Course Purpose:
In this class we will treat food as a platform for sharpening your writing skills, as a means of closely understanding the American and global food system, and as a way of learning to make sustainable decisions about food and eating. To be specific, we will focus on the genres of narrative, argument, and grant proposal writing. After examining the nuances of the narrative genre, students will write their own narrative, which will describe their relationship to food. Each week students will be required to read about important elements of the food system. About half-way through the semester, students will use the weekly readings to construct an argumentative response paper. Lastly, using the concept of sustainability, students will compose a mock proposal in response to a mock request for proposal.

Through these writing assignments and weekly readings, you will come to understand the global food system as an interconnected web—examining your role as a consumer and creator of food and food systems. For example, we will examine America’s relationship to this global web, the impact food choices have on health and the environment, and consider the ethical implications of leaving our food system unchanged. Weekly reading topics, however, will provide a necessarily critical perspective. Weekly topics include: agribusiness, genetically modified food, organic food, subsidies and food trade, globalization of the food system, food security, and local and transnational 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.

• **Sustainability:** According to the Washington Center, sustainability “involves learning to make decisions that do not undermine the environmental or social systems on which we depend, which requires a coordinated approach to personal lifestyles, workplace practices, and planning and policy making, that, taken together, can help to foster healthy eco-systems, human communities, and economies.” Concepts important to the notion of sustainability include: the interconnectedness, interdependence, of natural and social systems, equity, justice, and the ability to take global to local and long-term perspectives of problems.

If you struggle with grammar, you must purchase a reference guide. My personal preference is:

**Other Requirements:**
All other readings and homework assignments will be available on Desire2Learn (D2L) as a pdf., including excerpts from: Monsanto, Pepsi, Nestle, Raj Patel’s *Stuffed and Starved*, Joseph Stiglitz’s *Globalization and it’s Discontents*, Vandana Shiva’s *Stolen Harvest*, Peter Rosset’s *Food is Different*, Thomas Lyson’s *Civic Agriculture*, Geneen Roth’s *Women Food and God*, John Ikerd’s *Sustainable Agriculture*, the *New York Times*, *Science Magazine*, and the manifestos of the *Food Justice and Food Sovereignty* movements.

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

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**Class Assignments**

### ***Whole Class Workshops***

Before each paper is due I will ask for 2 volunteers from the class to allow me to edit the first draft of their paper so that others may learn from their strengths and the areas that need improvement. While volunteering might sound scary or daunting, in reality it’s a great thing to do. First, your grade will surely improve from the extra editing and revision suggestions from me, but you’ll also be helping other students learn. I find more than small group workshops that this technique helps students grow as writers. I will ask for volunteers a week before the paper is due and post a screencast of the edits 2 days later. You may request to remain anonymous if you decide to volunteer.

### Quizzes (15%): (spotlight on reading comprehension)

I know sometimes students need a kick-in-the-pants to keep up with readings and to prepare them for larger assignments. Most days will begin with a short quiz worth about 5 points. The format will either be True/False or Multiple Choice, and will happen within the first 10 minutes of class. If you miss the first 10 minutes of class, you miss the quiz.

### Narrative (15%): (spotlight on rhetorical awareness, conventions, style)

Your first assignment is to write your own narrative. 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 gender, culture, family, the media influenced this relationship? I will be grading you based upon a standard rubric, creativity, and how closely you can mimic the genre of narrative based on the examples I’ve provided. (3 pages)

### Class Reading and Researched Based Response Paper (30%): (spotlight on rhetorical awareness, argument, critical thinking, reasoning)

You will compose your own argument in relation to one of the featured weekly topics: food security, food deserts, childhood or adult obesity, health disparities related to food, the environmental impact of agribusiness, GM foods. Whether you chose to argue in favor or against one of the readings or construct your own argument, you must use at least 5 of the readings I have already provided you.

### Sustainability Project Proposal Paper (25%): (spotlight on rhetorical awareness, critical thinking)

This 5-6 page assignment will force you to think about changes you can make to the food system. The sustainability project should be feasible, small scale, utilize the concept and practice of sustainability, and draw from pertinent research. Preferably, the projects should employ your own major or area of expertise. For example, projects can pertain to climate change, climate foot printing, nutrient and water management, waste management, rebuilding regional markets, community food security, farmworker well-being, food system assessment, food policy; teaching children or adults about health, food, gardening, or sustainability; social marketing campaigns pertaining to health, food safety, or sustainability. You can work alone, in pairs, or small groups.
Grading
Quizzes 48 pts
Narrative 45 pts
Reading Response Paper 100 pts
Sustainability Proposal 75 pts
Total: 268 pts

Your Job:

1) Check D2L twice a week: Check the D2L on Monday’s to get a sense of the week’s assignment and Wednesday to see if I have posted any announcements to the News page. Quizzes and writing assignments are ALWAYS due by noon on Fridays.

Late Policy

Late policy: Essays and quizzes are late if they are not completed by noon on Friday. I do not accept late assignments. Failure to turn in an assignment or complete a quiz will result in a 0 grade.

2) Be Prepared: 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 quizzes. You will need to check D2L to keep up to date.

Email
Please email me with class questions and concerns, I will respond to you ASAP. However, I have a baby and 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 disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

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

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/

Fall 2013 Class Schedule

Food Democracy?: National Instances of Hunger and Food Inequality

Mon. 9/2 – Fri. 9/6 Food Security

Read: Susan Chang’s Narrative, Katherine Alaimo’s “Food Insecurity in the U.S.” and Barrett’s “Measuring Food Insecurity,” which can be found under the CONTENT Tab in D2L

Review: The syllabus, class schedule, instructions for the first assignment about how to write a narrative

Syllabus and Narrative Quiz due by Friday at noon (opens 8AM Wednesday)

Mon. 9/9 – Fri. 9/13 Food Deserts

Read: Whitley’s “Changing Times in Rural America: Food Assistance and Food Insecurity in Food Deserts” and Russel and Heidkamp’s “Food Desertification: The Loss of a Major Supermarket in New Haven, CT”

Review: The USDA’s Food Desert Indicator, link available on D2L

Food Desert Quiz due by Friday at noon (opens 8AM Wednesday)

Mon. 9/16 – Fri. 9/20 Childhood Obesity

Read: Scott’s “Real Kids Don’t Eat Quiche”, Harris et al. “A Crisis in the Marketplace: How Food Marketing Contributes to Childhood Obesity and What Can Be Done”, and Cornwall and McAlester’s “Alternative thinking about the Origins of Obesity”

Childhood Obesity Quiz due by Friday at noon (opens 8AM Wednesday)

I need 2 volunteers to contact me before Friday to volunteer their narrative for a screencasted workshop guided by my edits. I will need the draft before Sunday evening. Your volunteering will help your paper and other students to improve their papers.
Mon. 9/23 – Fri. 9/27 Final Narrative Quiz and Paper are due

This week please read the hints that I wrote, review the grading rubric, and the sample narratives that past students wrote. Come to my office hours for help.

Watch the screencast of volunteered papers.

**Turn your final narrative in to the “Dropbox” by noon on Friday.**

**Agribusiness: Part of the Problem or Part of the Solution?**

Mon. 9/30 – Fri. 10/4 Agribusiness

**Read:** Raj Patel’s “Chosen By Bunnies”

Please review the reading response paper assignment

Quiz on readings due by noon on Friday (opens 8AM Wednesday)

Mon. 10/7 – Fri. 10/11 Ecological Impact of Agribusiness

**Watch:** *Food Inc.*

**Read:** Henning’s “Standing in Livestock’s Long Shadow” and Tilman et al’s “Agricultural Sustainability and Intensive Production Practices”

Quiz on readings due by noon on Friday (opens 8AM Wednesday)

Mon. 10/14 – Fri. 10/18 Biotechnology

**Read:** Mannion’s “Biotechnology in Agriculture”, Weale’s “Ethical Arguments Relevant to the Use of GM Crops” Monsanto’s pamphlet, and Indian activist Vandana Shiva’s response to Monsanto’s pamphlet, available on D2L.

Quiz on readings due by noon on Friday (opens 8AM Wednesday)

Mon. 10/21– Fri. 10/25 International Food Security

**Read:** UN World Hunger Report, Feeding the Future, and Radically Rethinking Agriculture, all available on D2L.

Quiz on just these readings due by noon on Friday (opens 8AM Wednesday)

Mon. 10/28– Fri. 11/1 Begin Planning Reading Response Paper

Please review the Reading Response Paper Assignment, the argument paper refresher for REALLY helpful hints, and the grading rubric.

**I need 2 volunteers to contact me before Friday to volunteer their reading response papers for a screencasted workshop guided by my edits. I will need the draft before Sunday evening. Your volunteering will help your paper and other students to improve their papers.**
Mon. 11/4 – Fri. 11/8 Final Reading Response Paper is Due

Please Read Sample Student Reading Response Paper

**Final Reading Response Paper due to Dropbox by noon Friday**

**International Food Inequity: Stuffed and Starved**

Mon. 11/11 – Fri. 11/15 Globalization and World Hunger

**Watch:** PBS’s *The Market Maker*

**Read:** Chapters 1 and 2 of Stiglitz’s *Globalization and Its Discontents*, Jagdish Bhagwati’s *Globalization: A Moral Imperative* and a worksheet I put together to introduce you to terms that pertain to globalization, which you will read throughout the next few weeks available on D2L.

**Quiz on readings due by noon on Friday (opens 8AM Wednesday)**

**Review final Sustainability/Proposal Paper, which will take some planning**

Mon. 11/18 – Fri. 11/22 Transnational Food Corporations, Trade Agreements, and Migration

**Watch:** *Life and Debt*

**Read:** “The Customer is Our Enemy” and “You Have become a Mexican” from Raj Patel’s *Stuffed and Starved* available on D2L.

**Quiz on assigned readings due by Friday at noon (opens 8AM Wednesday)**

Mon. 11/25 – Fri. 11/29 No Assignments for Fall Break and Thanksgiving Holiday

**Hungry for Change: Sustainable Futures**

Mon. 12/2 – Fri. 12/6 Sustainability

**Watch:** Barber and Clay Ted Talks on Sustainability

**Read** Ikerd’s Sustainable Agriculture available on D2L, I will not quiz you because this short reading is essential for the last writing assignment

**I need 2 volunteers to contact me before Friday to volunteer their proposal for a screencasted workshop guided by my edits. I will need the draft before Sunday evening. Your volunteering will help your paper and other students to improve their papers.**

Mon. 12/9 – Fri. 12/13 Food Revolutions, Wrapping up, and Turn in Final Proposal

**Read for help with Proposal:** “Food Justice and Whiteness” Ikerd’s “Local Food: Revolution and Reality” Berman’s “Creating a Food Community Food System: The Intervale System”

**Read Student Samples of Proposal**
**Turn in Final Proposal by noon on Friday**