

Community, Food and Agriculture: A Survey

CSUS 811

Fall 2021

Wednesdays, 1:00 to 2:20pm (Zoom) and online (Schoology)

3.0 credit hours

[Part 1: Course Information](#)

Instructor: Phil Howard

316 Natural Resources

Office Hours: Wednesdays, 2:30 to 3:30pm, and by appointment

Course Description: This graduate multi-disciplinary course in the Department of Community Sustainability examines a range of philosophical, environmental, socio-economic and political issues related to food and farming, with a focus on the US context. This course is designed as the introductory course for Community Sustainability students specializing in the area of Community, Food and Agriculture, as well as others interested in a wide variety of local, national and global food and farming issues. It also serves as an introductory social science course for students in the Ecological Food and Farming Systems specialization.

Required Text:

Carolan, Michael. 2016. *The Sociology of Food and Agriculture*. 2nd Edition. New York: Routledge

(additional readings as assigned in course management system)

Key course themes that are addressed from diverse disciplinary and conceptual frameworks include: sustainability; the industrialization and corporate control of US food and farming; food and globalization; localized and place-based agriculture; governance of the agrifood system; and, food democracy, security and sovereignty.

Students are expected to draw upon their experiences and backgrounds, to expand their reading in the area of community, food and agriculture, and to explore a specific issue or theme from an intellectually-grounded conceptual framework.

[Part 2: Course Objectives and Learning Outcomes](#)

The primary learning objectives for this course are:

- provide students with an overview of the literature addressing local, national and global issues in community, food and agriculture
- develop an understanding of various conceptual perspectives used to address issues in the area of community, food and agriculture, and
- develop a scholarly capacity for analyzing food and farming problems from a multi-disciplinary perspective.

Course Approach: The course is organized as a small seminar with a commitment to developing collaborative learning among all who participate. In the spirit of creating an intellectual community around community, food and agricultural issues, participants are encouraged to share their concerns about the learning environment and to shape our efforts to explore these issues.

You will meet the objectives listed above through a combination of the following activities in this course:

- Weekly readings, participation in class discussions and written reflections
- Critical review of a scholarly book (due Oct. 20)
- Final annotated bibliography and presentation (draft due Nov. 3, final due Dec. 8)
- Self-evaluation (due Dec. 13)

Part 3: Course Outline/Schedule

Sept. 8 - introduction; readings: Carolan, Introduction, Part I

Sept. 15 - readings: Carolan, Part II

Sept. 22 - readings: Carolan, Part III and IV

Sept. 29 - **no class**

Oct. 6 - readings: food and agriculture transformations

Oct. 13 - readings/"guest": Phil Howard, Community Sustainability

Oct. 20 - **critical review due**, readings/guest: Chelsea Wentworth, Community Sustainability

Oct. 27 - readings/guest: Helen Veit, History

Nov. 3 - **3 annotation entries due**, readings/guest: Abby Bennett, Fisheries & Wildlife

Nov. 10 - readings/guest: Rich Pirog, Community Sustainability/Center for Regional Food Systems

Nov. 17 - readings/guest: Trey Malone, Ag Food and Resource Economics

Nov. 24 - **no class meeting**, Thanksgiving holiday

Dec. 1 - reading - The Long Food Movement

Dec. 8 - **annotated bibliography due**, final presentations

Dec. 13 - **self-evaluation due** at 2:45pm

Part 4: Grading Policy

Graded Course Activities

- Weekly readings, participation in class discussions and written reflections - 100 points
- Critical review of a scholarly book (due Oct. 20) - 100 points

- Final annotated bibliography and presentation (draft due Nov. 3, final due Dec. 8) - 100 points
- Self-evaluation (due Dec. 13) - 100 points

Grading scale for the course (by percentage of the 400 points obtained):

The table below describes the relationships between letter grades, percent, and performance. The first column describes the letter grade. The second column describes the percentage associated with that letter grade. The third column describes the performance represented by that letter grade and percentage.

Grade Point	Percentage	Performance
4.0	96 to 100%	Excellent Work
3.5	90 to 95%	Above average
3.0	84 to 89%	Good Work
2.5	78 to 83%	Mostly Good Work
2.0	72 to 77%	Average work
1.5	66 to 71%	Below average work
1.0	60 to 65%	Poor work
0	0 to 60%	Failing work

Weekly readings, class discussions and written reflections - you are expected to answer the following questions about the weekly readings in class (Wednesdays):

- what did you agree/disagree with the most? OR what did you find most useful?*
- what did the readings potentially leave out?*

Then by Monday you will answer the following questions in Schoology forums:

- what question(s) did the readings and class discussion raise?*
- what were you able to uncover about this question? (This will require that you seek out and read at least one additional scholarly article or chapter in an effort to answer your question. It's OK if you're not able to answer the question, just include citation information for the reading and share what you learned in the process.)*

By the Wednesday after this written assignment is due you will read other students' posts, and briefly respond to at least one post.

Critical review of a scholarly book - choose a book addressing the topics of community, food and agriculture of interest to you. Read carefully and write a critical review of approximately 1000 words. You may choose from among the references in the

Carolan text, suggestions in the assignment folder, or meet with me to discuss some possibilities you're considering. Be sure to look at a number of examples of book reviews in scholarly journals, such as *Agriculture and Human Values*, to get a sense of what is expected. Typical elements include bibliographic information, a brief summary of the book, a critique, and a suggested audience. Keep in mind the purpose of the review is to help readers decide if it is worth their time to read the book. Due Oct. 20.

Annotated bibliography - You will choose a very focused topic related to community, food and agriculture, and create an annotated bibliography with 20 to 25 entries (at approximately 150 words per entry). The majority of the entries should be peer-reviewed journal articles, but some book chapters (e.g. edited books) and reports are OK. A summary/synthesis paragraph preceding the entries is encouraged, but not required. An informal, three to five minute presentation summarizing your findings will be delivered during the final week of class. For more see: <https://owl.english.purdue.edu/owl/resource/614/01/> and examples posted in Schoology. An early draft with just 3 annotations is due Nov. 3. Final is due Dec. 8.

Part 5: Course Policies

Diversity Equity and Inclusiveness

Diversity, Equity and Inclusion are important, interdependent components of everyday life in the College of Agriculture and Natural Resources (CANR) and are critical to our pursuit of academic excellence. Our aim is to foster a culture where every member of CANR feels valued, supported and inspired to achieve individual and common goals with an uncommon will. This includes providing opportunity and access for all people across differences of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, disability / abilities, political affiliation, veteran status and socioeconomic background. (See the full CANR statement: <https://www.canr.msu.edu/news/canr-statement-on-diversity-equity-and-inclusion>)

Commit to Integrity: Academic Honesty

Article 2.3.3 of the *Academic Freedom Report* states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a

penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

Inform Your Instructor of Any Accommodations Needed

From the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Participation and Engagement

During all classes, the instructor expects students to be fully engaged and prepared to discuss reading assignments. Students are encouraged to ask questions of the instructor, guest speakers, and their peers.

Active participation includes, but is not limited to, the following behaviors:

1. Asking and answering questions of the instructors, peers, or guest speakers
2. Bringing forth new ideas, information, or perspectives to academic conversations
3. Discussing your readings and reflections with instructors and peers
4. Meeting with the instructors to discuss your interests, assignments, or project
5. Questioning information presented and discussed
6. Participating in small group discussions and activities
7. Assuming responsibility for personal behavior and learning

While working on group projects, students should be mindful of other students in their group; therefore, it is important for all participants to exercise:

- Respect for themselves, each other
- Openness and a positive attitude toward new ideas and other's ideas
- Flexibility and tolerance of ambiguity
- Good communications amongst themselves.

Complete Assignments

Assignments for this course will be submitted electronically through Schoology unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

PART 6: GENERAL COLLEGE AND UNIVERSITY POLICIES

All other general college and university policies applicable to this course are available at <https://www.canr.msu.edu/academics/courses/policies> . Please review these policies.

Topics covered in these general policies include:

- Students with disabilities, Resource Center for Persons with Disabilities (RCPD) and accommodations
- Student rights under the family educational rights and privacy act (FERPA)
 - Student release authorization form
- Religious holiday policies
- Grief absence policies
- Students in distress policies
- MSU student athlete policies
- Course add-drop policies
- Honors options
- Course Management system policies
- Final exam policy and attendance
- Grade dispute policies
- Academic honesty and integrity, plagiarism, and disciplinary procedures
- Disruptive behavior
- Harassment and discrimination policies
- RVSM University reporting protocols
- Limits to confidentiality
- Social media policy
- Web accessibility policies
- MSU Code of Teaching Responsibility
- SIRS
- Commercialization of lecture notes
- University Learning Goals