Course Syllabus

The Politics of Food and Agriculture, Fall 2014

PSCI/HSOC135–401–14C

ABCS and Fox Leadership Program Seminar

Thursday, 1:30-4:20p, classroom: Fagin Hall, 216

Prof. Mary Summers, mysummer@sas.upenn.edu, 215-746-7118

Office hours: Tues, 2:30-3:30pm and by appointment, 1st floor, Leadership Hall, (3814 Walnut St.)

- Map with offices marked: http://goo.gl/nM1w3v (Links to an external site.)

Prof. Jane Kauer, jkauer@sas.upenn.edu

Office hours: Wednesday, 9-11:30a or by appointment or by appointment, University Museum room 337

- Map with offices marked: http://goo.gl/nM1w3v (Links to an external site.)

Undergraduate TA for this course (clearances & AUNI placements):

- Eric “Chuck” Lazarus, ericlaz@sas.upenn.edu

Student service/site coordinators for this course:

- Jennifer Schofield, jscho@sas.upenn.edu & Michal Snyder, michal.snyder@gmail.com: AUNI Cooking Club, Comegys School
Course Goals

1. To help students 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. To use the community service component of the course to give students “hands-on” experience with organizing efforts and institutions related to the politics of food and to develop skills and knowledge important to effective citizenship.

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: the Agatston Urban Nutrition Initiative; the Greater Philadelphia Coalition Against Hunger; MANNA; and a service/research placement on food waste at Penn. Academic course work will include weekly readings, class and Canvas participation, several papers, and group presentations. 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.

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Course Requirements:

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<thead>
<tr>
<th>Class &amp; Community Service Participation</th>
<th>due date</th>
<th>% grade</th>
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<tbody>
<tr>
<td>• Active participation in class and at service site</td>
<td>10</td>
<td></td>
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<tr>
<td>• Post on service site Reflection Discussion (1)</td>
<td>Weekly, Weeks run Monday-Monday</td>
<td>10</td>
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<tr>
<td>Assignment Description</td>
<td>Due Date</td>
<td>Points</td>
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<tr>
<td>Substantive paragraph post/wk, Canvas</td>
<td>post before 11:59p/midnight, Monday</td>
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<tr>
<td>Weekly reading questions (to Canvas Discussion for each week)</td>
<td>By 5pm Weds. (day before class), weekly</td>
<td>10</td>
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<tr>
<td>Service Site Selection Form</td>
<td>9/4 by end of class. Google form, link in Assignments on Canvas (W2)</td>
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<tr>
<td>Statement of Student Aims</td>
<td>9/11, Google form, link on Canvas in Assignments (W3)</td>
<td>1.5</td>
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<td>Brief analytic response paper</td>
<td>9/18, before class, link on Canvas in Assignments (W4)</td>
<td>5</td>
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<td>Family Food Ways paper (3-5 pp.)</td>
<td>10/2, before class, on Canvas (W6)</td>
<td>10</td>
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<td>Interview write-up relevant to either site work or final paper</td>
<td>10/30 (W10)</td>
<td>5</td>
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<td>Midterm informal presentation of group’s thoughts about problem-solving at site</td>
<td>In class 10/30 (W10)</td>
<td>5</td>
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<tr>
<td>First draft of final research paper/project</td>
<td>11/13 (W12)</td>
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<td>15-20p paper/project report, pairs or groups, (15-20 pp)</td>
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<td>Group presentations* on community service placement</td>
<td>11/20, 12/4</td>
<td>12</td>
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<td>Group/self evaluation</td>
<td>12/11</td>
<td>1.5</td>
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<tr>
<td>Final draft of research paper/project</td>
<td>Thu 12/11, by 5pm: Canvas &amp; hardcopy to Leadership Hall</td>
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*Class presentation dates assigned as soon as reasonable; reliant on availability of site partner staff/coordinators.

**Important points about assignments & grades:**

1) All assignment descriptions and documents are posted on Canvas, and are required to be submitted on Canvas. At times, we will also request a hard copy in class. If you are unsure about
what an assignment is, FIRST check Canvas before contacting a professor. If it is a assignment (reflection, reading questions) submitted through a Discussion, 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.

2) **Writing** assignments will be submitted both as a hardcopy and electronically, on Canvas, using the Assignment link.

3) All **writing** submitted for a grade will be evaluated according to the guidelines set out in the [Writing Guidelines](#) document available on Canvas.

4) 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. Any paper that is more than 24 hours late without an authorized extension will lose 1% of its grade for every day it is late.

5) **Politics of Food general class Discussion on Canvas**: The class has a lot of different aspects, and since you will be working in smaller groups much of the time, both on and off campus, we think it's useful to have one place where you can ALL communicate, share events, ideas, concerns, and experiences. The Politics of Food class discussion is this place; you will introduce yourselves there, invite your classmates to events, share your ideas about other topics of interest to the class.

6) **Weekly reading questions** [in Canvas Discussions]: probing, analyzing, questioning readings. Students will submit up to 3 questions on weekly readings each week in preparation for the class discussion. These will directly address topics brought up in the readings from that week, and they may bridge across readings, including those in previous weeks or other discussions. Give enough context/information that readers know what you are talking about and if necessary, point specifically to places in readings (give authors’ names, title of reading, page number if useful) that give rise to your questions. Questions are due, submitted to Reading Questions Discussion for that week, before before 5pm on the day BEFORE class (so, Weds afternoon), and you should also have them [because they are part of your notes from reading] in class. These should not mimic exam questions, rather try to write questions that bring to light what interested you most about the readings and what you would like to see discussed. There are 10 unique weeks of readings [given W1 and W2 readings are the same]; you are required to write discussion questions for any 8 of those 10 weeks, i.e., if life gets to you, you do have 2 weeks w/o doing questions w/o penalty.

7) **Reflection posts** [separate Discussion for each service site, in Canvas Discussions] on weekly service (due by 11:59p/midnight the Monday before class): You are expected to write a substantive post each week on the Reflection Discussion for your service site group. This means a good paragraph that reflects on not only what happened [description, summary], but also what your thoughts are. This is the place to share concerns about how your service site is working for both you as students and the children, clients, staff at the site. Linking description and reflection with analytic discussion of materials we have addressed in class (readings, video, discussion in
classroom) or you have learned about in another setting is **the ideal for a great reflective post.** However, clearly stated description/summary and reflection on your experience is more important than knee-jerk “connecting-the-dots analysis” between service and academics. In addition, we expect you to take the time to poke into other groups’ site reflection discussions and see what is going on there. This is an ESPECIALLY fruitful way to think innovatively about challenges and problems you might be facing: to see how others are managing. All Politics of Food students are welcome to read and comment in any team’s reflection discussions.

8) On weeks where you cannot visit your site for any reason (school closed or you are ill), write a post responding to relevant readings/research (may include “old” student papers) or comment on reflections from another site. In addition, because we know that work and school and life can get a little haywire sometimes, you may miss 2 posts for the reflection discussions for the semester w/o penalty. Reflections in blogs about service placements may be shared with staff/directors at those sites. The point is to have a collaborative experience in which all members of the community get to communicate with each other about their experiences. 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.

9) **Class and service site participation:** At the end of the semester the members of each service and research 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.

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

2. **Service site presence:** If you **must** miss a visit to your service site, make sure to notify everyone you can who will be impacted by your absence. Most importantly, to the best of your ability, arrange that your absence will not negatively affect the participants of the activity (school students, your peers, coordinators of/at the site). Make sure to let at least your site coordinator/undergrad TA know about your absence. Give as much warning as possible. Absence is not acceptable from service except where your presence is not possible; make arrangements ahead of time if you **must** miss (re-schedule, figure out when you can fill in on another day, etc.). Note that the number of hours you will work each week varies some by service placement, and also that though some weeks you will be there more, at the beginning of the term, you are not there yet.

10) 0.2 points of **extra credit** can be earned for every Politics of Food-related event you attend and report on substantively in a post on Canvas in the Politics of Food general class discussion board. Substantive posts must include some summary and analysis/thoughts, and be at least a good paragraph long. These posts **MUST BE LABELED** “extra credit” in the subject/title line.
11) 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 w/in 3 weeks of when the paper was returned with a grade.

12) Meetings with the speaking advisor: Students will work in groups with a speaking advisor assigned by Communication Within the Curriculum (CWiC) (Links to an external site.) to craft effective group presentations on their community service placement, given in the last few 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 be reflected by a reduction in the grade for your presentation.

13) 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 2014 Penn Chaplain Letter (also linked in title to this paragraph)… Obligations for arrangements for these accommodations rest on students directly communicating with each instructor about specific details.

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Class and service 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 world, nation, state 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, 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.
**Readings**

**Required readings**

- **All readings** will be on Canvas. 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, etc.) have been published various national papers, including the NYT and Philadelphia Inquirer; see also *tumblr* link on Canvas home page. 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.

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- **Independent Study option**: Students may also choose to participate in an independent study (PSCI 399 or HSOC 499) in association with this course. Make sure to **notify instructor by 9/9** if taking independent study option. Details of the **requirements for independent study are in the Independent Study handout document posted on Canvas, see Handouts page.**

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- 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](http://provost.upenn.edu/policies/pennbook/2013/02/13/code-of-academic-integrity) (Links to an external site.)

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- **Community Service INFO**

Students have **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 2 hours a week into service related activities. Some partners’ schedules are such that the time
requirement is less or more, but the variability is not enormous. You are expected to continue your service work through the final week of classes. Other volunteer and organizing opportunities can often be related to the politics of food and may “count” as appropriate service experience, but should be discussed with the instructors.

**Logistics:**

**Clearance forms/processing:** If working in the schools or with people under 18, you will need to complete the clearance process (child abuse clearance, criminal record clearance); instructors will provide this information either in class or online in the 2\textsuperscript{nd} week of class. Be sure to follow directions for applying for clearances to work in schools ASAP (though their instructions say the deadline is 10/31, it is earlier for this class, and you need to begin the process no later than Week 3 of classes (9/8). If you already have clearances, make sure that the Netter Center has copies. Office hours for students applying for clearances to work with children will begin in the first or second week of September. As soon as they are available, clearance instructions and forms will be found on Canvas, on Handouts page (linked on front page of the course site), you can also pick up copies at the front office at Penn’s Netter Center for Community Partnerships (111 South 38th Street, Second Floor, Philadelphia, PA 19104-3465, 215.898.4704, Office Hours begin Monday 9/8, M-Th, 10am-2pm.).

**Transportation:** Free SEPTA tokens are available for students who wish to take public transportation; students can pick up tokens each week from the Netter Center during office hours (see above).

**Lea school** is a 15-20 minute walk, or quick bus ride away from campus.

- For **Lea**, board the 42 bus going westbound from 40th and Spruce. Get off the bus at 47th and Spruce. Turn right and the Lea School will be directly to your left past the schoolyard. **Or take the 21 bus** going W on Walnut and get off at 47\textsuperscript{th}, and walk 1 block south.
- For **Huey** (Links to an external site.), Take the Rt. 42 bus (towards 61st and Pine) at 40th and Spruce. Get off the bus at 52nd and Spruce. Cross the street to get to the gas station and continue walking down that street until you reach Pine Street. Cross the street once more, and Huey (52nd and Pine) will be directly across from you.
- For **Comegys** (5100 Greenway Ave, Philadelphia, PA 19143; 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.
- **Greater Philadelphia Coalition Against Hunger (GPCAH):** fastest way to get to their office is to take a trolley or Market/Frankford line 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 to 1725 Fairmount Ave. They are located in a large building between an apartment complex and daycare center on the north side of the street.
- **MANNA (Metropolitan Area Neighborhood Nutrition Alliance)**, 2323 Ranstead St, Philadelphia, PA 19103: 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 St.

- **SEPTA bus maps**: [http://www.septa.org/schedules/bus/index.html](http://www.septa.org/schedules/bus/index.html) (Links to an external site.). At SEPTA’s site, you can also use the Trip Planner (left side of screen) to help you figure out how to get somewhere in Philly using public transportation. SEPTA’s site does, of course, also give info on using the trolleys (Links to an external site.) & [map](http://www.septa.org/maps/trolley/city.html) (Links to an external site.).

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**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. 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.

**The first 3** placements below are the preferred UNI placements for students in this class. If one of the others seems much more suited to you, please make sure to discuss this with Professor Kauer, and provide a clear explanation of why/how on the Site Selection Form in the Comments.

**Fruit Stand Assistant**: 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, Tues, Weds: 3:30-6:15pm at Comegys Elementary
• Mon, Tu, Wed, Fri: 3:30-6:15pm at Lea Elementary
• Mon, Tu, Wed, Fri: 1:45-3:30pm at Huey Elementary

**Cooking Crew Kitchen Assistant:** In Cooking Crew 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.

• Weds between 3-5:45 at Comegys Elementary

**Cooking Crew Journalism/Art Assistant:** 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.

• Weds between 3-5:45 at Comegys Elementary

The following 2 opportunities for work with AUNI are possibilities, but professors and service site coordinators with this class will be able to give them less support and supervision. If you nevertheless wish to work with one of them, please indicate that on the Service Site form and give an explanation in the Comments box. Also, make sure to discuss this ahead of selection with **Professor Kauer**.

**Bartram's Garden Farm Assistant:** Bartram’s Garden is a historic botanic garden in Southwest Philadelphia dating back to the 18th century. On this property is Bartram’s Farm and Community Food Resource Center, the site for the past 3 years of a dynamic 3-acre youth-run farm, orchard, and greenhouse. In a partnership between AUNI, Bartram’s Garden, and the Pennsylvania Horticultural society, 18 youth interns and 2 AUNI staff run the farm and operate a farmers
market during the growing season for the local community. Next door to the farm is Bartram’s Village, one of the largest public housing projects in the city. If you wish to work at Bartram’s, Jarrett Stein and Ty Holmberg can potentially help you to craft a service placement at this site.

**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 actively engaged processing the bars, the Assistant also provides mentorship and integrates ideas learned from the ABCS course into conversation.

- Tues 3:30-6:15pm at Center for Culinary Enterprises
- Weds 3:30-6:15pm at Center for Culinary Enterprises

**Greater Philadelphia Coalition Against Hunger**

[http://www.hungercoalition.org/](http://www.hungercoalition.org/) 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 (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.

**SNAP Campaign** If the Supplemental Nutrition Assistance Program (**SNAP, formerly known as the Food Stamp Program**) was fully utilized, it would bring millions more federal dollars to low-income households and neighborhoods. In this placement you will engage in the following activities: answering the SNAP hotline; completing pre-screenings to see if clients are eligible for benefits; referring clients to food resources; and answering general questions about SNAP. In addition, you will conduct brief food security surveys with past SNAP hotline clients. In addition to this work, depending on the work available and students’ interests, Politics of Food students may have an opportunity to help with updating the Food Pantry Map/index that the Coalition maintains online. This project involves the maintenance of a Google food pantry map for the Philadelphia area. Information has been gleaned—and will be
updated through calls to food pantries and soup kitchens, asking questions about services and when they are available, update information, and log pantry information on to a pantry Google map.

Students will work at the Coalition office at 1725 Fairmont Ave (PHL, 19130) 2-3 hours a week at a regular time that fits your schedule (M, W, F 9am-5pm). CONTACT Promise Nah, pnah@hungercoalition.org

- Understanding Food Waste Streams: [innovative service-research project!]

(3-6 students) – This service-research placement builds on work last year’s Politics of Food students did to encourage the Penn Dining and Bon Appetit folks to incorporate food recovery as part of their dining systems. This year, students will have as their goal acquiring a clear understanding of food waste streams and what becomes of them. The research site will be Penn’s campus, specifically one dining facility, where students will conduct qualitative and quantitative research. They will identify food waste streams (e.g. inedible waste generated in the kitchen, cooked but not served, served but not taken by consumers, taken but not eaten), quantify them by weighing, and characterize them by sorting and recording (type of food parts or items) in a given time period.

Working together as a group, students will: (i) first gather background materials, including state of the understanding of the food waste streams both in the US and globally, what has/is being done to better understand this at Penn, what other universities and institutions have done to both explore and reduce their food waste, and how food waste streams are managed in Philadelphia and other municipalities; (ii) conduct supervised research at the selected Penn Dining site on food waste streams, compiling and analyzing the data; (iii) write a report and present the results to the class (a written report and presentation are required for all students in the class) as well as at a national conference held at Penn in December. Participation in the conference is a unique opportunity. The conference focuses on reducing post-harvest food waste in the U.S. supply chain and building a sustainable food system; it is the first of its kind in the nation (http://www.vet.upenn.edu/last-food-mile-conference). One of the research group supervisors is organizing the conference (ZD), so students will have unusual access to experts in the field during the conference sessions.

Students will work together, in consultation with the professor-supervisors (Jane Kauer & Zhengxia Dou [Penn Vet School]) and with members of the staff of Penn Dining and Bon Appetit at Penn. Students in this group will be creating advisory data for Penn Dining/Bon Appetit in planning their food and food waste management improvement efforts.

CONTACT Jane Kauer, jkauer@sas.upenn.edu
MANNA (Metropolitan Area Neighborhood Nutrition Alliance)

www.mannapa.org (Links to an external site.) Founded in 1990, MANNA is a caring community of neighbors nourishing neighbors, helping individuals who are at acute nutritional risk and battling life-threatening illnesses such as cancer, renal disease, and HIV/AIDS. MANNA works to improve our clients' nutritional health by increasing access to healthy foods and by providing one-on-one nutritional counseling with our registered dietitians. MANNA is the only organization in greater Philadelphia that provides medically appropriate meals for people battling serious illnesses, and the only organization of our kind in the country that provides 21 meals a week, free of charge, to all of our clients. All meals are heart-healthy and low in sodium, and we offer 11 dietary modifications to meet any specific requirements, such as diabetic, low potassium, or low fiber.

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. Shifts available are Mondays and/or Tuesdays from 2-5 pm. An initial volunteer orientation is mandatory.

CONTACT Ann Hoskins-Brown, abb@mannapa.org, or 215-496-2662 x125 for more information. MANNA’s address: 2323 Ranstead St., Philadelphia, PA 19103.

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, http://ciw-online.org/ (Links to an external site.)), 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:
i) 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.

ii) 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.

iii) 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: Daniel Cooper, dcooper2408@gmail.com.

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COURSE CALENDAR (provisional; will be revised ONLINE)

ALL READINGS ARE LINKED IN REQUIRED READINGS PAGE

Week 1: Introduction to Course Themes/Film, Course Requirements  Aug 28

INVITE YOUR FRIENDS TO WATCH A FILM: A Place at the Table (Links to an external site.)(2012), to be shown in class on 8/28, Fagin Hall, room 216

Readings for weeks 1 & 2 (all readings are posted on Canvas site; biblio info is included for citation purposes)

- Stephanie Strom (2009), “Does Service Learning Really Help?”
- Jonathan Kozol (2005), The Shame of the Nation: the Restoration of Apartheid Schooling in America, “Introduction”.
- Marjorie Devault (1997) “Conflict and Deference”
- Judith Porter et al. (2008), “Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits”
WATCH video: Roni Neff (2014), “US Farm Bill History” Food and Farm Policy, from Johns Hopkins Bloomberg School of Public Health's Center for a Livable Future:

http://youtu.be/aCO_AAaAUjI (Links to an external site.)


In class: Discussion & Service placement presentations

- ONLINE - Introduce yourself in General Class Discussion - click on DISCUSSIONS button on left side of Canvas; choose Class Discussion
- 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.

Week 2: Continued Intro to Course Themes & Service Sites
Sept 4

Readings for weeks 1 & 2 (all readings are posted on Canvas site; biblio info is included for citation purposes)

- Stephanie Strom (2009), “Does Service Learning Really Help?”
- Jonathan Kozol (2005), The Shame of the Nation: the Restoration of Apartheid Schooling in America, “Introduction”.
- Marjorie Devault (1997) “Conflict and Deference”
- Judith Porter et al. (2008), “Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits”
- WATCH video: Roni Neff (2014), “US Farm Bill History” Food and Farm Policy, from Johns Hopkins Bloomberg School of Public Health's Center for a Livable Future:

http://youtu.be/aCO_AAaAUjI (Links to an external site.)

Service Site presentations

- ONLINE - Introduce yourself in General Class Discussion - click on DISCUSSIONS button on left side of Canvas; choose Class Discussion
- 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.

***Students should initiate getting clearances for placements

>> By end of class all students should have submitted top 2 or 3 choices on Service Site Selection Form

**Make sure to notify instructors by 9/9 if taking independent study option**

Week 3: Politics of Hunger, Food Insecurity & Obesity + Ethnography/Interviewing  Sept 11

★SUBMIT Statement of Student Aims on Canvas by

12pm/noon on 9/10, Wednesday BEFORE class this week★

Readings

- Herbert J. Rubin & Irene S. Rubin, Qualitative Interviewing: The Art of Hearing Data, Ch. 5, 6, 7
- Emerson, Fretz & Shaw, “Writing Ethnographic Fieldnotes”, Ch. 1
- Joel Berg (2008), All You Can Eat: How Hungry Is America?, chapters 3, 4, 6
**DUE: Statement of Student Aims**

Week 4: The Politics Of Food: Labor  
**Sept 18**

Readings

- Seth Holmes (2013), *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*, Foreword; Chapters 1-2.

**DUE: Brief analytic response paper** on required readings, assignment on Canvas - Please make sure to read [Writing Guidelines document](#) before submitting all writing for this class.

Week 5: The Politics of Food: Farming  
**Sept 25**

**INVITE YOUR FRIENDS TO WATCH FILM: American Meat (2013)**

- Discussion panel after the film:
  - **David Galligan**, Professor of Animal Health Economics, UPenn Vet Medicine, New Bolton Center
  - **Kathleen Fields**, Flint Hill Farm Board member and MSN CNM-Certified Nurse-Midwife, Hill Crest OB/GYN, Phillipsburg, NJ

Readings

- Blake Hurst (2009), “The Omnivore’s Delusion: Against the Agri-intellectuals”  
Week 6: The Politics of Food: Marketing

Readings

- Robert Gottlieb and Anupama Joshi (2010), Food Justice, Chapter 3, “Consuming Food”.
- Wenonah Hauter (2012), Foodopoly, Chapter 3, “Walmarting the Food Chain”.

**DUE**: Family Food Ways Paper – requires an in-depth interview with family member --
Please make sure to read Writing Guidelines before submitting...

- Post in weekly Reflection Discussion for your service site
  - Activity: brainstorm paper topics

Week 7, 10/9 -- No Class; fall break!

Week 8: The Politics of School Food

Panel of discussants on HHFKA & re-authorization of Child Nutrition Act [in 2015]

- Karen Castaneda, Director of Nutritional Services for the Lower Merion School District
- Amy Virus, Manager of Administrative and Support Services for Food Services for the Philadelphia School District
- Kathy Fisher, Policy Manager, Greater Philadelphia Coalition Against Hunger

Readings

OPTIONAL - Nicholas Confessore (2014), "How School Lunch Became the Latest Political Battleground", NYT Magazine
  o Post in weekly Reflection Discussion for your service site

Week 9: The Politics of Food: FISH, “Seafood” & Food Week at Penn
Oct 23

Panel with guest speakers
  o Nicole Tocco, from Bon Appetit
  o Amanda Bossard, Otolith Seafood
  o Kathryn Matthews, Pew Trusts, Ocean Science division

Readings
  • Paul Greenberg (2010), Four Fish, Chapters: Introduction & Conclusion.
    o Post in weekly Reflection Discussion for your service site

Week 10: Food Politics, Policy, and the Farm Bill
Oct 30

CWiC advisor, Dana Floberg, brief presentation in class

Readings
  • Anne Effland (2000) “U.S. Farm Policy: The First 200 Years”
  • Robert Gottlieb and Anupama Joshi (2010), Food Justice, Chapter 4, “Food Politics”
  • USDA, (2014). (Links to an external site.) Agricultural Act of 2014: Highlights and Implications (Links to an external site.)
  • National Sustainable Agriculture Coalition blog, 2014 Farm Bill Drill Down: The Bill by the Numbers (Links to an external site.)
  • National Young Farmers Association blog, 2014 Farm Bill Passes Final Hurdle, Signed into Law (Links to an external site.)
  • Rural Advancement Foundation International, The 2014 Farm Bill (Links to an external site.)
  • Michael Pollan, video, The Farm Bill (Links to an external site.):
OPTIONAL: Food & Water Watch, Farm Bill 101 (2012) (Links to an external site.)

In class: Service teams’ midterm informal in-class report on your site for your work at your service sites and potential key problems/obstacles; should frame your group’s thinking about the final presentation. (see Group Presentation assignment and rubric for more info)

- Post in weekly Reflection Discussion for your service site

**DUE: Interview write-up due, posted to Canvas, Please make sure to read Writing Guidelines document before submitting all writing for this class.

Week 11: The Politics of Food: Food Waste and Recovery
Nov. 6

Readings

- Dana Gunders (2012), “Wasted: How America is Losing Up to 40 Percent of its Food from Farm to Fork to Landfill”
- Dana Gunders (2013) “This Year’s Twelve Greatest Strides Towards Reducing Food Waste”: http://www.huffingtonpost.com/dana-gunders/this-years-12-greatest-st_b_4505056.html (Links to an external site.)
- Post in weekly Reflection Discussion for your service site

Week 12: The Politics of Food: Visions of the Future
Nov. 13

Readings

- Seth Holmes (2013), Fresh Fruit, Broken Bodies, “Conclusion”.
- Post in weekly Reflection Discussion for your service site

**DUE: First draft of final paper due** (students will receive feedback within 2 weeks after draft is submitted). Please make sure to read Writing Guidelines document before submitting all writing for this class.

Teams: make plans for saying goodbye to staff and students at your schools. Make sure all are aware that you will have only 1-1.5 weeks with them after Thanksgiving. Make sure that relevant staff supervisors are aware of your final project plans.

Week 13: Presentations of community service placements/projects Nov 20
  - Post in weekly Reflection Discussion for your service site

Week 14: Thanksgiving week; we meet on Tuesday 11/25, same time same room!

NOTE: if this time overlaps with your placement work, you should leave class early or arrive late so that you can be at your placement during the right times.

In Class:
  - open discussion with paper/project teams & catching up on any lingering questions
  - politics of food film

Week 15: Presentations of community service placements/projects Dec 4
  - Post in weekly Reflection Discussion for your service site

December 11, 5pm: Due date for
a) final papers (Canvas & hardcopy @ Leadership Hall)
b) group & self evaluation (Canvas)

c) posting a copy of group presentations @ Canvas

d) reflection portfolios (only for independent study): Dec. 11, 5 pm

Important dates:

- Discuss independent study with instructor: 9/9
- Final add date: 9/15
- Final drop date: 10/3
- Fall break: 10/9-10/12 (Thu-Sun)
- Thanksgiving: 11/27
- Last day of classes: 12/9
- Reading days: 12/10-12/11
- Finals: 12/12-12/19