

PSCI / HSOC 135-401-15C
THE POLITICS OF FOOD AND AGRICULTURE, FALL 2016

ABCS and Fox Leadership Program Seminar
David Rittenhouse Labs, Rm 3N1H
209 S. 33rd St.

Professor Mary Summers

Office: 1st Floor, Leadership Hall (3814 Walnut St)
Office hours: Tues 2:30-3:30p and by appointment
Email: mysummer@sas.upenn.edu
Phone: 215-746-7118
Class: W 3:30– 6:30pm
DRL 3N1H

Teaching Assistants:

Zoe Blickenderfer, bzoe@sas.upenn.edu

- Office hours by appointment. General availability Sundays, Wednesday after class, Tuesday evenings, Friday evenings. Location varies.

Michaela Kupfer, mzkupfer@sas.upenn.edu

- Office hours by appointment. General availability Monday afternoon, Wednesday after class, Thursday and Friday afternoons. Location varies.

Student Service Site Coordinators:

Bartram's Garden Community Farm and Food Resource Center

- Denisse Guevara, denisseg@sas.upenn.edu
- Phoebe Ruggles, pruggles@sas.upenn.edu

AUNI Cooking Crew

- Katherine Senter, ksenter@sas.upenn.edu

Playworks/recess Lea School

- Alisa Feldman, alisafe@sas.upenn.edu

Student Farmworker Alliance

- Ricardo Martinez, mricardo@sas.upenn.edu

Kensington Health Science Academy

- Trudel Pare, trudelp@sas.upenn.edu

Mayor's Office of Community Empowerment and Opportunity Public Benefits Access Working Group Research Project

- Cheshta Dhingra, cheshta@sas.upenn.edu

Peer Speaking Advisor (CWIC):

Makayla Reynolds makaylar@sas.upenn.edu Sam Carlenzoli, scarlen@sas.upenn.edu
To schedule meetings, [click here \(Links to an external site.\)](#)

Course Texts

These 3 books offer different perspectives on the politics of food. Broad's is a study of a *local food justice community organization* in Los Angeles and the questions it raises for how to define and pursue "food justice." Wilde's is a survey of the *national institutions and regulations* that shape food policy in the United States. Bourne's is a study of the *global environmental challenges* associated with the drive to increase food production throughout the world. One goal of the class is to put these three books in conversation with each other in ways that can be useful to you in defining the what, where, and why of the issues and topics you decide to work on in your service sites and for your final papers and project; so please be sure to use them as resources beyond the chapters that are assigned for individual classes.

1. Garrett Broad, *More than Just Food: Food Justice and Community Change* (2016)
2. Parke Wilde, *Food Policy in the United States: An Introduction* (2013)
3. Joel K. Bourne Jr., *The End of Plenty: the Race to Feed a Crowded World* (2015)

Books will be available from the Penn Book Store, 3601 Walnut. Contact info: 215-898-7595. Please let the instructor know ASAP if acquiring these books is an issue for you.

All other required readings will be on **Canvas**. Bibliographic source information is included in each PDF for citation purposes; if this info is incomplete, use Google Books, Google Scholar, Franklin online database or just Google to get complete source information for referencing in the bibliography.

Other Interesting Reading:

See also **tumblr** link on Canvas home page. You should also find *New York Times* articles on "Food Chain" and "Food Costs" and "Safety Net" series especially helpful for thinking about course related issues. Recent series on topics related to the politics of food (poverty, income inequality, falling wages, food movements, animal welfare, food production and climate change, etc.) have been published in various national papers, including the NYT and Philadelphia Inquirer. It's also easy to sign up for Politico's daily email briefings on agriculture, health, and education policy and politics; as well as briefings on food related topics from nonprofits like Pew and the Food Research and Action Council (FRAC).

Course Overview

Students will use course readings and their community service to analyze the institutions, ideas, interests, social movements, and leadership that shape "the politics of food" in different arenas. Service sites include: Agatston Urban Nutrition Initiative (AUNI); Bartram's Community Farm at Bartram's Garden; the Greater Philadelphia Coalition Against Hunger; Recess and local school with Playworks Pennsylvania; MANNA; Penn

Dining/Bon Appetit at Penn; the Farmworker-Student Alliance; and a service/research placement working with a Mayor’s office surveys of clients applying for benefits at Philadelphia’s County Assistance Offices. Academic course work will include weekly readings, class and Canvas participation, and several papers, including a final group or individual project. Service work will include a final group presentation, as well as reflective writing during the semester. Typically the first hour of each class will be devoted to service site based small group discussions of questions related to the readings and service sites. This course is affiliated with the Communication Within the Curriculum (CWIC) program, and students are required to meet twice with speaking advisors in groups prior to giving presentations.

Course Goals

1. Develop an understanding of politics (how people and their environment shape and are shaped by power relations, institutions, and ideas) through the study of changes in how societies produce, distribute, market, and consume food with a special focus on American politics and food systems.
2. Use community service to give students “hands-on” experience related to the politics of food and to develop skills and knowledge important to effective citizenship.

Independent Study

Independent Study option: Students may also choose to participate in an **independent study** (PSCI 399 or HSOC 499) in association with this course. Details of the *requirements for independent study are in the Independent Study handout document posted on Canvas, see Handouts page. If you are interested in an independent study option, must discuss with Prof Summers before 9/2.*

Assignments & Grades

Assignment	Due Date	Percentage of Grade
Class & Community Service Participation Active participation in class <u>and</u> at service site	Weekly	10
Service Site Reflection Post one substantive paragraph each week on Canvas in the discussion board for your	Weekly, Weeks = Sun-Sun; post by 11:59p/midnight **1 substantive paragraph post/wk, Canvas **	10
Weekly Reading Questions	5pm Tuesday (day before class), weekly	10

<u>Service Site Selection Form (Links to an external site.)</u>	9/7 by end of class , Google form, link on Canvas (W2)	IDK
Brief analytic response paper	9/21, before class , Canvas in Assignments (W4)	5
Family Food Ways paper	9/28, before class , on Canvas (W5)	10
Midterm informal presentations of teams' brainstorming thoughts about topics for team presentation	10/12 in class (W6)	No grade
Proposal for final research paper/project	11/2 (W10)	5
Interview write-up relevant to either site or final paper/project	11/2 (W 10)	8
First draft of final research paper/project	11/16 (W12)	10
Team presentations on community service placement (Class presentation dates assigned as soon as reasonable; reliant on availability of site partner staff/coordinators)	Last 2 weeks of class, team schedule TBA	10
Group/self evaluation	12/12	2
Final draft of research paper/project	12/12, by 5pm: Canvas & print to Leadership Hall	20

1. **Most class assignments build towards two final assignments:** 1) a short, engaging full service team class presentation that explores some aspect of what you learned and/or problems you helped to address at your site and 2) a final *individual or group* research paper or project that may be related to your service site, but may also be addressed to some other aspect of course themes that especially interest you.
2. **All assignment descriptions and documents are posted on Canvas, and are required to be submitted on Canvas.** If it is an assignment (reflection, reading questions) submitted through a Discussion site, the instructions will be posted at the top of that Discussion. If it is a stand-alone assignment, submitted through its own link, there will be text/document at link with all of the pertinent information.

3. **Writing assignments** will be submitted both as a hardcopy and electronically, on Canvas, using the Assignment link, unless otherwise noted. *All writing submitted for a grade will be evaluated according to the guidelines set out in the Writing Guidelines document available on Canvas.* If for any reason, you are unable to turn in an assignment on its due date, notify your instructors as to why and request an extension as much in advance as possible. If you have trouble making the extension date, again notify your instructors as to why and request another extension.
4. Politics of Food **General Class Discussion** on Canvas: Click on **DISCUSSIONS** button on left side of screen... The Politics of Food Class Discussion site is where you will introduce yourselves, invite your classmates to events, and share your ideas about other topics of interest to the class.
5. **Weekly reading questions in Canvas Discussions: Students should submit at least 3 questions probing weekly readings each week and/or offer brief response to/reflections on questions posed by another student.** Questions and responses should bring to light what interested you most about the readings and help to start discussions that we can continue in class. Give author name, title, page numbers that give rise to your questions. Questions/responses are due, submitted to Reading Questions Discussion site before 8pm on Tuesday, the day BEFORE class. *You may miss 2 weeks of posting reading questions w/o penalty.*
6. **Weekly reflection posts** (separate Discussion for each service site, in Canvas Discussions) on your service site: In framing these reflections, please use AUNI's **Pros** (What went well?) and **Grows** (What didn't go well? What would you change next time to make things work better?) **On weeks where you cannot visit your site for any reason**, write a post on a reading relevant to your site (may include former student papers about the site) or comment on reflections from another site. Students are welcome to read and comment in any team's reflection discussions. Reflections in blogs about service placements may also be shared with staff/directors at those sites. If you have concerns, criticisms or experiences that you do not want shared with site staff or fellow students, you should address these in private emails or meetings with your instructors. *You may miss 2 weeks of weekly service site reflections without penalty.*
7. **Class and service site participation:** At the end of the semester the members of each service and final paper/project team will be asked to evaluate both themselves and each other on how well they have contributed to the work of the team. The instructors will take these evaluations into account in assigning your class and service participation grade. If, for any reason, you have trouble participating in your team discussions or any other aspect of your team's work, it is critical that you discuss this with your team leader and one of your instructors, so that we can make a plan to address this issue as early in the semester as possible.

Class presence: If you have to miss a class, please notify instructors, TAs, and team members in advance. To avoid losing credit, write a post in the online Class Discussion reflecting on the assigned readings for that week.

Service site presence: If you *must* miss a visit to your service site, to the best of your ability, arrange that your absence will not negatively affect your site. Make

sure to let your site coordinator know about your absence. Give as much warning as possible. Make arrangements to re-schedule, figure out when you can fill in on another day, etc.

8. **Extra credit (0.5 points) can be earned for every class-related event you attend** and report on substantively in a post on Canvas on the Healthy Schools general class discussion board. Posts must include some summary and analysis/thoughts about the event. To make sure you receive this credit, send instructors an email with copies of these posts at the end of the semester.
9. If you rewrite a paper after it has been graded, the final grade for that paper will be an average of the two grades. Rewrites of the shorter papers will be accepted within 3 weeks of when the paper was returned with a grade.
10. Meetings with the speaking adviser: Students will work in teams with a speaking adviser assigned by CWiC to craft effective team presentations on their service placement, given in the last two sessions of class. Please do not change the time/place of meetings, cancel at the last minute, or show up late; violating these guidelines will reduce the grade for your presentation.
11. Religious Holidays/Observance: The University recognizes that there are holidays, both religious and secular, which are of importance to some individuals and groups on campus. Some of these require that no work be assigned/due on the date. Students who wish to observe such holidays must inform their instructors within the first two weeks of each semester of their intent to observe the holiday even when the exact date of the holiday will not be known until later so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. The details of the holidays, dates, etc. can be found in the document, in the Handouts Page on Canvas, entitled *Penn Chaplain Letter*. Obligations for arrangements for these accommodations rest on students directly communicating with each instructor about specific details.
12. Familiarize yourself with *Penn's Code of Academic Integrity*, including the necessity to acknowledge your sources, what collaboration means, and what is/is not a violation of academic integrity. Penn's Code of Academic Integrity - <http://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity> (Links to an external site.) (Links to an external site.)

Class Citizenship Guidelines

This class seeks to involve students and professors in the difficult work of figuring out how to be effective citizens in the context of a city and educational institutions that are deeply divided by extreme inequalities. One way to make this difficult work go better for all of us is to be as open-minded and respectful as possible in all our interactions with each other both in the class and at our service sites. It may be that in some settings, you think you are more effective when you multi-task. But in class and at your service sites, you are not communicating respect or interest, when you use electronic devices for any purposes other than taking notes or looking up materials relevant to the class discussion. If you do not see the relevance of what is being discussed, think about how to ask questions or raise topics

that you see as more important. Engaging, rather than disconnecting, is key to thinking about citizenship, as well as acting as citizens.

It is even more critical that you practice these principles as guests at your service sites. You have been invited into Philadelphia's under-staffed, and sometimes very stressful schools and service organizations in the hope that you will work towards making a contribution and building positive relationships there. Basic ways of communicating respect to the staff, children and clients you work with include: dressing professionally; introducing yourself; acknowledging and greeting the adults and children you pass in hallways as well as those you work with; and in schools, always wearing your Penn ID, knowing that it's important to the adults in the building that they keep track of who is working with their students.

Your class participation grade will be **lowered by .5 points each time** we see or hear that you are texting, using social media, or emailing during class or at your service site on a subject not relevant to the work at hand.

Class Schedule

Week 1: Aug 31, Introduction to Course Themes, Requirements, Service Sites (schools)

In class: School Service Sites presenters' panel, 4-5:15: Showing of first half of [A Place at the Table \(Links to an external site.\)](#) (2012), 5:15-6:15

Readings for Weeks 1 & 2 (*all readings are posted on Canvas site or are in required books; bibliographic info included in PDF, at beginning or end*)

- *Read through service placement options in syllabus, and their relevant web sites (use Google), and student papers about these sites, which can be found in Course Documents, folder called Student papers from previous semesters on Canvas course website.*

Primary Reading:

- [Garrett Broad \(2016\), More Than Just Food: Food Justice and Community Change, Introduction: Food Justice and Community Change](#)  
- [Mary Summers \(2013\), "Voting with More than your Fork: reclaiming food citizenship"](#)  
- [Parke Wilde \(2013\) Food Policy in the United States: An Introduction, Chapter 1, Making Food Policy in the United States](#)  
- [Stephanie Strom \(2009\), "Does Service Learning Really Help?"](#)  
- [West Philadelphia Reflections on Working with Penn Students](#)

Additional Readings:

- [Judith Porter et al. \(2008\), "Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits"](#)  
- [Lerthirunvibul, Pickens, Van and Zhou, "Examining the University of Pennsylvania's Arguments Against Payments in Lieu of Taxes \(PILOTs\)"](#)  
- [Gayatri Nangia & Carly O'Donnell, "A History of Rebel Ventures"](#)  
- [Trudel Pare, Morgan Scott, and Annie McCotter, "Kensington Health Sciences Academy's Grab-n-Go Breakfast Program: An Analysis."](#)  

Week 2: Sept 7 Continued Introduction to Course Themes, Requirements, Service Sites (community and university)

In class: Community Service Sites presenters' panel, 4-5:15

Due This Week:

1. [Service Site Selection form \(Links to an external site.\)](#) filled out online before noon, Thursday, (9/8)
2. ONLINE - Introduce yourself in general [class discussion](#) - click on DISCUSSIONS button on left side of Canvas; choose general class discussion
3. ONLINE- At least **3 questions about readings** on Reading Questions discussion site.
4. Initiate getting [clearances \(Links to an external site.\)](#) for placement

Readings for Weeks 1 & 2: *(all readings are posted on Canvas site or are in required books; bibliographic info included in PDF, at beginning or end)*

- *Read through service placement options in syllabus, and their relevant web sites (use Google). Look at student papers about these sites, some of which are assigned; others can be found in Course Documents, folder called Student papers from previous semesters on Canvas course website.*

Primary Reading:

- [Garrett Broad \(2016\), More Than Just Food: Food Justice and Community Change, Introduction: Food Justice and Community Change](#)  
- [Mary Summers \(2013\), "Voting with More than your Fork: reclaiming food citizenship"](#)  
- [Parke Wilde \(2013\) Food Policy in the United States: An Introduction, Chapter 1, Making Food Policy in the United States](#)  
- [Stephanie Strom \(2009\), "Does Service Learning Really Help?"](#)  
- [West Philadelphia Reflections on Working with Penn Students](#)

Additional Readings:

- [Judith Porter et al. \(2008\), "Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits"](#)  
- [Lerthirunvibul, Pickens, Van and Zhou, "Examining the University of Pennsylvania's Arguments Against Payments in Lieu of Taxes \(PILOTs\)"](#)  
- [Gayatri Nangia & Carly O'Donnell, "A History of Rebel Ventures" gives contextualized history of one AUNI program.](#)  
- [Trudel Pare, Morgan Scott, and Annie McCotter, "Kensington Health Sciences Academy's Grab-n-Go Breakfast Program: An Analysis."](#)  
- [Ray Clark, Margo Fingeret, and Emilie Vocaj Wan Bok Nale, "University Assisted Physical Activity: Using Penn Students to Promote Physical Activity in West Philadelphia Schools," a proposal developed from last year's Playworks placements.](#)  

Week 3: Sept 14, Interviewing, participant observation, and building relationships: thinking as citizens at your service sites and beyond

In class:

- [History of Urban Food Environments \(lecture\) \(Links to an external site.\)](#)
- Practice interview with classmate! (activity)

Due This Week:

- Reading Discussion Questions
- Set up an interview with family member for [Family Foodways Paper](#) due 9/28

Primary Reading:

- Michael Gecan: [Going Public: An Organizer's Guide to Citizen Action, preface, Intro, Ch 1](#)
- Garrett Broad, [More Than Just Food, chapter 1, "Networks, Narratives, and Community Action"](#)

Additional Readings:

- Adichie Chimamanda, ["The Danger of a Single Story \(Links to an external site.\)"](#) TED talk [\(Links to an external site.\)](#)
- H.J. Rubin & I.S. Rubin, Qualitative Interviewing: The Art of Hearing Data, [Chapter 6](#), [Chapter 7](#)

Week 4: Sept 21, The Politics of Food, Family and Gender Roles

In class activity: speaker: Anne Barnhill, Dept of Medical Ethics and Health Policy, UPenn

Due this week:

- Reading Discussion questions
- [Brief analytic response paper](#) on any of the assigned readings (This assignment on Canvas - Please make sure to read [Writing Guidelines](#) document before submitting all writing for this class)

Readings:

- [Catherine Bertini, "Invisible Women," in Daedalus, 2015, The Future of Food, Health, & the Environment of a Full Earth.](#)
- [Mariana Chilton, "Witnesses to Hunger,"](#) (2013) in [A Place at the Table](#), Peter Pringle, ed.
- [Linda Tirado \(2013\), "Why I Make Terrible Decisions, or, poverty thoughts"](#)

- [Michael Pollan, “Out of the Kitchen, Onto the Couch,” NYT Magazine, July 29, 2009 \(Links to an external site.\)](#)
- [Tom Philpott, “Thoughts Inspired by Pollan’s Provocative Piece on Cooking,” Grist.Org, August 4, 2009 \(Links to an external site.\)](#)

Week 5: Sept 28, Farm Politics and Policy

In class activity: brainstorm final paper/project topics: bring ideas to pitch to class to start process of finding partners to work on final projects together.

Due this week:

- [Family Food Ways Paper](#)   – requires an in-depth interview with family member (Read [Writing Guidelines](#)   before submitting)
- Weekly Reading Questions
- Weekly Service Site Reflection (Use web sites and student papers to reflect on your questions, concerns, thoughts about the service site and why you chose it, if you have not yet been there.)

Readings:

- Janet Poppendieck, [Breadlines Knee-Deep in Wheat](#) (1986;2014), [Chapter 1, “The Plight of the Farmer”](#)  
- Parke Wilde, [Food Policy](#), Chapter 2, “Agriculture”
- Garrett Broad, [More Than Just Food](#), Chapter 2, “Food Systems, Food Movements, Food Justice”

Week 6: Oct 5, Food and the Environment: politics and policy

In class activity:

- Speaker: Scott Poethig, Dept. of Biology, UPenn
- Service teams brainstorm key service sites pros/grows as possible focus for your final presentation. Identify people you want to interview. Report out to class

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection

Readings:

- Park Wilde, [Food Policy](#), Chapter 3, “Food Production and the Environment,”

- Joel Bourne, The End of Plenty, (2015), Introduction, chapters 3-4, 6-8, 10-14

***Fall Break*Fall Break*Fall Break*Fall Break**

Week 7: Oct 12, The Politics of Food: Food Waste and Recovery

In class activity:

- Panel Speakers:
 - Steven Finn, Co-founder, Managing Director | [ResponsEcology \(Links to an external site.\)](#)
 - Tom O'Donnell, EPA sustainability coordinator
 - Alexandra Zeitz, Food Lab, Drexel University
 - Tom MacDonald, Operations Manage, Hospitality Service, UPenn

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection

Primary Readings:

- [Dana Gunders \(2012\), "Wasted: How America is Losing Up to 40 Percent of its Food from Farm to Fork to Landfill"](#) 
- Elizabeth Royte (2014), "One Third of Food is Lost or Wasted: What Can Be Done," National Geographic, Oct. 13, 2014 [\(Links to an external site.\)](http://news.nationalgeographic.com/news/2014/10/141013-food-waste-national-security-environment-science-ngfood/)<http://news.nationalgeographic.com/news/2014/10/141013-food-waste-national-security-environment-science-ngfood/>

Secondary Readings (short articles and blog posts by Steven Finn, one of our panel speakers):

- <https://foodforthoughtfulaction.com/2016/09/30/food-recovered-nutrition-distributed/> (Links to an external site.)
- <https://foodforthoughtfulaction.com/2015/06/19/change-at-changeover-time/>
- http://www.huffingtonpost.com/entry/food-waste-in-america-a-current-conundrum_us_57c0daa6e4b06384eb3fb21d (Links to an external site.)

Week 8: Oct 19The Business of Food: Economics and Community

**** FOOD WEEK AT PENN****

In class activity:

- Food Week Panel of local farmers and food business representatives who supply Penn Dining/Bon Appetit

Readings:

- Broad, Chapter 3, "In a Community Like This"
- Bon Appetit Farm to Fork Sourcing
Criteria: <http://www.bamco.com/sourcing/farm-to-fork-criteria/> (Links to an external site.)
- Wilde, Food Policy, Chapters: 5, "Food manufacturing"; 6, "Food retailing and restaurants"; 7, "Food safety"

Week 9: Oct 26, Big Food and Food Movements

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection

Readings:

- [New York Times Magazine Food Issue \(Links to an external site.\)](#), October 5, 2016. (link is to Michael Pollan's Article in the issue "Why Did the Obamas Fail to Take On Corporate Agriculture" but we encourage you to look through the whole issue!)

Week 10: Nov 7, The Politics of Hunger and Food Security

In class activity:

- Speaker, Joel Berg, Director Hunger Free America
- Food For a Week Hunger Simulation

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection
- Interview writeup posted to Canvas
- Proposal for final research paper/project posted to Canvas

Readings:

- Janet Poppendieck (2014), Breadlines Knee Deep in Wheat, [Foreword](#), [Introduction](#), [Epilogue](#)

- Joel Berg (2017!) [America, We Need to Talk](#), selected readings:
[Berg America.foodies.pdf](#), [Berg America.conclusion.pdf](#),
[Berg America.appendix.endnotes.pdf](#)

Week 11: Nov 9, School meals: a federal nutrition and education program

In class activity:

- Speaker, Virginia Stallings, MD., Professor of Pediatrics, UPenn and CHOP, Chair of Institute of Medicine Committee on Nutrition Standards and Meal Requirements for national school lunch and breakfast programs

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection
- Make plans for saying goodbye to your service sites. Make sure all are aware that you will have only 1 week with them after Thanksgiving. Make sure that relevant staff supervisors are aware of your final project plans.

Readings:

- [Janet Poppendieck, "The ABC's of School Lunch" \(2013\)](#)
- [Lucia Calthorpe, "Implementation of the Healthy, Hunger-Free Kids Act of 2010: a case study of Philadelphia and its suburbs," Intro, chaps 3-5 \(2016\)](#)

Week 12: Nov 16, Food and Farm Labor

In class activity:

- Speaker, Susan Marquis, Director of Rand Graduate School, and author of forthcoming, *I Am Not a Gractor*

Due this week:

- Weekly Reading Questions
- Weekly Service Site Reflection
- **First draft of final paper/project**(students will receive feedback within 2 weeks after draft is submitted).

Readings:

- Seth Holmes (2013) [Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States](#), [foreword](#) and Chapters [2](#), [3](#), [4](#)

- Watch FOOD CHAINS <http://www.foodchainsfilm.com/> (Links to an external site.) (Will arrange showing on evening prior to class; also available on YouTube, Google Play Vudu, iTunes and Amazon Video.)

Week 13: Nov 23, Thanksgiving Week, NO CLASS (Attend Friday Classes instead)

Due this week: Post in weekly Reflection Discussion for your service site (if visited this week)

Week 14: Nov 30, Presentations of community service placements/projects

Due this week:

- Weekly Service Site Reflection

Week 15: Dec 7, Presentations of community service placements/projects

Due this week:

- Weekly Service Site Reflection

December 12, 5pm: Due date for

1. final papers (Canvas & hardcopy @ Leadership Hall)
2. group & self evaluation (Canvas)
3. posting a copy of team presentations @ Canvas
4. *reflection portfolios (only for independent study)*

Important dates:

- Discuss independent study with instructor: **9/2**
- Final add date: **9/19**, Final drop date: **10/10**
- Fall break: **10/6-10/9 (Thu-Sun)**
- Last day to withdraw **11/11**
- Last day of classes: **12/12**

Community Service Information

There are multiple options for community service work in this class. Expectations for hours at service sites will vary with placements, but the assumption is that you will put at least 3 hours a week into your service work each week. You are expected to continue your service work through the final week of classes. **Please note that key goals of the class are first to learn from, and second to do useful work at service sites. If you are already working at a service site, organizing project, or significant job, please contact Prof. Summers about the possibility of making your current activity a service site for the course, rather than adding additional work hours to your schedule.** (Directions to each of the established course service sites are below.)

Community Service Sites

The Agatston Urban Nutrition Initiative manages a wide array of programs in Philadelphia public schools to bolster students' knowledge of food, food systems and nutrition, increase the supply of healthy foods, and encourage and support active lifestyles. The Agatston Urban Nutrition Initiative (AUNI) is a program of the Netter Center for Community Partnerships at the University of Pennsylvania. AUNI engages, educates, and empowers youth, university students, and community members to promote healthy lifestyles and build a just and sustainable food system. For more information, visit: www.urbannutrition.org (Links to an external site.)

Below are service learning opportunities designed specifically for Penn student volunteers working in ABCS classes. AUNI is committed to maximizing the value of our academic partnerships. If you have a skill or research interest related to AUNI's work that you don't see listed below, please follow up individually so we can work together to craft a role to best leverage your abilities.

CONTACT Jarrett Stein (jarretts@urbannutrition.org) with any questions and for all AUNI placements. Katherine Senter (ksenter@sas.upenn.edu) class service site coordinator for Cooking Crew.

- **Fruit Stand Mentor:** The Fruit Stand embodies UNI's educational approach. It is a project-based learning activity that engages students as real-world problem solvers as they operate a market selling various fruits to fellow students, families, faculty, and members of their community. UNI's Fruit Stand increases the supply of healthy snack options in participating public schools, while empowering students to become ambassadors for health and wellness in their communities. In addition, students control a micro-business: learning important lessons on money management, marketing, and teamwork. Your job as Fruit Stand Assistant is to support elementary school students as they work to run a successful business and create a healthy community.
 - Mon, Tu, Wed, Thurs, Fri between 3:30-6:15pm at Comegys Elementary
 - Mon, Tu, Wed, Thurs, Fri between 3:30-6:15pm at Lea Elementary

- **Cooking Crew Chef Mentor:** In Cooking Crew elementary school students work in teams to cook and serve a healthy meal to their peers. It is a school food intervention where kids take direct ownership and control of what they eat for lunch. Elementary school students, college/graduate students, school staff and community volunteers work together to implement the project. The food education experience created through these partnerships is multi-faceted, with a curriculum rooted in culinary arts, nutrition, math, writing, digital media, visual arts, and public speaking. The Cooking Crew Kitchen Assistant is assigned to a specific team and focuses on general oversight of kitchen operations. This involves working directly with elementary school students as they practice different cooking techniques with various tools to create and present the recipe. In particular, the Kitchen Assistant directly oversees all cooking processes that involve knives and fire. On top of overseeing the cooking activity, the Kitchen Assistant is also available to help students calculate nutrition labels, design a recipe for the next week's meal, and serve and present the dish.

 - Monday, Friday between 2:30-6 at Comegys Elementary

- **Cooking Crew Journalism/Art/Fitness/Media Mentor:** During the Cooking Crew, participating elementary school students have the opportunity to earn points for their team through the completion of enrichment projects focused in the topics of journalism and art. Students can write a critique of school food, interview a school staff person about their favorite foods growing up, draw an illustration for the cookbook, or create a centerpiece for the serving table (just to name a few). The Assistant is responsible for guiding and supporting students as they work on these activities.

 - Monday, Friday between 2:30-6 at Comegys Elementary

- **Rebel Ventures Production/Packaging Assistant:** Rebel Ventures is a social entrepreneurship job training project driven by youth entrepreneurs who work to increase access to healthy snacks in West Philadelphia. The RV crew is made up of West Philly high school students, Penn students and AUNI staff. Rebel Ventures signature product, the Rebel Bar, is a simple, whole grain granola bar that is a great snack or breakfast option. It is sold in neighborhood schools (at the fruit stand), corner stores, and cafes around Penn. The crew works 3 days per week after-school to run the Rebel Ventures operation. In an apron and hairnet, the Production/Packaging Assistant works directly with the crew in their kitchen facility at the Center for Culinary Enterprises to support the creation of the Rebel Bar. While working with the high school students on producing the bars, the Assistant also provides mentorship and integrates ideas learned from the ABCS course into conversation.

 - Wednesday 3:30-6:15pm at Center for Culinary Enterprises
 - Thursday 3:30-6:15pm at Center for Culinary Enterprises

Food and Farm Apprenticeship at Community Farm and Food Resource Center (CFFRC) at Bartram's Garden in SW Philadelphia: Students in this placement will participate in all aspects of the farm and youth development program, from working on the farm and selling at market, to supporting high school interns during their after school internship and community events. Students will work each week for 3 hours at the Farm; times to be arranged between students and supervisor Ty Holmberg, and will include some Farm Work Days (on the **2nd & 4th Saturdays of each month**) and **some Tuesdays 3:45-6:00**.

The Community Farm and Food Resource Center (CFFRC) broke ground in the fall of 2011 as a joint initiative of AUNI, the Pennsylvania Horticultural Society (PHS), Bartram's Garden, and City of Philadelphia's Department of Parks and Recreation. The CFFRC is a youth powered, community-based, food sovereignty and Food Resource Center. CFFRC works to support urban agriculture in Philadelphia through facilitating an exchange of resources and farming/cooking education as tools for community self-reliance. As a part AUNI's High School Internship Program, the CFFRC employs 10-12 local youth who are active in the entire process of growing food and ensuring it goes from soil to stomach. More specifically, teen interns learn and practice seeding, weeding, harvesting, teaching cooking classes and workshops, as well as managing a farm stand. (**CONTACT: Ty Holmberg**, 518-304-3402, tyh@urbannutrition.org, and class site coordinators, Denisse Guevara, denisseg@sas.upenn.edu and Phoebe Ruggles, pruggles@sas.upenn.edu.)

- **Physical Demands:** Must be physically able to participate in outdoor crop field-work for multiple hours in varied weather conditions; must occasionally lift and/or move up to 50 pounds; operate general office equipment with frequent work at a computer workstation
- **Desired Qualities:** committed to justice, equality, openness, transparency and fairness; collaborative, humble and willing to learn; respectful of all people, cultures, and backgrounds; advocate for developing strong local food systems, self-reliant communities and a healthy environment

Kensington Health Sciences Academy (KHSA) (School Meal Project)

KHSA is a neighborhood high school serving one of Philadelphia's poorest neighborhoods in the second hungriest congressional district in the country. In 2012, KHSA changed its name and mission to focus on the development of health science technical career programs (America's fastest growing labor market). 6 years ago few KHSA students went on to college following graduation, but that changed in 2015 with 82% of KHSA's graduating seniors receiving acceptances into programs of higher learning. This year KHSA, one of the school district's first official "community schools" will open a Student Health and Wellness Center. KHSA is partnering with Penn's Graduate Schools of Education, Nursing, and Social Policy and Practice to support these initiatives with additional counseling and instructional rounds. Our Politics of Food placement at KHSA will follow up on an initiative that a team from the Healthy Schools class started there last spring to support and evaluate the implementation of a grab 'n go breakfast program, which greatly increased KHSA students' participation in school breakfast. This semester's Politics of Food team will continue to work with KHSA students and staff to improve the menu and participation in this critical

school breakfast program. In addition, they will seek to develop a partnership to offer freshly cooked, family style lunches through the Vetri Foundation's Eatiquette program (<http://www.vetricommunity.org/what-we-do/eatiquette/> (Links to an external site.)). This is a unique placement that will combine best-practices research with hands-on work at the school. A willingness to be flexible and take initiative will be essential. To participate in this placement you should be available at least one day a week during the hours breakfast and/or lunch are served (7:30-9:00 AM or 11-1PM; give yourself 45 mins for travel time!) (contact: Trudel Pare <trudelp@sas.upenn.edu>)

Playworks Pennsylvania (Links to an external site.), <http://www.playworks.org/communities/pennsylvania> (Links to an external site.), is a national non-profit organization that supports education "by making play a valuable part of the school day." They have a multi-faceted program to support game-playing, physical activity and conflict resolution at recess, in classrooms and after school programs in schools where they place their full day recess coaches. Penn began funding a Playworks recess program at Lea 3 years ago as a key component of a Penn/Lea partnership. This service placement will involve students in working under the Playworks coach at Lea School at least one day a week to support games and play at recess, as well as opportunities to engage with students during school lunch. You will also be trained to support short "game breaks" in classrooms on days when outdoor recess is cancelled. **PLEASE NOTE: students working with Playworks must complete a small amount of additional clearance paperwork: available where the other clearance material is on Canvas.**

- **Lea Elementary School, M, T, W, Th, F 10:45-1:00**
- **Contact at Playworks Pennsylvania:** Joe Kelly, jkelly@playworks.org; class service site coordinator, Alisa Feldman, alisafe@sas.upenn.edu

Greater Philadelphia Coalition Against Hunger (GPCAH)
<http://www.hungercoalition.org/> (Links to an external site.)

- GPCAH connects people at risk of hunger with food assistance programs and nutrition education; provides resources to a network of food pantries; and educates the public and policymakers about responsible solutions that prevent people from going hungry. Their SNAP (Supplemental Nutrition Assistance Program, aka Food Stamp) enrollment campaign grew out of a pilot project developed in the first Politics of Food class in 2002. Over the years since then, this campaign has assisted more than 50,000 people in applying for public benefits. This year, the Coalition is offering several types of positions. Typically, students should choose a regular 3-hour shift that fits their schedules, although there is some flexibility with the Community Outreach placement.
- **SNAP Hotline.** Duties include: completing pre-screenings to see if clients are eligible for benefits, referring clients to food resources (such as food pantries), responding to general inquiries about SNAP and other food resources and

potentially conducting follow-up calls and surveys with clients. GPCAH office at 1725 Fairmont Ave, M, T, TH 9am-5pm; F 9am-4pm. (**Contact: Michael Ginder, Community Resources Manager, 215-430-0555 ext. 116, mginder@hungercoalition.org**)

- **Drueding Center Green Light Pantry**
<http://www.hungercoalition.org/greenlight> ([Links to an external site.](#)) Assist clients and conduct intake surveys at a healthy food pantry in a transitional housing center for homeless women and children. T 9-12; TH 3:30-6:30. (**Contact: Tanya Thampi-Sen, Community Nutrition Program Manager, 215-430-0555 ext. 101, tsen@hungercoalition.org**)
- **Community Outreach.** There are 159,000 people in the city of Philadelphia who are eligible for SNAP (food stamps) but not participating in the program. Some do not know they are eligible; others have questions or misunderstandings about the program. Conduct SNAP outreach with the Coalition's Community educator at soup kitchens and community events like free clothing giveaways. (T/TH 10-12 and some Saturdays) (**Contact: Noelle Dames, Community Educator, 215-430-0555 ext. 108, ndames@hungercoalition.org**)

Mayor's Office of Community Empowerment and Opportunity - Public Benefits Access Working Group Research Project

This research placement will involve working with data from more than 900 interviews conducted this past summer by Mayor's Office interns and staff, Coalition Against Hunger intern and staff, and Community Legal Services interns with clients at five of the city's County Assistance Offices (CAO's). (For a summary of this project, see <http://www.phila.gov/experiencePhila/pdfs/PCAO%20Client%20Survey%20Project.pdf> ([Links to an external site.](#))) The goal of the larger research project is to determine the causes of "churn" (procedural issues that cause people to lose benefits like SNAP/food stamps, Medicaid, and TANF/cash assistance that they are still eligible for, so that they have to reapply) in the state's administration of federal benefits program and additional program enrollment barriers. Survey findings will help determine key priorities in addressing issues that cause significant suffering for clients and additional costs for the state's Department of Human Services. With appropriate supervision and training, the students who select this placement will code and analyze the two open-ended questions on this survey, which will provide additional insight into the preferences and concerns of public benefits clients who seek services in CAO offices. There will be opportunities for further analysis of the data collected over the summer, the development of proposals for future client surveys (for example, with clients who apply on-line), and other related research projects for this student team, once the analysis of these open-ended questions is complete. (**Contact: Cheshta Dhingra, cheshta@sas.upenn.edu**)

-

MANNA (Metropolitan Area Neighborhood Nutrition Alliance) Kitchen Volunteer

www.mannapa.org ([Links to an external site.](#)) Founded in 1990, MANNA is a non-profit organization that cooks and delivers nutritious, medically-appropriate meals and provides nutrition counseling to neighbors who are battling life-threatening illnesses such as cancer, renal disease and HIV/AIDS. MANNA is the only organization in greater Philadelphia that provides medically appropriate meals for people battling serious illnesses, and the only organization of this kind in the country that provides 21 meals a week, free of charge, to all of their clients. All meals are heart-healthy and low in sodium, and they offer 11 dietary modifications to meet specific requirements, such as diabetic, low potassium, or low fiber diets. MANNA's clients routinely report increased energy, improved weight, better tolerance of medication and less stress over preparing meals. Research on insurance data for MANNA clients and a control group, published in the Journal of Primary Care & Community Health, showed that over the course of a year MANNA clients accumulated an average of almost \$12,000 less in medical expenses per month.

You can help MANNA's professional chefs to prepare these life-saving meals by volunteering in MANNA's kitchen. Kitchen volunteers help with chopping vegetables, cooking and baking, and prepping and packaging meals. All shifts are for a full 3 hours. You must sign up on line at <http://www.mannapa.org/individual-volunteers/> ([Links to an external site.](#)) and attend the orientation on Monday Sept 19 at 5:30. (**Contact: Glenda Cooke**, gcooke@mannapa.org)

Penn Student/Farmworker Alliance (SFA): www.sfalliance.org ([Links to an external site.](#))

SFA is a national network of students and youth organizing with farmworkers to eliminate sweatshop conditions and modern-day slavery in the fields. The organization works in alliance with the Coalition of Immokalee Workers (CIW, www.ciw-online.org), a Florida-based, membership-led organization of mostly Latino, Haitian, and Mayan Indian low-wage workers whose work has been praised by the White House, United Nations, and New York Times, among others. SFA's work—which formally began in 2000—is part of larger movements for economic and social justice. Through organizing, SFA strives to create community and recognize the transformative power of movement building. They ground their organizing efforts in education, action, and youth leadership development.

This service placement intends to empower the students involved as they act as allies to the CIW's work and farmworkers rights. We encourage creative, empowering, and challenging projects that combine the group's initiatives in collaboration with the CIW's objectives. Students will:

- 1) EDUCATE: students will develop a political analysis of the US tomato industry and the role of the CIW and SFA. Students will organize an activity for Penn's Food Week with the aim of exchanging knowledge and experience around the CIW's work.

2) ACT: students will coordinate with the CIW and the SFA network in supporting their current campaign encouraging Wendy's to join their corporate social responsibility program.

3) DEVELOP SKILLS: the students will organize their semester's project with the aim of developing skills that will be empowering to them. Such skills include: public speaking, community organizing, and raising awareness.

(CONTACT: Ricardo Martinez, (mricardo@sas.upenn.edu))

Penn Dining/Bon Appetit: local food commitments and their impacts

<http://university-of-pennsylvania.cafebonappetit.com/wellness/sustainability/local-food> (Links to an external site.)

Student teams from the Politics of Food class have been working with Penn Dining for more than 10 years, beginning with a multi-year effort dedicated to bringing more local food to Penn. Partnerships with Penn Dining/Bon Appetit (Penn's food service company for the last six years) have included research and pilots on such issues as a food recovery program, reducing plate waste, and co-sponsorship of Food Week events on such issues as farmworkers' rights, sustainable seafood, veganism and community food security. This year Penn Dining/Bon Appetit is offering us an opportunity to work with English House Chef and Forager Patterson Watkins, who spearheads their commitment to purchasing at least 20% of their food from local farms and businesses. Members of the team will work with Chef Patterson on one (or both!) of two potential projects: 1) Reaching out to local farmers and working with them on steps needed to become a supplier for Bon Appetit/Penn Dining: ie, obtaining insurance and certification from Public Health Department; and/or 2) Reaching out to local farmer suppliers to inform and engage them in Bon Appetit's Imperfectly Delicious Produce campaign: the idea that Bon Appetit is happy to purchase their imperfect produce and use it in a variety of products, rather than have it go to waste. This project might include organizing a harvesting event, where Bon Appetit chefs and Penn students go out to help harvest imperfectly delicious produce. You will also help organize a panel of some of Penn's local food providers for our class for Food Week in mid-October.

Contact: Chef Patterson Watkins (Patterson.Watkins@cafebonappetit.com)

Clearance forms

All students working in School District of Philadelphia schools are required to start their background checks/clearances process with the Netter Center for Community Partnerships BEFORE they start their placements. **Please see the attached [clearance packet](#)**

(instructions included) ([Links to an external site.](#)) and complete *by the first week of your placement*. If you have done clearances with the Netter Center in the past, you do not need to redo them. If they have done clearances elsewhere, they should obtain an electronic copy and send to office manager, [Yetunde Pinckney](#) at Penn's Netter Center for Community Partnerships (111 South 38th Street, Second Floor, Philadelphia, PA 19104-3465, 215.898.5351, Office Hours begin **Wednesday September 7th, 2016; Monday through Thursday 9:30-11:30am and 12:35-2:35pm**. **Please Note: Office Hours will not be held:** TH 9/15, Wed 9/19, T 9/20, M 10/10 and last day of office hours will be **Thursday October 27**.

Transportation

Free SEPTA tokens are available for students who wish to take public transportation; TAs will arrange to handout tokens in class at the break. Netter has vans that run between Penn, Lea and Comegys that may be available for placements at these schools. **SEPTA bus maps:** <http://www.septa.org/schedules/bus/index.html> ([Links to an external site.](#)). *ALWAYS look at the address on a map to orient yourself before embarking.*

- **Community Farm and Food Resource Center at Bartram's Garden (CFFRC, 5400 Lindbergh Blvd)**, board the 36 trolley WESTBOUND at 36th & Sansom, 37th & Spruce, or 40th & Baltimore. Make sure to be on the 36. Get off at the stop for Bartram's Garden at 54th St.
- **Henry C. Lea School (4700 Locust St.)** is a 15-20 minute walk, or quick bus ride away from campus; to use SEPTA, board the 42 bus going westbound from 40th and Spruce. Get off of the bus at 47th and Spruce. Turn right and the Lea School will be directly to your left past the schoolyard. **Or take the Rt. 21** bus going west on Walnut and get off at 47th, and walk 1 block south.
- **Benjamin B. Comegys School (5100 Greenway Ave)**; Greenway is N of Woodland and S of Kingsessing), take one of 2 **trolleys** and walk a little:
 - #36 goes out Woodland Ave., walk N 1.5 blocks.
 - #13 goes out Chester Ave., walk S 3 blocks.
- **Center for Culinary Enterprise (CCE, Rebel Ventures, 310 S. 48th St; entrance on Hanson St at rear of building)**:
 - Go to the Rt. 42 SEPTA bus stop diagonal from Spruce & 38th Wawa (so, the NW corner). Take the 42 towards Wycombe/Westbound (NOT Penn's Landing). Get off at 48th street, and cross the street (go on a diagonal). The entrance to CCE is behind the building (the front of the building is a restaurant).
- **Greater Philadelphia Coalition Against Hunger (GPCAH, 1725 Fairmount Ave)**: fastest way to get to their office is to take a **trolley** or Market/Frankford **subway** to 15th and transfer to the Broad Street line (it's a free transfer). The third stop will be Fairmount station; get off and walk 3.5 blocks west. They are located in a large building between an apartment complex and daycare center on the north side of the street. If you are already in Center City, you can also take the Rt. 2 bus N on 16th and

get out at Fairmount. Walk 1.3 blocks W on Fairmount. Their ***Drueding Center Green Light Pantry*** is at 1325 N. Lawrence St., a 10-minute walk from the Girard stop on the Market Frankford Blue Line.

- **MANNA (Metropolitan Area Neighborhood Nutrition Alliance, 2323 Ranstead St):** Take an Eastbound trolley to 22nd & Market, or a bus to 23rd & Market or 23rd & Chestnut. Walk to the office, which from any of those points is 1-2 blocks; Ranstead St. runs W-E and is between Market and Chestnut; MANNA is on the 23rd-24th block, or ½ block W of 23rd