAC): http://frac.org/
11. **Website**: Institute for Agriculture and Trade Policy (IATP): http://www.iatp.org/
12. **Website**: Los Angeles Food Policy Council: http://goodfoodla.org/

**Optional Reading:**

http://www.iatp.org/documents/beyond-the-usda-how-other-government-agencies-can-support-a-healthier-more-sustainable-foo

**Week 11 Assignments due:**
1. Weekly reaction memo due Tuesday, April 2nd at 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, April 4th by 8am (Moodle) and bring to class.
3. Fourth group presentation due Thursday, April 4th

**WEEK 12- Tuesday, April 9 and Thursday, April 11: Schools and Nutrition and Overview of course text Food Justice**
- School food – consumption, marketing, and politics
- School food revolution

**Guest Lecturer**: Professor Bob Gottlieb

**Note**: I will be out of town the week of April 8- 12th. Professor Gottlieb and possibly other speakers will guest lecture this week.

**Week 12 Readings:**
1. **Book Excerpt**: Poppendieck, Janet. (2010). “Food Fights” (Chapter 2) in *Free for All: Fixing School Food in America*.


**Peruse:**


**Week 12 Assignments due:**

1. *Weekly reaction memo due Tuesday, April 9th by 8am (Moodle).*
2. *Weekly “Food in the News” article due Thursday, April 11th by 8am (Moodle) and bring to class.*
3. *Essay #4 due Thursday, April 11th in class and by email.*

### SECTION 5: Our Global Food System

**WEEK 13- Tuesday, April 16 and Thursday, April 18: Food Globalization**

- Hunger in a World of Plenty
- Globesity
- International Trade Agreements
- Control of Global Market

**Guest Speaker:** *Sabin Portillo, Activist Media Project*

**Week 13 Readings:**


Week 13: Assignments due:
1. Weekly reaction memo due Tuesday, April 16th by 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, April 18th by 8am (Moodle) and bring to class.

WEEK 14- Tuesday, April 23 and Thursday, April 25: Food Rebellions and the Movement for Food Sovereignty

- Food Sovereignty
- Agrarian movements
- Transnational organizing

Week 14 Readings:

Peruse:
8. Website: Grassroots International: http://www.grassrootsonline.org/
9. Website: National Family Farm Coalition: http://www.nffc.net/
10. Website: Roots of Change: http://rootsofchange.org/

Week 14 Assignments due:
1. Weekly reaction memo due Tuesday, April 23rd by 8am (Moodle).
2. Weekly “Food in the News” article due Thursday, April 25th by 8am (Moodle) and bring to class.
3. Fifth short essay due Thursday, April 25th in class and by email.
4. Fifth group presentation, Thursday, April 25th

WEEK 15: Tuesday, April 30 and Thursday, May 2: Class Presentations
- Five minute presentations in class on final paper
- Semester wrap-up
- Final thoughts, reflections, food justice action plans

Week 15 Readings:
none

Week 15 Assignment due:
1. Five minute individual presentations on your research/action-research papers due Tuesday, April 30th and Thursday, May 2nd (PPT slides due Monday, April 29th).

See the description in the syllabus for more details.

Final Exam
Final paper due Thursday, May 9th
Hard copy due in my UEP/UEPI mailbox and emailed file (MS Word) by 5pm