Course Purpose:
In this class we will treat food as a platform for sharpening your writing skills, and as a means of closely understanding American and global culture. To be specific, we will focus on the genres of narrative, blogging, and argumentative research papers. After examining the nuances of the narrative genre, students will write their own narrative, which will describe their relationship to food. Next students will select an online food blogging community, and conduct an analysis of the blog genre and the blogger’s culture. Finally you will address an issue or problem of importance to this community in an argumentative research based paper or launch your own blog.

Through these writing assignments and weekly readings, you will come to understand the major triumphs, problems, and players of the American and global food system. Many of your blog sites will provide the light and entertaining side of food and culture. Weekly reading topics, however, will provide a more critical look. Weekly topics include: the industrial food system, obesity, diabetes, school lunches, genetically modified food, organic food, subsidies and food trade, globalization of the food system, food security, and local food movements.

The goals of the course and CCHE requirements are:

Class Goals:
This semester we will review skills you learned in writing 1150, challenge, and improve them, as we move through a series of weekly topics, assignments and readings. The course will address the following areas:
• Rhetorical knowledge: a) analyzing the occasion, audience, and purpose of a piece of writing; b) using voice, tone, and structure to weave form and content together successfully; c) writing and reading in several genres including narrative, blogs, ethnography, and argumentative research papers; d) sharpening skills of analysis, argument, and inquiry to engage knowledge of ourselves and others. Writing done in the university and in the world around us uses rhetoric, or the art of persuasion through language, to communicate. This class will strengthen your facility with writing and rhetoric so you can succeed in all your classes.
• Writing process: a) Generating ideas, writing and revising drafts of an essay, editing and proofreading those drafts; b) critiquing your own and your classmates’ work; c) doing effective research; d) using technology such as websites, Internet search engines, and electronic databases; e) evaluating sources for accuracy, relevancy, credibility, and bias; f) reflecting on your writing in order to clarify the writing process. With each assignment, we will strive to demystify the writing process and practice writing as a manageable series of actions resulting in a document of which you can feel proud.
• Writing conventions: a) Sharpening your ability to issue claims, lines of reasoning and evidence, paragraph structure, appropriate vocabulary and genre conventions; b) master grammar, syntax, and punctuation and documenting sources. By discussing and analyzing, for example, the various conventions of a personal essay or a persuasive research essay, you will gain an appreciation of how the different parts of these documents fit together and can be changed according to the circumstance in which you write them.
• Digital literacy: Refers to the ability to find, navigate, evaluate, and participate in digital environments for a variety of purposes. This class will be conducted through Desire2Learn (D2L), and require you to understand how to use the library and internet to glean research.

Students will obtain a broad understanding of local and global food systems.


Other Requirements:
All other readings and homework assignments will be available on Desire2Learn (D2L) as a pdf:

You are required to check D2L and CU Link (email account) before and after class. I update CU Learn weekly and I often send out important information via email.

Class Assignments

Response Papers (2 worth 20% of your grade)

To prepare you for larger assignments, you will write two 1 page papers that familiarize you with the genre of narrative and ethnography.

Narrative (15%):
Using our class constructed definition of narrative and examples par excellence, write your own narrative. The sky is the limit, but focus on describing your relationship to food. How much do you think about/understand food, where it comes from. How important is it to you? How has your culture, family, the media influenced this relationship? I will be grading you based upon the standard rubric, creativity, and how closely you can mimic the genre of narrative. (4-5 pages)

Food Blog Analysis (20%):

After identifying key characteristics of the blog genre, you will act as an ethnographer of your own culture, specifically exploring an online community related to food (can be activist, critical, hedonist, serious, etc) and describing aspects of these sites and their community. The content of genres such as blogs are often reflections of a) the particular blog community and 2) our larger culture--at the very least, blogs are in conversation with the larger culture. A real ethnography takes years to conduct, but this is for fun and you only have a little bit of time. I will be grading you based upon the standard rubric, creativity, and how closely you can mimic the genre of ethnography. (5-6 pages)

Persuasive Research Based Essay or Blog (25%):

You will engage in a subject matter or problem that concerns your selected community. This paper will require you to take a stand and make an argument. Detailed instruction on this assignment will be given to you in a separate document. (8-10 pages)

OR you will create your own blog which must include 10 entries that demonstrate college level research, argument, evidence, and claims email me the link.

Participation (20%)

In addition to participating in workshops, which is mandatory, and demonstrating that you have read homework assignments in preparation for class, I will occasionally ask you to give brief oral reports pertaining to class paper and reading assignments. This may mean you research and summarize a newspaper article or just keep us updated on your blog community. In short, this becomes a catch-all category for last-minute and relevant class work. If I suspect students are not keeping up with readings in preparation for class, I will have quizzes.

Grading

Participation in Class, workshops, occasional presentations of data/news related to class papers, and topics, etc. 20%
Response Papers 20%
Narrative 15%
Food Blog Analysis 25%
Persuasive Research Essay or Blogsite 25%

Total: 100%
Your Job:

1) Be Present: Much of our learning will take place in class, in active ways—listening, speaking, and writing. A significant portion of your final grade will be based on your participation during class. You need to come to class and speak up to participate. All of you have interesting ideas to contribute to class conversation.

Attendance and Late Policy

Attendance: I take attendance everyday and keep note of who is texting or off in space, and who is contributing valuable insights to class conversations. If at the end of the semester you have missed more than 4 days (excused absences excluded, see below), your participation grade may wind up in the C range. If you are in my class everyday, but not fully present, meaning you did not complete homework, space out, check your phone every 30 seconds, etc. you may also wind up with a disappointing participation grade; practice being fully present. MISSING workshops will negatively impact your grade because other students are likely depending on your presence. It is your job to show me evidence of your excused absence. If you know you’ll miss a lot of class, tell me ahead of time.

   Excused Absences: illness (bring a doctor’s note), legal (you have to sit on a jury or are a witness to a trial (again bring a note from the court), documented emergencies (bring evidence), religious observances (please notify me ahead of time), and military observances (please notify me ahead of time)

   Unexcused: ski days, family/friend visits, oversleeping, losing your car keys etc.

Lateness: Essays and response papers are late if they are not typed and in my hand within the first 10 minutes of class. I do not accept assignments via email.

2) Be Prepared: Most days will have a reading assignment leading into them; you MUST read to participate in class!! The idea is to become more careful and critical readers and writers. You need to work on your own to do this. I will help the process along by providing you with reading questions. You will need to come to class prepared to discuss the readings in depth. At some point each student will be responsible for summarizing a portion of the readings.

3) Be Engaged: You will have an opportunity to get to know your peers through sharing of homework, class discussion, and peer work shopping of class assignments. Listen carefully to your peers, participate, and help each other out. Your capacity to receive credit for participation is related to how well you can evaluate the readings explicit and underlying assumptions, articulate well reasoned judgments of the readings, and discuss and defend alternate view points.

Email

Please email me with class questions and concerns, I will respond to you ASAP. However, I rarely check my email past 9PM so expect a response in the morning if you write me late.

Office Hours:

Please use my office hours to receive extra help with understanding assignments or readings, writing papers, formulating ideas, and etc.

Writing Center

If you want additional help with your writing, and I encourage you to do so, please make an appointment with the Writing Center (Norlin sundial side, first floor). The writing center is a great place to talk about your ideas, improve your essays, or just generally work on your writing skills. Make an appointment at http://www.colorado.edu/pwr/writingcenter.html

Students with Special Needs
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a
timely manner so that your needs be addressed. Disability Services determines accommodations based on documented

If you have a temporary medical condition or injury, see guidelines at
http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

**The University of Colorado at Boulder policy on Discrimination and Harassment**

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on
Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and
faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or
discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual
orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or
the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the
campus resources available to assist individuals regarding discrimination or harassment can be obtained at
http://www.colorado.edu/odh

**Maintaining a Civil Classroom Environment**

The success of this class depends upon trust, respect, and civility. Students and faculty each have responsibility for
maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be
subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and
respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students
express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics
dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class
rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an
alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make
appropriate changes to my records.

**Plagiarism and Other Cheating**

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic
integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic
dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported
to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the
academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic
sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor
Code can be found at
http://www.colorado.edu/policies/honor.html and at
http://www.colorado.edu/academics/honorcode/
Tentative Fall 2012 Class Schedule

*** This schedule is subject to change ***

Week 1 (Aug. 27- Sept. 1): Introduction to the Course and Critical Perspective of American Food System

Tuesday (in class): Intro to class, and watch Food, Inc.

Thursday (in class): Finish Food, Inc.
Homework due Tuesday’s Class: Read Geneen Roth and Susan Chang’s Narrative, as well as a short definition, located on D2L.

Week 2 (Sept. 3-8):

Tuesday (in class): Discuss narrative genre, short paper 1, and Food, Inc.
Homework due Thursday’s Class: Complete short paper #1

Thursday (in class): Short paper 1 is due in class. Discuss narrative assignment
Homework due Tuesday’s Class: Read an excerpt from my dissertation, and Read: http://opinionator.blogs.nytimes.com/2012/08/21/celebrate-the-farmer/

Week 3 (Sept. 10-15): Industrial Food System/Narrative Genre

Tuesday (in class): Discuss the industrial food system and how it works, and workshop process for the class. Homework due Thursday’s Class: Complete first draft of narrative for an in-class workshop on Thursday.

Thursday (in class): In class workshop, attendance and first drafts are mandatory. Homework due Tuesday’s Class: Final draft of Narrative Due on Thursday, I need three volunteers to send their intro paragraph for help from me and class.

Week 4 (Sept. 17-22): Obesity, School Lunches, and diabetes

Tuesday (in class): Workshop Part 2 (I workshop 3-4 students’ paragraphs in front of class)
Homework due Thursday’s Class: Read: http://www.marketplace.org/topics/sustainability/commentary/worried-about-climate-change-eat-less-meat
Everyone will research and share what they learned about these topoi: obesity, school lunches, and diabetes.

Thursday (in class): Discuss blog selection and assignment, share news articles on obesity, school lunches, and diabetes. Narrative Due in Class.
Homework due Tuesday’s Class: Read definition of genre located on D2L. Read excerpts of pro and anti-GM arguments available on D2L.

Week 5 (Sept. 24-29): Corn and Genetically Modified Food

Tuesday (in class): Discuss the meaning of genre, and GM controversy
Homework due Thursday’s Class: Select a food blog

Thursday (in class): Update us on your blog selection
Homework due Tuesday’s Class: Read the 2 samples of food ethnographies posted to D2L, and skim the website I provided for help with this genre.
Week 6 (Oct. 1 - 6): Ethnography and Food Blog Analysis Paper

Tuesday (in class): Short paper 2 assignment distributed and discuss ethnography, practice ethnographic writing in UMC

Thursday (in class): Share ethnographic writing sample from Tuesday. Homework due Tuesday’s Class: Read Feeding the Future, and Radically Rethinking Agriculture, both available on D2L.

Week 7 (Oct. 8 -13): Food Security

Tuesday (in class): Discuss Food Security. **Short paper 2 is due in Class.** Homework due Thursday’s Class: Read Chapters 1 and 2 of Stiglitz’s *Globalization and Its Discontents* available on D2L

Thursday (in class): Discuss globalization, the IMF and WB--2 institutions every American show know by name and understand.

Week 8 (Oct. 15- 20): Globalization

Tuesday (in class): Watch *Life and Debt*

Thursday (in class): Watch *Life and Debt*

Week 9 (Oct. 22- 27): World Food Trade, Subsidies, and globalization continued

Tuesday (in class): Unpack Film and what we’ve learned so far. Homework due Thursday’s Class: Read Rosset Food is Different chapters 1,2, 3 available on CU Learn

Thursday (in class): Unpack subsidies, global trade, and global food politics Homework due Tuesday’s Class: First draft of Food Blog Analysis Paper due on Tuesday for workshop

Week 10 (Oct. 29 – Nov. 3): Globalization’s Impact on Small Farmers

Tuesday (in class): **Food Blog Analysis Paper workshop.** Volunteers send me a paragraph from your paper to workshop in class on Thursday.

For Class Thursday: Read an excerpt from Bellow’s *The Food Wars* A must read to understand Mexican immigration to the US and mobile poor classes

Thursday (in class): Workshop volunteer excerpts, discuss *The Food Wars*

Week 11 (Nov. 5 -10): Globalization of Food Continued

Tuesday (in class): Watch *The Dying Fields*
Homework due Thursday’s Class: Finish the Food Blog Analysis Paper

Thursday (in class): **Final Food Blog Analysis Paper due, present summaries** Homework due Tuesday’s Class: Read Lyson’s Civic Agriculture and Ikerd’s Sustainable Agriculture available on D2L, do some research of local food movements and/or organizations and bring the results to class for an open discussion.
Week 12 (Nov. 12 - 17): Local Food Movement/Sustainable Agriculture

- **Tuesday (in class):** Review of class, focus on what you found about local movements and sustainability
- **Thursday (in class):** No Class

**Week 13 (Nov. 19 - 24): Fall Break and Thanksgiving Holiday No Class**

**Week 14 (Nov. 26 – Dec. 1): Review of Argument and Research Genre**

- **Tuesday (in class):** Differentiating fact, from opinion, from argument. Share what you learned from Food Blog Analysis Paper
- **Thursday (in class):** Argument, structure, and Evidence. Volunteers please send me an excerpt of your paper (intro and thesis, or a body paragraph) and I’ll workshop it in front of the class on Tues.

**Week 15 (Dec. 3 - 8): Argument paper continued**

- **Tuesday (in class):** Workshop volunteer’s excerpts
  Homework due Thursday’s Class: First draft of Argument Paper Dutc.
- **Thursday (in class):** First draft of argument paper due for in class swap.
  Homework due Tuesday’s Class: Write a letter to your partner and review group members papers.

**Week 16 (Dec. 10 - 15): Last Week**

- **Tuesday (in class):** Workshop in class
- **Thursday (in class):** Final Argument Paper or Blogsite due

****NO Final Exam in this Class****