

TCORE 103C: Introduction to the Social Sciences

**What's on Your Plate?
Food Politics & the Alternative Food Movement**

Instructor: Shannon Tyman

Class Times	Tuesday 10:20am – 12:25pm WCG209	Thursday 10:20am – 12:25pm WCG209
Office Hours (also by appointment)	Tuesday 12:30pm – 1:25 pm PNK 215	Thursday 3:45pm – 4:45pm PNK 215
Contact	skt8@uw.edu	(253) 692-5880

Course Description

From seed to supermarket, cultivation to consumption, the food system is a complex network of multinational corporations, taste preferences, nutrition information, transportation imbroglios, and cross-border ecologies. In this course we will examine the politics of the global food system and the social movements that have arisen in response to corporate, industrial agriculture. We will learn about different approaches to envisioning and developing alternative food systems as well as to identify concrete examples of political and practical strategies for change. Students will gain an understanding of food security, food justice, food democracy, and food sovereignty and leave with conceptual resources to help them assess their own community's food system and participate in informed activism.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university's general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you'll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

In this course, you will learn to:

- Understand what social science is and be able to differentiate between disciplines.
- Develop a familiarity with social science research methods.
- Learn to view the world and interactions through the lenses of individuals, groups, and societies.
- Demonstrate awareness of social and cultural norms and values beyond your own by critically and ethically engaging the larger social world.
- Interact with concepts, ideas, and processes related to the interdependences between

personal, local, and global relationships.

- Find quantitative data to support an argument.
- Approach complex issues by taking a large question and breaking it down into manageable pieces.
- Formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- Make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

These Learning Objectives are part of a set that is shared among all Core faculty. So you’ll be working towards these same objectives in your other Core classes.

Course Requirements & Expectations

Required Texts and Materials

- La Cecla, F. 2007. *Pasta and pizza*. Chicago, IL: Prickly Paradigm Press.
- Jayaraman, S. 2013. *Behind the kitchen door*. Ithaca, NY: ILR Press.
- Access to our course Canvas site.

** Unless otherwise noted, all readings outside of the two required texts will be available via our Canvas site.

Grading

<i>Item</i>	<i>Percent</i>	<i>Date Due</i>
Participation	10	Every class
Coursework	30	Some classes
Peer Evaluations	10	Some classes
Research Paper Outline and Summary	5	October 22 nd
Draft Research Paper	15	November 14 th
Final Presentation	5	December 3 rd & 5 th
Final Research Paper	25	December 10 th
TOTAL:	100%	

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

Participation

In order to succeed as a class, we need active participation from all members. This means that you should come to class (obviously) and also make every effort to engage with the course material, your own learning of that material, your classmates, and me. ***You will also be required to make and keep one office hour appointment with me.*** Here are some ways for you to

negatively affect your participation grade: arrive late or leave early, use electronic devices at inappropriate times (which is most of the time during class meetings), sleep, distract yourself and others by holding side conversations. Try not to do these things! Instead, **come to class with purpose** (like getting the questions that the assigned reading raised for you answered) and get the most out of each class.

Coursework

Throughout the term, you will have homework assignments that you will turn in online on Canvas and in person in class. These assignments will often include summaries and analyses of class readings or activities. You will also have short online quizzes to complete periodically on Canvas. These quizzes are open book and open note. They will help both you and me understand what you took away from the readings and our class meetings.

Writing Requirements

You will be expected to complete one 6-8 page research paper in this class. We will work on elements of it throughout the term. I'll give you specific instructions for each assignment, but everything you turn in (whether digitally or in hardcopy) should follow APA (American Psychological Association) formatting guidelines. We will spend time in class learning about APA style. The Owl Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>) is a great on-line reference as well.

Late Work

~~"It's easier to ask for forgiveness than it is to get permission."~~



This does not apply to late work in this class

Turn in your work on time! Unless you've made prior arrangements with me, I do not award full credit to work turned in past the due date and time, and very rarely will I accept anything that's more than a week late. Due to the nature of some assignments, I at times won't accept late work at all. In short, **turn your work in on time!** And if you know that this might be difficult for a specific assignment, speak to me before the assignment due date.

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult me if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the “Student Academic Responsibility” document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:
<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Electronic Devices

Electronic devices (including, but not limited to, cell phones and laptops) can be extremely distracting to you (as you divide your attention between the electronic device and what’s going on in class), your classmates (who might want to look at whatever you’re looking at on your electronic device), and me (as I wonder what you’re doing, whether it’s related to class, and how I should handle the situation since taking your electronic device away from you seems a bit extreme). So, in short, leave the devices in your pocket, purse, backpack, or wherever else it’s out of both your sight and mine during class time. There will be a few portions of some classes where you can work on an assignment in class using an electronic device, and I’ll let you know when these are.

E-mail

Email is an effective way to communicate with me (as are office hours). I try my best to respond to emails within 24 hours, but sometimes I get a lot of emails or I’ve gone out of town for the weekend and I take a bit longer. In terms of communicating with me, it’s better to over- rather than underdo it. So if there’s a chance you might miss class (for a legitimate reason, of course), let me know in advance. You can also email for all kinds of other reasons, including to schedule an appointment to see me if you’re unable to come to my scheduled office hours.

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Course Schedule

(subject to change based on class needs)

WEEK 1	9/26	<p><u>TOPIC: Introduction to the Course</u></p> <p>DISCUSS: Expectations and Learning Objectives</p> <p>IN-CLASS ACTIVITY: Food System Mapping</p>
WEEK 2	10/01	<p><u>TOPIC: Understanding the Food System</u></p> <p>READING: Sobal, J., Kettel Khan, L., & Bisogni, C. (1998). A conceptual model of the food and nutrition system. <i>Social Science & Medicine</i>, 47(7), 853–863.</p> <p>DISCUSS: Key terms; Reading peer-reviewed social science articles; What does a reading journal entry look like?</p> <p>ASSIGN: Food Journals</p>
	10/03	<p><u>TOPIC: Food & Identity</u></p> <p>READING: <i>Pasta and Pizza</i>, Intro & Part 1</p>

		ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time
WEEK 3	10/08	<p><u>TOPIC: Food & Identity</u></p> <p>READING: <i>Pasta and Pizza</i>, Part II</p> <p>ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time</p> <p>ASSIGN: Term Research Paper ASSIGNMENT DUE: Food journals</p>
	10/10	<p><u>TOPIC: Learning to Research</u></p> <p>READING: <i>Pasta and Pizza</i>, Part III</p> <p>ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time</p> <p>IN-CLASS ACTIVITY: TLC Workshop on Citation; Our library research site</p>
WEEK 4	10/15	<p><u>TOPIC: U.S. Agriculture</u></p> <p>READINGS: Behr. E. (1999). The lost taste of pork. <i>The Art of Eating</i>. Summer (51). 1-24. Available at: http://www.chipotle.com/Media/the_art_of_eating.pdf.</p> <p>Anonymous. (2011). All about Tyson. <i>Race/Ethnicity: Multidisciplinary Global Contexts</i>, 5(1), 133–135.</p> <p>IN-CLASS FILM: <i>Food, Inc.</i></p>
	10/17	<p><u>TOPIC: U.S. Agriculture</u></p> <p>READING: DuPuis, E. (2002). The perfect food story. In <i>Nature's Perfect Food</i> (pp.17-45). New York: NYU Press.</p>
WEEK 5	10/22	<p><u>TOPIC: The World Food System</u></p> <p>READING: Clapp, J. (2012). Unpacking the world food economy. In <i>Food</i> (pp. 1-23). Malden, MA: Polity.</p> <p>ASSIGNMENT DUE: Research Paper Outline and Summary</p> <p>IN-CLASS ACTIVITY: Peer Workshop Research Paper Outline and Summary</p>
	10/24	<u>TOPIC: The World Food System</u>

		<p>READINGS: TBD</p> <p>IN-CLASS ACTIVITY: GMO DEBATE</p> <p>ASSIGN: Community Food Assessment</p>
WEEK 6	10/29	<p><u>TOPIC: Food Access, Food Deserts & Health</u></p> <p>READING: Guptill, A., Copelton, D.A., Lucal, B. (2013). Food Access: Surplus and Scarcity. In <i>Food & Society: Principles and Paradoxes</i> (pp. 141-159). Malden, MA: Polity</p>
	10/31	<p><u>TOPIC: Cities & Food</u></p> <p>READING: Morgan, K., & Sonnino, R. (2010). The urban foodscape: world cities and the new food equation. <i>Cambridge Journal of Regions, Economy and Society</i>, 3(2), 209–224.</p> <p>ASSIGNMENT DUE: Community Food Assessment</p>
WEEK 7	11/5	<p><u>TOPIC: Sustainable Food Systems</u></p> <p>READINGS: Sligh, M. 2002. Organics at the crossroads: The past and the future of the organic movement. <i>The fatal harvest reader: The tragedy of industrial agriculture</i>. A. Kimbrell (Ed.). Washington: Island Press, 272-282.</p> <p>Waters, A. 2002. The ethics of eating: Why environmentalism starts at the breakfast table. <i>The fatal harvest reader: The tragedy of industrial agriculture</i>. A. Kimbrell (Ed.). Washington: Island Press, 283-288.</p> <p>IN-CLASS FILM: <i>Good Food</i></p>
	11/7	<p><u>TOPIC: The Alternative Food Movement</u></p> <p>READINGS: Starr, A. 2010. Local Food: A Social Movement? <i>Cultural Studies & Critical Methodologies</i>, 10(6), 479–490.</p> <p>Pollan, M. 2010. The food movement rising. <i>The New York Review of Books</i>. Available at: http://michaelpollan.com/articles-archive/the-food-movement-rising/.</p>
WEEK 8	11/12	<p><u>TOPIC: The Alternative Food Movement</u></p> <p>READING: Guthman, J. 2008. “If They Only Knew”: Color Blindness and Universalism in California Alternative Food</p>

		Institutions. <i>The Professional Geographer</i> , 60(3), 387–397.
	11/14	<p><u>TOPIC: Learning to Edit & Revise</u></p> <p>NO ASSIGNED READING (Start on <i>Behind the Kitchen Door!</i>)</p> <p>ASSIGNMENT DUE: Draft Research Paper</p> <p>IN-CLASS ACTIVITY: Peer Workshop Draft Research Paper</p>
WEEK 9	11/19	<p><u>TOPIC: Labor and the Food System</u></p> <p>READING: <i>Behind the Kitchen Door</i>, Foreword & Chaps 1, 2 & 3</p> <p>ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time</p>
	11/21	<p><u>TOPIC: Labor and the Food System</u></p> <p>READING: <i>Behind the Kitchen Door</i>, Chaps 4 & 5</p> <p>ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time</p> <p>IN-CLASS ACTIVITY: Peer Workshop Final Presentation Ideas</p>
WEEK 10	11/26	<p><u>TOPIC: Labor and the Food System</u></p> <p>READING: <i>Behind the Kitchen Door</i>, Chaps 6 & 7</p> <p>ASSIGNMENT DUE: Reading journals due on canvas <i>before</i> class time</p>
	11/28	NO CLASS: THANKSGIVING!
WEEK 11	12/3	In-Class Presentations Peer Evaluation
	12/5	In Class Presentations Peer Evaluation
FINALS WEEK	12/10	<p>FINAL DRAFT OF RESEARCH PAPER DUE BY 5PM!!!</p> <p>NO LATE WORK WILL BE ACCEPTED!</p>

Other Important Campus Resources & Information

Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

Student Health Services

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwts@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Counseling Center (Student Success)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing,

speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.