The Politics of Food and Agriculture, Fall 2015
PSCI/HSOC135–401–15C

ABCS and Fox Leadership Program Seminar
Thursday. 1:30-4:20p, Fagin Hall, 216

Prof. Mary Summers, mysummer@sas.upenn.edu, 215-746-7118
Office hours: Tu 2:30-3:30p and by appointment, 1st floor, Leadership Hall, (3814 Walnut St.)

Prof. Jane Kauer, jkauer@sas.upenn.edu
Office hours: Wed 10a-12p and by appointment, location TBA

MAP: Offices, classroom, and site for 10/22 class meeting:
https://www.google.com/maps/d/edit?mid=zRHBcAwcU1IM.kctQJlenPT2k&usp=sharing

Undergraduate TA for this course (clearances, tokens & AUNI placements):
• Amanda Hallock, ahallock@sas.upenn.edu

Student service/site coordinators for this course:
  o Jennifer Schofield, jbscho@sas.upenn.edu: AUNI Cooking Crew, Comegys School
  o Leora Apfelbaum, leoraa@sas.upenn.edu: Playworks recess and lunch, Lea School
  o Silvia Huerta, shuerta@sas.upenn.edu: Penn Farmworker-Student Alliance
  o Amanda Hallock, ahallock@sas.upenn.edu: Manna
  o Joy Pickens, jopic@sas.upenn.edu: Greater Philadelphia Coalition Against Hunger
  o Lauren Lawton, llawton@sas.upenn.edu: Policy and Communications, Greater Philadelphia Coalition Against Hunger
  o Elena Crouch, elena.crouch@gmail.com: Food Waste prevention project in Penn Dining Hall with Bon Appetit

Peer speaking advisor from CWiC: TBA

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 (AUNI); the Greater Philadelphia
Coalition Against Hunger; Recess and local school with Playworks Pennsylvania; MANNA; the development of a Penn chapter of the Farmworker-Student Alliance; 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.

Continues >>>>>
### Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class &amp; Community Service Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Active <strong>participation</strong> in class and at service site</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>• <strong>Post</strong> on service site Reflection Discussion (1 substantive paragraph post/wk, Canvas) **</td>
<td>Weekly, Weeks = Sun-Sun; post by 11:59p/midnight</td>
<td>10</td>
</tr>
<tr>
<td>• <strong>Weekly reading questions</strong> (to Canvas Discussion for each week)</td>
<td>By 5pm Weds. (day before class), weekly</td>
<td>10</td>
</tr>
<tr>
<td><strong>Service Site Selection Form</strong></td>
<td>9/3 by end of class, Google form, link on Canvas (W2)</td>
<td></td>
</tr>
<tr>
<td><strong>Statement of Student Aims Form</strong></td>
<td>9/9 @ noon/12p, Google form, Canvas in Assignments (W3)</td>
<td></td>
</tr>
<tr>
<td><strong>Brief analytic response</strong> paper</td>
<td>9/17, before class, Canvas in Assignments (W4)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Family Food Ways paper</strong> (3-5 pp.)</td>
<td>9/24, before class, on Canvas (W5)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Midterm informal presentations of teams’ brainstorming</strong> thoughts about problem-solving at site</td>
<td>In class W6, 10/1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interview write-up</strong> relevant to either site work or final paper</td>
<td>10/15, W8</td>
<td>5</td>
</tr>
<tr>
<td><strong>Proposal</strong> for final research paper/project</td>
<td>Tues 10/20 (W9)</td>
<td>5</td>
</tr>
<tr>
<td><strong>First draft</strong> of final research paper/project</td>
<td>11/12 (W12)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Team presentations</strong> * on community service placement</td>
<td>Last 2 weeks of class, team schedule TBA</td>
<td>10</td>
</tr>
<tr>
<td><strong>Group/self evaluation</strong></td>
<td>12/10</td>
<td>2</td>
</tr>
<tr>
<td><strong>Final draft of research paper/project</strong></td>
<td>12/10, by 5pm: Canvas &amp; print to Leadership Hall</td>
<td>20</td>
</tr>
</tbody>
</table>

*Class presentation dates assigned as soon as reasonable; reliant on availability of site partner
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 an 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. You are responsible for your work in this class, and will not be constantly reminded if work is missing or late.

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

3) All writing submitted for a grade will be evaluated according to the guidelines set out in the Writing Guidelines document available on Canvas. Read the writing guidelines document; that will increase your chances of a good grade on writing assignments.

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: Click on DISCUSSIONS button on left side of screen…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 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 Sunday before class; weeks are Sunday-Sunday): 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. You may miss 2 posts for the reflection discussions for the semester w/o penalty. You should be aware that reflections 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.
   a. 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.
   b. 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 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 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 only will be accepted w/in 3 weeks of when the paper was returned with a grade.

12) **Meetings with the speaking advisor**: Meetings with the speaking advisor: Students will work in groups with a speaking advisor assigned to by CWiC. The advisor will give a brief introduction to the class; eventually, smaller groups will work individually with the advisor to plan, craft, and rehearse effective group presentations on 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 the guidelines will be reflected by a reduction in your final grade.

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 wiki on Canvas. Obligations for arrangements for these accommodations rest on students directly communicating with each instructor about specific details.

---

**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, 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, 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.

/ 6
Required books:

Books will be available from the Penn Book Center, 130 S. 34th St, open M-F, 10AM-6PM, S 10-4PM. Contact info: 215-222-7600; info@pennbookcenter.com.

- All other required 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.

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 9/10 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.

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

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 3 hours a week into your service work each week. 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.
Clearance forms: 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 discuss this information in the 2nd week of class; Amanda Hallock (ahallock@sas.upenn.edu) is contact for dealing with all clearances issues; clearance packet posted in Handouts wiki on Canvas. Be sure to follow directions for applying for clearances to work in schools ASAP (though their instructions say the deadline is late October, it is earlier for this class, and you need to begin the process no later than Week 3 of classes (9/7). 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 Thursday September 10th, 2015; Monday, Wednesday and Thursday 10am-2pm, Tuesday 10:30am-2:30pm. Please Note: Office Hours will not be held: Mon 9/21, Wed 9/23, Mon 9/12, and last day of office hours will be Thursday November 12th, 2015.

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, or else students can pick up tokens each week from the Netter Center during office hours (see above). Occasionally, Netter has vans that run between Penn and some school sites. We will update you on this as we have information. SEPTA bus maps: [http://www.septa.org/schedules/bus/index.html](http://www.septa.org/schedules/bus/index.html). ALWAYS look at the address on a map to orient yourself before embarking.

- **AUNI Community Farm and Food Resource Center** at Bartram’s Garden (CFFRC), 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. Coming westbound from City Hall, you’ll get off at the northeast corner of 54th and Lindbergh Avenue. Cross Lindbergh and walk west over the railroad bridge; the Garden entrance will be on the left. Come down our long driveway and you’ll find the Welcome Center.

- **Lea school** 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.

- **For Huey**, 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.

- **Center for Culinary Enterprise (CCE, Rebel Ventures):**
  - 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)**: 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 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. 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.

- **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.

### 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](http://www.urbannutrition.org)

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](mailto:jarretts@urbannutrition.org)) with any questions and for all AUNI placements.

**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, Fri between 3:30-6:15pm at Comegys Elementary
- Mon, Tu, Wed, Fri between 3:30-6:15pm at Lea Elementary
- Mon, Tu, Wed, Fri between 1:30-3:45pm at Huey Elementary

**Cooking Crew Chef Mentor:** 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.

- Mon, Weds 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.

- Mon, Weds between 2:30-6 at Comegys Elementary

**Rebel Ventures Production/Packaging Volunteer:** 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

**Food and Farm Apprentice at farm in SW Philadelphia, AUNI Farm at Bartram's**
**Garden:** 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.

**CONTACT:** Ty Holmberg, 518-304-3402, tyh@urbannutrition.org

---

**About the Community Farm and Food Resource Center at Bartram’s Garden (CFFRC):** The Community Farm and Food Resource Center (CFFRC) broke ground in the fall of 2011 as 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 located at Bartram’s Garden in Southwest Philadelphia. We work to support urban agriculture in Philadelphia through facilitating an exchange of resources and farming/cooking education as tools for community self-reliance.

**About the High School Internship Program:** As a part AUNI’s High School Internship Program, the CFFRC employs 18 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.

**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 and equality
- Committed to 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

---

Playworks Pennsylvania, [http://www.playworks.org/communities/pennsylvania](http://www.playworks.org/communities/pennsylvania), 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 2 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
- **CSSP Contact:** Maci McCravy, mmccravy@nursing.upenn.edu

**Class CONTACT:** Leora Apfelbaum, leoraa@sas.upenn.edu

**Greater Philadelphia Coalition Against Hunger** (GPCAH, i.e., “the Coalition”)  
[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.

This year, the Coalition is offering 2 types of positions at their office at 1725 Fairmont Ave (PHL, 19130). Desk space is limited, so only 2 students can come at a time, but otherwise, students will choose a regular 3-hour shift that fits their schedules (M-F 9am-5pm):

- **Policy & Communications**
  
  Duties include: making brief follow-up calls to School Breakfast Challenge partners and participating schools, performing data analysis; crafting social media messages, short fact sheets, and other educational and outreach materials concerning the importance of nutrition programs.

- **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 conducting phone surveys with Expedited SNAP clients.

**CONTACT** Joy Pickens jopic@sas.upenn.edu

**Addressing Food Waste service-research project!**

(3-5 students) – This service-research placement builds on work that previous teams of Politics of Food students did with Penn Dining and Bon Appetit to research and reduce food waste in Penn's dining system over the last two years. This year, students will have as their goal learning about what sorts of interventions will best reduce plate waste in a dining hall. The research site will be one dining facility on Penn’s campus, where students will conduct qualitative and
quantitative research. Based on previous work, reviewing published research, and talking to various stakeholders, they will identify ways to intervene to reduce plate waste, and then pilot a small set of changes. Working as a group, students will: (i) first gather background materials on what universities and institutions have done to reduce their plate waste in dining; (ii) conduct interviews with people knowledgeable about this issue (students, Bon Appetit administrators and staff, others); and (iii) implement some pilot interventions to determine most effective strategies for Penn dining halls. This placement allows students to work on a current, important, and relevant topic in real-time research throughout the semester. Students will work in a group, in consultation with professor Jane Kauer and Elena Crouch, who has been conducting ongoing research on food waste at Penn since taking Politics of Food in 2014.

CONTACT Elena Crouch, elena.crouch@gmail.com

MANNA (Metropolitan Area Neighborhood Nutrition Alliance)

www.mannapa.org 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.

Not only does MANNA serve the local community, they also are part of research aiming to evaluate the impact of the MANNA model on measurable health outcomes for the patients they serve. A recently completed study by the OMG Center for Collaborative Learning demonstrated the health benefits of MANNA’s medically modified diets to those who are seriously ill. Additionally, 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. The preferred shifts are Mondays, Tuesday or Wednesday from 7a-10a or 2p-5p. Students in this class must work in the same shift as at least 1 other student [groups of at least 2]. If you are particularly interested in MANNA and have a schedule conflict, contact Amanda to see if there is an alternative.

MANNA’s address: 2323 Ranstead St., Philadelphia, PA 19103.

CONTACT Amanda Hallock, ahallock@sas.upenn.edu
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/), 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: Silvia Huerta, shuerta@sas.upenn.edu.
COURSE CALENDAR (provisional; will be revised ONLINE only)

Week 1: Introduction to Course Themes/Film, Course Requirements Aug 27

INVITE YOUR FRIENDS TO WATCH A FILM: A Place at the Table (2012), to be shown in class on 8/27, Fagin Hall, room 216

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.
- Leora Apfelbaum and Marco Guevaro, “Recess: The Path to Success”, on Playworks and the Recess Initiative at Lea school
- Bakizada, Burns, Ross, Strickland, and Weiss, “Food as Medicine: Existing Applications of Nutritional Services in Health Care”, paper by student volunteers at MANNA for Politics of Food, fall ’14
- Dominique Bynoe-Sullivan, “Meeting the Needs of Lea Elementary: A Community Case Study”
- Cirone, Crouch, Kim and Konneh, “Quantifying Food Waste Streams at a Campus Dining Hall”
- 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, and its founder
- Judith Porter et al. (2008), “Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits”
- Stephanie Strom (2009), “Does Service Learning Really Help?”

In class: Discussion & Service placement presentations

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

Week 2: Continued Intro to Course Themes & Service Sites Sept 3

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)

- Leora Apfelbaum and Marco Guevaro, “Recess: The Path to Success”, on Playworks and the Recess Initiative at Lea school
o Bakizada, Burns, Ross, Strickland, and Weiss, “Food as Medicine: Existing Applications of Nutritional Services in Health Care”, student paper on MANNA for Politics of Food, fall ’14
o Dominique Bynoe-Sullivan, “Meeting the Needs of Lea Elementary: A Community Case Study”
o Cirone, Crouch, Kim and Konneh, “Quantifying Food Waste Streams at a Campus Dining Hall”
o Lerthirunvibul, Pickens, Van and Zhou, “Examining the University of Pennsylvania’s Arguments Against Payments in Lieu of Taxes (PILOTs)”
o Gayatri Nangia & Carly O’Donnell, “A History of Rebel Ventures” gives contextualized history of one AUNI program, and its founder
o Judith Porter et al. (2008), “Service-learning with a Food Stamp Enrollment Campaign: Community and Student Benefits”

In class: 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, some of which are assigned; others in Student Papers wiki linked from Canvas home page.

 prowess sty> By end of class all students should have submitted top 2 or 3 choices on Service Site Selection Form [Google form]
• Students should initiate getting clearances for placements
• Notify instructors before 9/10 if taking independent study option**

Week 3: Food and Food Work: Ethnography/Interviewing Sept 10
★ SUBMIT Statement of Student Aims on Canvas by 12pm/noon 9/9, Wed BEFORE class ★

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
- Studs Terkel, excerpts from Working, Pierce Walker (Farmer) & Roberto Acuna (Farmworker)
Week 4: Hunger and Food Security

Readings
- Joel Berg (2008), All You Can Eat: How Hungry Is America?, chapters 3, 4, 6, 12-15
- Food Research Action Council / FRAC.org, Number of Americans Struggling to Afford Food Declines Significantly, http://frac.org/number-of-americans-struggling-to-afford-food-declines-significantly/ & PDF on Canvas

DUE: Brief analytic response paper on any of the assigned readings or any essay in A Place at the Table. Assignment on Canvas - Please make sure to read Writing Guidelines document before submitting all writing for this class.

Week 5: Politics of Farming: Wheat and Meat

Readings
- Janet Poppendieck, Breadlines Knee Deep in Wheat, Chapter 1
- Joel Bourne (2015), The End of Plenty, Introduction
- Barry Estabrook (2015), Pig Tales, Chapters 4-9, 10 and 12
- Watch American Meat (2013)

DUE: Family Food Ways Paper – requires an in-depth interview with family member – Do read Writing Guidelines before submitting...

Post in weekly Reflection Discussion for your service sites

Week 6: School Food

Readings
- A Place at the Table (2013), chapter 9, “The ABCs of School Lunch.”
- Janet Poppendieck (2010), Free for All, Introduction, Chapters 1, 2
- Nick Confessore, “How School Lunch Became the Latest Political Battleground,” *NYT Magazine*, October 12, 2014. [http://nyti.ms/1s8jFwS](http://nyti.ms/1s8jFwS) & PDF on Canvas

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

**Week 7, 10/8 NO CLASS Fall break!**
- But you should **post in Reflection Discussion** if you had site visit in the rest of the week before Break.

**Week 8: The Food Industry and Marketing Oct 15**

**Readings**

- Post in weekly Reflection Discussion for your service site
- **DUE:** Interview write-up due, posted to Canvas, Please make sure to read [Writing Guidelines](http://frac.org/pdf/national_school_lunch_report_2015.pdf) document before submitting all writing for this class

**Week 9: The Politics of Food: Labor Oct 22**

**Food Week at Penn! - Show Food Chains in class with panel discussion**
* note that proposal for final paper/project due this TUESDAY

**Readings**
- Seth Holmes (2013) Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States, foreword and Chapters 1-3
- Barry Estabrook (2015) Pig Tales, Chapter 11
- Steven Greenhouse (2014), “In Florida Tomato Fields A Penny Buys Progress,” [http://nyti.ms/1LaEs2](http://nyti.ms/1LaEs2) & PDF on Canvas

❖ *Proposal* for final research paper/project DUE **TUESDAY, 10/20**, 5pm on Canvas – please read entire assignment before submitting!

❖ Post in weekly Reflection Discussion for your service site

**Week 10: Farm Bill Politics and Policy**

**Oct. 29**

**Readings**

- A Place at the Table (2013): Chapter 5, “Money Where Our Mouths Are”
- Parke Wilde (2013), *Food Policy in the United States,* Chapter 2 “Agriculture”

❖ Post in weekly Reflection Discussion for your service site

**Week 11: Food Production and the Environment**

**Nov 5**

*CWIC advisor, brief presentation in class*

**Readings**

- Joel Bourne (2015), *The End of Plenty,* chapters 3-4, 6-14
- Parke Wilde (2013), *Food Policy in the United States,* Chapter 3 “Food production and the environment”

❖ Post in weekly Reflection Discussion for your service site

**Week 12: Conflict and change in Food Policy Goals and Alliances**

**Nov 12**

**Readings**

- Eric Holt-Gimenez (2011), “Food Security, Food Justice, or Food Sovereignty?: Crises, Food Movements and Regime Change” (PDF from
Alison Alkon and Julian Agyeman, eds., *Cultivating Food Justice: Race, Class and Sustainability.*

- Parke Wilde (2013), *Food Policy in the United States,* Chapter 12, “Postscript—looking forward”

- Post in weekly Reflection Discussion for your service site
- **DUE:** First draft of final paper/project 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 week with them after Thanksgiving. Make sure that relevant staff supervisors are aware of your final project plans.

**Week 13: The Politics of Food: Food Waste and Recovery**  
**Nov 19**

**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 & PDF on Canvas

- Post in weekly Reflection Discussion for your service site

**Week 14: Thanksgiving Week, Presentations of service placements/projects**  
**Tues, Nov 24**

- Post in weekly Reflection Discussion for your service site

**Week 15: Presentations of community service placements/projects**  
**Dec 3**

- Post in weekly Reflection Discussion for your service site

*December 10, 5pm: Due date* for
  a) final papers (Canvas & hardcopy @ Leadership Hall)
  b) group & self evaluation (Canvas)
  c) posting a copy of team presentations @ Canvas
d) reflection portfolios (only for independent study)

**Important dates:**
- Discuss independent study with instructor: **9/11**
- Final add date: **9/14**, Final drop date: **10/9**
- Fall break: **10/8-10/11 (Thu-Sun)**
- Last day of classes: **12/9**
- Reading days: **12/9-12/10**, Finals: **12/11-12/18**