

ENVR 225, Section 01A
Food, Gender, and the Environment

Fall 2009

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Please do not call after
8:00 pm unless an emergency.

Days: 2, 4, 6
Time: 1:00-2:10
Classroom: New Science Center 146

Gender Designated Course (Common Curriculum)
Global Perspective Flag (CORE Curriculum)
Choice Listed: GWST

Topic Title: Food, Gender, Globalization, and the Environment

Course Description:

In this course, we examine the environmental, economical, and social issues associated with the global food system. We explore the journey of food from the field to our table, a process that involves gendered work. To map successfully this journey, we analyze women and men's roles in the production, processing, distribution, and consumption of food. Furthermore, we examine how personal food choices affect the environment, the local and global communities, and our health.

Course Objectives:

Students will:

1. Compare and contrast the impact of food choices on food sustainability, environmental sustainability, and social justice.
2. Articulate their role, as part of the global community, in working towards food sustainability, environmental sustainability, and social justice.
3. Examine feminist theories of the connection of gender to food, and to the environment.
4. Analyze the development of gender roles in food production, processing, distribution, and consumption, especially in economically developing countries.
5. Examine the impact of social movements, including gender, political, and social activism on food sustainability, environmental sustainability, and social justice.
6. Identify problems associated with pesticides and herbicide use.
7. Identify the role of politics in food production.
8. Identify the role of politics in food regulation policies.
9. Explain the requirements of Certified Organic Standards for specified food products, e.g. fruits
10. Explain the economic, health and environmental costs of obesity.
11. Explain food production's affect on global energy trends and the environment.
12. Demonstrate global interdependence by researching the path of a food or food product from technology to the table.
13. Actively participate in class discussions.
14. Write clear and concise pre-discussion papers, in-class writing assignments, and unit papers.

Books:

- Barndt, Deborah. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Lanham: Rowman & Littlefield Publishers, Inc, 2008.
- Lappé, Frances Moore and Anna Lappé. *Hope's Edge: The Next Diet for a Small Planet*. New York: Jeremy P. Tarcher/Putman, 2003.
- Nestle, Marion. *What to Eat*. New York, North Point Press, 2006.
- Singer, Peter and Jim Mason. *The Ethics of What We Eat: Why Our Food Choices Matter*. Rodale, 2007.

Additional Readings:

Allen, Patricia and Carolyn Sachs. "Women and Food Chains: The Gendered Politics of Food." *International Journal of Sociology of Food and Agriculture*. April 2007. 15: 1-23.

Belasco, Warren. "How much depends on dinner?" *Food Chains: From Farmyard to Shopping cart*. Eds. Warren Belasco and Roger Horowitz. Philadelphia, Pennsylvania: University of Pennsylvania Press, 2009.

"Demographic Profile of Mexicans in the United States." Health Initiative of the Americas/University of California, UC Berkeley School of Public Health. October 2008. 7Aug.2009 <http://hia.berkeley.edu/documents/demographicprofile.pdf>

"Dose of Poison When Pesticides Enter Food Chain." *Business Line*. 16 Aug. 2006. 10 Jan. 2007. LexisNexis.

Gussow, Joan Dye. Reflections on Nutritional Health and the Environment: The Journey to Sustainability. *Journal of Hunger & Environmental Nutrition* 1 2006: 3-25.

Gupte, Manjusha. "Gender, Feminist Consciousness, and the Environment: Exploring the 'Natural' Connection." *Women & Politics*. 2002: 47-62.

"Health Policy Fact Sheet: Agricultural Workers." October 2005. Health Initiative of the Americas/University of California, UC Berkeley School of Public Health. 7 Aug.2009 <http://hia.berkeley.edu/documents/agriculture.pdf>

Health Policy Fact Sheet: Occupational Health and Safety." October 2005. Health Initiative of the Americas/University of California, UC Berkeley School of Public Health.7Aug.2009 <http://hia.berkeley.edu/documents/agriculture.pdf>

.Khosla, Prabha. Women's Environments: the Struggle for a Healthy & Sustainable Planet. *Women & Environments International Magazine*. 60/61 Fall 2003.

McKinney, Matt. "Pesticide: A safer Bet?" *Star Tribune*. 5 Dec. 2006: D1. 10 Jan. 2007 LexisNexis.

Moe, Gaile, "Seafood: Mercury Contamination and Sustainability." *Hunger and Environmental Nutrition Newsletter*, Spring 2006.

Parkins, Wendy and Geoffrey Craig. "Culture and the Politics of Alternative Food Networks." *Food, Culture and Society*. March 2009: 77-103.

Grading:

Papers 3 @ 15%/each	45%
Pre-Discussion Papers	15%
Group Food Chain Project and Presentation	20%
Class Participation and Unannounced In-Class Writings	15%

A = 92-100%	AB = 88-91%	B = 82-87%	BC = 78-81%	C = 72-78%	CD = 68-77%
D = 62-67%	F = < 62%				

Papers

Three papers are required in this course. There is a rewrite option for Paper 1 and Paper 2, providing the paper is submitted on time. The maximum improvement in grade is one full letter grade. Rewrites, however, may receive no change in grade or one half-letter grade higher depending on the quality of the rewritten paper. Late rewrites are **not** accepted. Please remember to submit the original paper with the rewritten paper.

- 4-5 pages in length
- Double-spaced
- Standard margins
- Size 11 or 12 font size
- Page numbers
- Works Cited page (MLA)
- Appropriate citations
- Stapled

Papers are due at the beginning of the period. Late papers, including ones submitted after the start of the class period [1:00 pm], lose a full grade immediately and another for each 24 hours past the due date. Please note: **only print copies** of papers are accepted due to accessibility issues with electronic versions.

The late paper policy is enforced in fairness to the entire class. The due date for papers is indicated in the syllabus, which distributed on the first day of class. The only way that the due date for papers is altered is due to extenuating individual circumstances.

Paper topics are posted on Moodle at least two weeks prior to the paper's due date.

Pre-Discussion Papers

During the semester, you will write six (6) Pre-Discussion Papers on the assigned readings for the class period when the paper is due. These papers are approximately two (2) pages in length. The topic for each paper is posted on Moodle. The top five Pre-Discussion Paper grades count as part of the course grade. The Pre-Discussion Papers are due at the beginning [no later than 1: 00 pm] of the class period. Late papers, including ones submitted after the start of the class period [1:00 pm], lose a full grade immediately and another for each 24 hours past the due date.

Guided Reading Questions

On Moodle, see Guided Reading Questions. I listed questions for the assigned readings for the first five classes in Unit 1. In addition, there are questions related to the in-class videos. The questions are not meant to be comprehensive, but are meant to encourage careful reading of course materials and careful viewing of videos.

Food Chain Group Project

See separate Food Chain Group Project packet.

Class Participation

For the class to be interesting, stimulating, and challenging, it is necessary for each of us to actively participate during each class period. There is no class attendance policy, but please note that if you are not in class, you cannot participate in discussions. Verbal participation in small and large group discussions and involvement in assigned tasks are reflected in the participation grade. You, group members, and the instructor evaluate small group discussions. Please see the Class Participation Evaluation Form. Note: The lack of extensive comments regarding your own and group members' contributions impact negatively on the Class Participation grade.

In-Class Writings

Periodically, unannounced in-class writings are distributed at the beginning of the class period. They may be a question based on the readings or the previous class discussion or video. You are given ten minutes to answer the question. The in-class writings cannot be made up if you are absent or late to class for any reason. These are graded $\checkmark+$, \checkmark , $\checkmark-$, or $--$.

Moodle

This course has a Moodle location. The site includes:

- Course syllabus
- Additional course readings
- Questions to guide some of the assigned readings/videos
- Evaluation forms
- Pre-Discussion paper topics
- Unit paper topics
- Resources/web links

Moodle Access Instructions for Students [from IT Services]

To get into Moodle and access the course, from the CSB/SJU homepage:

1. Under "links for:" click Current Students
2. Click "Web-Based Courses"

3. Click the link to the "Moodle Log-in Page" in the yellow box
 - a. (Or just go directly to <https://moodle.csbsju.edu/login/index.php>)
4. On the Moodle login page, enter your CSB/SJU network username and password and click the "Login" button.
5. Click the link to your course under the "My Courses" column.
OR
6. If your course does not appear in the list, click the "All Courses" button at the bottom of the list, or search for the course by name (or partial name, course #...).
7. Locate your course and click the link to it.

S/U Option:

For students electing to take this course as S/U, please notify me in a written, dated, and signed statement no later than 1:00 am on December 1, 2009. Please remember that to earn an "S" grade, the course grade must be at least a "C." Note: First year students are not eligible for the S/U grading option.

Disability Information:

If a student has a diagnosis for specific learning disability or a physical disability, the Office of Academic Advising will notify the instructor of this fact and will provide information on CSB/SJU current accommodations. If a student volunteers information to the instructor guarding a learning or physical disability the instructor will contact Academic Advising regarding appropriate accommodations. CSB/SJU has support systems in place for those students who have an official diagnosis for a learning disability or a physical disability.

Unit 1: Global Food System

Date	Topic	Readings/Assignments To be Completed Prior to the Class Period
August 27	Introduction	
September 2	Food and Food Chains	<u>Read:</u> Syllabus <u>Read:</u> Belasco: "How Much Depends on Dinner?" [Moodle] <u>Read:</u> Allen and Sachs: "Women and Food Chains: The Gendered Politics of Food" [Moodle]
4	<i>Tomatl</i> Versus the Corporate Tomato <u>Video:</u> "The Global Banquet: The Politics of Food: Part 1: Who's Invited," 2001	<u>Read:</u> Barndt: Introduction and Chapter 1
7	Labor Day—No Class	
9	Due: Pre-Discussion Paper 1 Theoretical Frameworks	<u>Read:</u> Barndt: Chapter 2, pp. 63-79 <u>Read:</u> Gupte: "Gender, Feminist Consciousness, and the Environment: Exploring the Natural Connection" [Moodle] <u>Write:</u> Pre-Discussion Paper 1
11	McDonald's Food System <u>Video:</u> "The Global Banquet: The Politics of Food: Part 2: What's on the Menu?," 2001	<u>Read:</u> Barndt: Chapter 3
15	Gender and Supermarkets	<u>Read:</u> Barndt: Chapter 4
17	Due: Pre-Discussion Paper 2 Gender Roles and the Tomato	<u>Read:</u> Barndt: Chapters 5 and 6 <u>Write:</u> Pre-Discussion Paper 2
21	Gender the Environment <u>Video:</u> Excerpt from "Trade Secrets," 2004	<u>Read:</u> "Health Policy Fact Sheet: Occupational Health and Safety" [Moodle] <u>Read:</u> "Health Policy Fact Sheet: Agricultural Workers" [Moodle] <u>Read:</u> "Demographic Profile of Mexicans in the United

		States” [Moodle] <u>Read:</u> McKinney: “Pesticide: A Safer Bet?” [Moodle] <u>Read:</u> “Dose of Poison When Pesticides Enter Food Chain.” [Moodle] <u>Read:</u> Khosla: Women’s Environment: The Struggle for a Healthy and Sustainable Planet” [Moodle]
23	Analysis: Global Food System <u>Video:</u> “Growing Against the Grain,” 2001	<u>Read:</u> Barndt: Chapters 7 and 8 <u>Review:</u> Readings, videos and discussions in Unit 1

Unit 2: U.S. Food System

September	25	Due: Paper 1 <u>Introduction:</u> Food Chain Project <u>Video:</u> “The True Cost of Food,” 2004 [The Sierra Club]	<u>Polish:</u> Paper 1
	29	Due: Class Participation Form: Unit 1 Choices: Three Families <u>Video:</u> “Deconstructing Supper,” 2002	<u>Read:</u> Singer and Mason: Introduction, Chapters 1, 6, and 13 <u>Complete:</u> Class Participation Form
October	1	Due: Pre-Discussion Paper 3 The Supermarket and Produce Section Gender Differences: Shopping <u>Video:</u> “Modern Marvels: The Supermarket,” 2006	<u>Read:</u> Nestle: Chapters 1-5 <u>Write:</u> Pre-Discussion Paper 3
	5	Due: Paper 1 Rewrite Dairy Foods and Dairy Substitutes	<u>Read:</u> Nestle: Chapters 6, Chapter 7, pp. 85-90, Chapter 9, pp.103-105, and Chapters 11-12
	7	Meat <u>Video:</u> “Modern Meat,” 2002	<u>Read:</u> Nestle: Chapters 13-14 <u>Read:</u> Singer and Mason: Chapters 2, 4 and 5
Long Weekend October 8-11			
	13	Organic and Natural Meats	<u>Read:</u> Nestle: Chapter 15 <u>Read:</u> Singer and Mason: Chapter 7
	15	Due: Pre-Discussion Paper 4 Fish	<u>Read:</u> Nestle: Chapters 16-17 <u>Read:</u> Moe: “Seafood: Mercury Contamination and Sustainability” [Handout] <u>Write:</u> Pre-Discussion Paper 4
	19	Fish (continued) <u>Video:</u> “Farming the Seas,” 2004	<u>Read:</u> Nestle: Chapters 18-20 <u>Read:</u> Singer and Mason: Chapter 9
	21	Food Chain Project Work Day	
	23	Due: Pre-Discussion Paper 5 U.S Food System	<u>View:</u> TBA Time and Location: TBA <u>Write:</u> Pre-discussion Paper 5
	27	Beverages <u>Video:</u> Excerpt from “Buyer be Fair,” 2006	<u>Read:</u> Nestle: Chapters 33-35 <u>Read:</u> “ Minnesota Department of Health Fact Sheet: Soft Drinks” [Handout] <u>Read:</u> Singer and Mason: Chapter 11
	29	Eggs Processed Foods <u>Video:</u> “Critical Condition: America’s Obesity Crisis,” 2006	<u>Read:</u> Nestle 21, 22, Chapters 27 and 28 <u>Read:</u> Singer and Mason: Chapters 3 and 8
November	2	Food Chain Project Work Day	
	4	Snack Foods and Fat <u>Video:</u> Excerpt from “Junk Food Wars,” 2006	<u>Read:</u> Nestle: Chapters 30-32

Unit 3: Alternative Food Systems

Date		Topic	Readings/Assignments To be Completed Prior to the Class Period
November	6	Paper 2 Due <u>Video:</u> “Alice Waters and her delicious revolution,” 2003	<u>Polish:</u> Paper 2
	10	Due: Class Participation Form: Unit 2 “Five Thought Traps” <u>Video:</u> “Food “[Reinventing the World series], 2000	<u>Read:</u> Lappé and Lappé: Prologue and Chapters 1-2 <u>Complete:</u> Class Participation Form
	12	Food Chain Project Work Day	
	16	Due: Paper 2 Re-write Due: Food Chain Paper and Diagram (all groups) Food Chain Project Presentation (Groups 1 and 2)	<u>Finalize:</u> Food Chain Project Presentation
	18	Food Chain Project Presentation (Groups 3 and 4)	
	20	Food Chain Project Presentation (Groups 5 and 6)	
	24	Hope and the Power of Women <u>Video:</u> “A Quiet Revolution,” 2005	<u>Read:</u> Lappé and Lappé: Chapters 5-7
Thanksgiving Break November 25-29			
December	1	Landless Workers Movement: Agriculture and Family Values <u>Video:</u> “Our Food Our Future,” 2001	<u>Read:</u> Lappé and Lappé: Chapters 3 and 4
	3	Due: Pre-Discussion Paper 6 “The Journey” <u>Video:</u> Excerpt: “Architecture to Zucchini: The people, companies and organizations pioneering sustainability,” 2005	<u>Read:</u> Lappé and Lappé: Chapter 8-10 <u>Write:</u> Pre-Discussion Paper 6
	7	Eating: Local and Organic <u>Video:</u> “E ² transportation: Food Miles,” 2008	<u>Read:</u> Singer and Mason: Chapters 10 and 14 <u>Read:</u> Gussow: “Reflections on Nutritional Health and the Environment: The Journey to Sustainability” [Moodle]
	9	Eating: Local and Organic (continued) <u>Video:</u> “Clean Food, Organic Food” 2007	<u>Read:</u> Parkins and Craig: “Culture and the Politics of Food Networks.” [Moodle] <u>Read:</u> McDougall: “This I believe...” [Moodle]
	11	Due: Class Participation Form: Unit 3 Meaningful Eating	<u>Read:</u> Lappé and Lappé: Chapter 11, Epilogue and Five Thought Traps(pp.328-329) <u>Read:</u> Nestle: Chapter 40 <u>Read:</u> Singer and Mason: Chapter 18 <u>Complete:</u> Class Participation Form
	17		Due: Paper 3 No later than 10:00 am

Note: This schedule is subject to change due to extenuating circumstances

Class Participation Form

Name: _____

Date: _____

Course: _____

Unit: _____

1. Participation in small groups:

Category	Fair/Poor (1)	Average (2)	Good (3)	Excellent (4)
Preparation	Student absent or unprepared e.g. does not read assignment	Student demonstrates minimal preparation of assigned materials	Student demonstrates preparation of the assigned materials	Student demonstrates exceptional preparation of the assigned materials, knowledge, and understanding
Participation	Student not on task	Student provides minimal contributions to the task.	Student performs most tasks	Student performs all tasks, encourages teammates to share knowledge/questions
Listening/ Respect	Student rude or demeans team members	Student does not listen and not open to teammates' ideas or work, may do most of the talking.	Student listens and open to teammates' ideas or work	Student listens and open to other ideas, gives constructive feedback to others.
Cooperation	Student exhibits negative attitude towards team or assignment	Student not engaged with team or counter-productive to team effort	Student engaged with team	Student demonstrates initiative, enthusiasm and supports team

Group Members	Preparation	Participation	Listening/ Respect	Cooperation	Comments
Me	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

Evidence:

Rating _____ (my assessment)

Rating _____ (instructor's assessment)

2. Participation in Large group:

Category	Fair/Poor (1)	Average (2)	Good (3)	Excellent (4)
Participation	Student rarely participates in class discussions	Student occasionally participates in class discussions; usually participates only when called upon	Student participates in most class discussions; shares ideas, asks questions	Student consistently participates in class discussions; volunteers ideas and asks thoughtful questions

Evidence:

Rating _____ (my assessment)

Rating _____ (instructor's assessment)

Overall Grade _____

Paper Evaluation Form

Course _____

Name _____

Date _____

Paper # _____ On time _____ Late _____ (Received date/time) _____

Rewrite _____

5 = excellent quality, 4 = good quality, 3 = average quality, 2 = fair quality, 1 = poor quality

See the Written Communication Rubric for criteria

Category	Score	Comments
Purpose/Thesis		
Purpose /Thesis		
Organization/Structure		
Organization of Ideas		
Integration of Information		
Content/Conceptualization		
Content		
Reasoning		
Coverage of Topic		
Development/Support		
Support for Arguments		
Analysis/Depth of Thinking		
Writing Mechanics/Language		
Writing Mechanics		
Language/Word Choice		
References/Use of Source Material		
Quality/Quantity		
Documentation		

Grade: _____

Written Communication Rubric

Category	Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
Purpose/Thesis	Precisely articulated; reader knows exactly the topic and direction	Generally clear, focused, logical, but lacks precision	Lacks focus, clarity, precision; inconsistent direction	Unclear; imprecise, poorly expressed; point of view confused	Not evident; little or no sense of direction
Organization/Structure	Compelling introduction that hooks reader; ideas flow smoothly, logically to support thesis; effective transitions from one point to another; strong conclusion	Good introduction; ideas arranged logically, linked to each other; paper parts effectively related to the whole; good conclusion	Routine, general introduction; ideas arranged awkwardly, difficult to follow; limited transition between ideas; general conclusion	Introduction somewhat confusing; ideas disorganized, gaps in development, impossible to follow; lack of transitions; no clear conclusion	Introduction confusing, poorly written; ideas meander, difficult to follow; lack of focus, coherence and transition; no conclusion
Content/Conceptualization	In-depth understanding of topic, original insights; substantial ideas; logical, compelling, consistent, highly persuasive reasoning; breadth and depth coverage of assigned material	Good understanding of topic, some original insights; substantial ideas; logical, consistent, generally effective reasoning; good coverage of assigned material	Some understanding of topic, many clichés, generalizations; ideas need elaboration, clarification; inconsistent, unpersuasive reasoning; adequate coverage of assigned material	Little or uneven understanding of topic; ideas off-topic and limited; inadequate or questionable reasoning; limited coverage of assigned material	Superficial or confused understanding of topic; ideas confused; illogical, inconsistent reasoning; minimal coverage of assigned material
Development/Support	Compelling evidence strongly supports ideas or arguments ; examples, explanations, facts clarify and prove points ; ideas explored thoroughly; analysis and significance of concepts demonstrated	Good evidence supports ideas or arguments; examples, explanations, facts support points; good evidence of analysis	Adequate evidence supports ideas or arguments; factual information presented accurately but lacks depth/complexity; some analysis	Limited evidence supports ideas or arguments; some facts, but biased presentation or contradictory information; unclear conclusion; limited analysis	No or minimal evidence supports ideas or arguments; reader confused or misinformed; no or unclear conclusion; no or limited analysis
Writing Mechanics/Language	No errors; word choice consistently precise; sentences well phrased, varied and smooth; vivid language; writing style maintains reader's interest; well edited and proofread	A few errors; word choice good; sentence structure varied; effective language; writing style generally interesting; some editing and proofreading limitations	Noticeable and distracting errors; word choice adequate; some problems with sentence structure; writing style adequate; inconsistent editing and proofreading	Serious errors in spelling and grammar; sentence structure repetitious or wordy; writing style confusing; inadequate editing and proofreading	Significant number of errors on every page; inappropriate words or awkward structure, reader easily distracted/confused; little or no editing or proofreading
References/Use of Source Material	Impressive number of references from the unit; sources incorporated effectively, logically; correct citation format/style	Good number of references from the unit; sources incorporated appropriately; correct citation format/style	Adequate number of references from the unit ; sources mostly incorporated appropriately and logically; correct citation format/style	Limited number of references from the unit; sources incorporated inconsistently; inconsistent citation format/style	References not provided from the unit; sources incorporated inappropriately; incorrect citation style/format