

1. Abbreviated Course Title: Food, Philosophy and Global Health

2. Full Course Title: Food, Philosophy and Global Health

3. Credits: 3

4. Course Components: Lecture

5. Course Level: 200

6. Catalog Description: Food, Philosophy and Global Health explores our relationship with food through the lens of philosophy. Using ethics, logic and critical thinking, we investigate current debates and examine how collective choices impact the health of the planet. Using these insights, we develop a community action program that empowers an underserved community.

7. Course Prerequisites: None

8. Rationale: Food, Philosophy and Global Health seeks to remedy a lacuna in our existent course offerings. Currently, the university offers several stellar courses on science, nutrition, environmental ethics and ethical living. However, there is not a course that brings this gamut of topics together.

This omission is in need of remediation for several reasons. First, many current educational thinkers maintain that interdisciplinary approaches are an optimal way to address learning outcomes. Second, the juncture of food and its social, scientific and ecological implications is now at the center of numerous intellectual, journalistic and policy discussions. Third, food education is itself now a burgeoning field of study. Top tier research universities offer public outreach programs on food and food choices and graduate degrees in food studies (for example, NYU's food studies program). Fourth, food is deeply personal: This profound connection makes food an ideal medium to make other ostensibly less personal topics accessible and perhaps even compelling. For example, the concept of global access to quality food is abstract; however, when we consider our own personal challenges finding and consuming desirable food, the question takes on new meaning. By the same logic, the "meaning" of food might seem to be an obscure or esoteric question. However, when we ask "What foods our meaningful in our own lives?" the question and its import become lucid.

Following the lead of Grant Wiggins and Jay McTighe, we will engage in authentic assessment. Authentic assessment begins by asking "What skills should students develop as a result of this course?" Then, using these goals as a pole star, we may reason backward to develop a course outline that gives students opportunities to practice these essential intellectual habits.

9. Student Learning Outcomes

Ideally, our students will emerge from this course with the intellectual and philosophical foundations to serve as leaders in the movement for social justice, food integrity and a sustainable relationship with the environment around us.

By developing a community action plan, students will engage the essential questions, tasks and challenges that face professional food experts, philosophers and public health advocates. As a result of the process and the completion of this signature assignment, students will have a chance to use the tools of philosophy and food science and then apply them to authentic real world questions. Students, as a consequence, will grow as self-motivated learners and authentic practitioners.

9. Student Learning Outcomes

9.1. Discipline Specific Learning Outcomes (DLO)

By the end of this course, students will be able to

- DLO1 ANALYZE ethical choices. For example, students will see how personal consumption contributes to global health.
- DLO2 INTEGRATE philosophical concepts with pragmatic examples. For example, how might the idea of eternal and unchanging Platonic forms be reconciled with new GMO hybrids?
- DLO3 EVALUATE food research and journalism using the tools of philosophy, informal logic and critical thinking.
- DLO4 APPLY ethical concepts and ethical thought to the realm of food and food policy.
- DLO5 COMPARE competing ethical perspectives as they apply to food and food policy.
- DLO6 APPRAISE arguments that relate to food innovation and the pursuit of progress.
- DLO7 DEVELOP a stronger sense of empathy and personal responsibility regarding other people, cultures and the overall health and sustainability of the planet.

9.2. University Wide Student Learning Outcomes

Our course will focus on the following three learning outcomes:

1. Students will demonstrate effective writing skills.
4. Students will demonstrate the ability to think critically to evaluate and solve problems.
6. Students will practice responsible citizenship in a culturally complex world.

Written Communication (CW): Upon completion of this course, students will have mastered the university wide goals for written communication and be able to:

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Comment: Problem. Mastery is only projected for Tier #.3. Something with competence? aAlso see below under CTPS and CEIK.

9. Student Learning Outcomes

- CW1 APPLY their knowledge of the context, audience, purpose and goals of writing to philosophy and food studies.
- CW2 CULTIVATE pertinent and informed content. For example, students will be able to discuss and explore key concepts in the ethics of food distribution.
- CW3 APPLY the conventions and style of academic and formal English to express personal, logical, and philosophical insights on food systems and philosophical concepts. For example, students will be able to present their sources in MLA formatting and will also be able to create sound arguments.
- CW4 INTEGRATE accurate and relevant sources to elucidate their own thoughts on food and philosophy and, also, to present an overview of current thought on the topic.
- CW5 CREATE lucid writing that is engaging, clear, free from errors and that is in keeping with the mores of academic audiences.

Critical Thinking and Problem Solving (CTPS): Upon completion of this course, students will have mastered the university wide goals for critical thinking and problem solving and will be able to:

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Comment: See above

- CTPS1 GENERATE an original, wieldy and focused research question that explores potential noteworthy gaps within the nexus of food and philosophy.
- CTPS2 OUTLINE the research question in a manner that is exhaustive. For example, a student completes an extensive literature review on school nutrition programs.
- CTPS3 EVALUATE information from scholarly and journalistically acclaimed sources. A student, might, for example write a response to an article in *Gastronomica*.
- CTPS4 CRITIQUE their own assumptions about food distribution and questions the assumptions of others using context as a guide.
- CTPS5 DEVELOP a unique perspective (thesis / hypothesis) that is informed by creativity and nuance, that synthesizes the viewpoints of others and that acknowledges the limits on our knowledge. For example, a student might weave together several prevailing critiques of current nutrition models and, thereby, develop her own hypothesis.
- CTPS6 EMPLOY best practices methodology and theoretical constructs from philosophy, natural science and social science to the research question.
- CTPS7 SUMMARIZE results, conclusions and implications for future research in a manner that is informed, sound and shows an understanding of the priorities of the discipline.

Civic Engagement and Intercultural Knowledge (CEIK): Upon the completion of this course, students will have mastered the university wide goals for responsible, global citizenship and will be able to:

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Comment: See above

10. Instructional Procedures

- CEIK1 CULTIVATE a nuanced and deep understanding of the values, history, idioms, attitudes, mores and practices of world cultures. A student grows in his understanding of how food is understood in world culture.
- CEIK2 EXPLAIN personal growth in terms of values, attitudes and beliefs as a result of working in an environment of diversity. For example, in a community action project, a student promotes diverse leadership as a cardinal value and source of resilience and strength.
- CEIK3 APPLY the insights of philosophy and social science to civic engagement and participation.
- CEIK4 COMPILE evidence of involvement and growth in developing a stronger sense of civic identity, civic participation and social purpose.
- CEIK5 SELECT communication tools and mores in order to effectively engage with, listen to, and absorb the views, analyses, and critiques of others. For example, in completing our signature assignment, a student learns how to play a productive role in working with established community groups.
- CEIK6 INTERPRET the outcomes and processes of civic participation for meaning and for further action. For example, in reflecting upon our community action plan, a student sees how “lessons learned” can become methods for future engagement.
- CEIK7 MODEL aptitude and attachment by working in close collaboration within and across communities in order to reach or create a public good.

10. Instructional Procedures

- Discussion (Student Learning Outcomes: DLO1-7; CTPS1, 2, 4-7; CEIK 1-7)
- Lectures (Student Learning Outcomes: DLO2-3, 7; CTPS1-3, 5, 7)
- Reading Assignments (Student Learning Outcomes: DLO1-5, 7; CTPS1-7)
- Listening/Viewing Assignments (Student Learning Outcomes: DLO1, 4, 5, 7; CTPS1-5, 7)
- Written Assignments (incl. signature assignment) (Student Learning Outcomes: DLO1-7; CTPS1-7; CW1-5)
- Student Presentations (Student Learning Outcomes: DLO1-7; CTPS1-7)

Module One: Food, Philosophy and the Social World: The Personal Connection

Week 1: What is food?

Readings:

Chapter 1, *Food and Society*: Principles and Paradoxes in the Study of Food.

Chapter 9, *Food and Culture*: Psyche William Forson: More than Just the 'Big Piece of Chicken': The Power of Race, Class and Food in American Consciousness.

Chapter 21, *Food and Culture*: David Sutton: Cooking Skills, the Sense and Memory: The Fate of Practical Knowledge.

Chapter 25, *Food and Culture*: Tulasi Srinivas: "As Mother Made It" The Cosmopolitan Indian Family, "Authentic" Food and the Construction of Cultural Utopia.

Assignments: Written Exercise 1: Favorite Food Description.

Student Learning Outcomes: CW1,2,3 & 5; CTSP4; CEIK1)

Week 2: Food in Culture – Personal, Philosophical and Community Perspectives.

Readings:

Chapter 2, *Food and Culture*: Roland Barthes: Toward a Psychosociology of Contemporary Food Consumption.

Chapter 4, *Food and Culture*: Claude Levi-Strauss: The Culinary Triangle.

Chapter 2, *Food and Society*: Food and Identity: Fitting In and Standing Out.

Chapter 3, *Food and Society*: Food as Spectacle: The Hard Work of Leisure.

Assignments: Written Exercise 2.1: Personal Food Inventory.

(Student Learning Outcomes: (CW1,2,3 & 5; CTPS4; CEIK 1 & 2)

Week 3: Food, Religion and Philosophy.

Readings:

Chapter 5, *Food and Culture*: Mary Douglas: The Abominations of Leviticus.

Chapter 6, *Food and Culture*: Marvin Harris: The Abominable Pig.

Johnson, Allen and Timothy Earle, *Evolution of Human Societies*, excerpts, Blackboard.

Shabkar, *Food of Bohisattvas*, excerpts, Blackboard.

Assignments: Written Exercise 2.2: Food Inventory Reflection

(Student Learning Outcomes: CW1-5; CEIK 1 & 2; CTPS3 & 4)

Week 4: The Politics of Food and Food Science.

Readings:

Chapter 5, *Food and Society*: Branding and Marketing: Governing the Sovereign Consumer.

Marion Nestle, *Food Politics*, excerpts, Blackboard.

Michael Pollan, *In Defense of Food*, excerpts, Blackboard.

Exams: Mid-Term Exam, Module 1.

(Student Learning Outcomes: CW 1,2,3 & 5; CTSP 1)

11. Course Content

Module 2: Dilemmas in Contemporary Eating: Philosophical Questions and Personal Experiences

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Week 5: Food Activism: Considering the Spectrum.

Readings:

Chapter 28, *Food and Culture*: Alison Leitch: Slow Food and Politics of Virtuous Globalization.

Chapter 29, *Food and Culture*: Jeffery M. Pilcher: Taco Bell, Masec and Slow Food: A Postmodern Apocalypse for Mexico's Peasant Cuisine?

Chapter 40, *Food and Culture*: Charles Z. Levkoe: Learning Democracy Through Food Justice Movements.

Vandana Shiva, *Making Peace with the Earth* and *Earth Democracy*, excerpts, Blackboard.

Assignments: Written Exercise 3.1: Changing Food Habits Journal Due.

(Student Learning Outcomes: CW1,2,3 & 5; CEIK 1 – 7; CTPS3 & 4)

Week 6: Animals and Food: Current Patterns, Ethical Issues and Future Directions.

Readings:

Chapter 9, *Philosophy of Food*: Richard P. Haynes: The Myth of Happy Meat.

Chapter 10, *Philosophy of Food*: Gary Francione: The Problem of Happy Meat and the Importance of Vegan Education.

Chapter 11, *Philosophy of Food*: David Fraser: Animal Ethics and Food Production in the Twenty-First Century.

Chapter 16, *Philosophy of Food*: Stellan Welin, Julie Gold, and Johanna Berlin: In Vitro Meat: What Are the Moral Issues?

Assignments: Written Exercise 3.2: Changing Food Habits Reflection Due

(Student Learning Outcomes: CW1-5; CEIK3& 4; CTPS3 & 4)

Week 7: Problems of Personal Health.

Readings:

Chapter 18, *Food and Culture*: Susan Bordon: Not Just “a White Girls Things”: The Changing Face of Food and Body Image Problems.

Chapter 24, *Food and Culture*: Robert Albritton: Between Obesity and Hunger: The Capitalist Food Industry.

Chapter 37, *Food and Culture*: Alice Julier: The Political Economy of Obesity: The Fat Pay All.

Chapter 2, *Weighing In: How Do We Know Obesity Is a Problems?*

Chapter 3, *Weighing In: Whose Problem Is Obesity?*

Chapter 4, *Weighing In: Does Your Neighbor Make You Fat?*

Assignments:

Written Exercise 4: Meal Observations Due.

Outline For Community Action Program is Due.

(Student Learning Outcomes: CW1 - 5; CEIK 1 – 7; CTPS 1 – 7)

11. Course Content

Module 2: Dilemmas in Contemporary Eating: Philosophical Questions and Personal Experiences

Week 8: Food Deserts, Problems Amid the Land of Plenty.

Readings:

Chapter 38, *Food and Culture*: Janet Poppendieck: Want Amid Plenty: From Hunger to Inequality.

Adi Segal, Food Deserts. A Global Crisis in New York City, Blackboard.¹

Nathan McClintock, From Industrial Garden to Food Desert. Demarcated Devaluation in the Flatlands of Oakland, California.²

Assignments: Written Exercise 5:

Understanding a Food Desert Due.

(Student Learning Outcomes: CW 1-5; CEIK3 - 6; CTPS3 & 4)

Week 9: Working in Food.

Readings:

Chapter 32, *Food and Culture*: Deborah Barndt: One the Move For Food: Three Women Behind the Tomato's Journey.

Chapter 33, *Food and Culture*: Eric Schlosser: The Chain Never Stops.

Erich Schlosser, *Fast Food Nation*, excerpts, Blackboard.

Julie Guthman, *Agrarian Dreams*, excerpts, Blackboard.

Exams: Second Mid-Term Exam, Module 2

Assignments: Written Exercise 6: Interview with a Food Worker Due

(Student Learning Outcomes: CW 1-5; CEIK3 - 6; CTPS3 & 4)

¹Segal, Adi. Food Deserts: A Global Crisis in New York City: The Journal of Sustainable Development. Vol. 3., Iss 1 (2010). Pp. 197-214

² Chapter 5, pp.89-120 in Alkon, Alison Hope and Julian Agyeman (eds.). *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge, MA: MIT Press, 2011.

Module 3- A Philosophy of A New Food Science

Week 10: New Directions in Food Science.

Readings:

Chapter 6, *Food and Society*: Industrializing: The High Costs of Cheap Food

Chapter 12, *Philosophy of Food*: Paul B. Thompson: Nature Politics and the Philosophy of Agriculture

Chapter 6, *Weighing In*: Does Farm Policy Make You Fat?

Chapter 7, *Weighing In*: Weighing In: Will Fresh, Local, Organic Food Make You Thin?

(Student Learning Outcomes: CEIK 3, CTSP3 & 4)

Week 11: Advances in Holistic Nutrition.

Readings:

Chapter 4, *Food and Society*: Nutrition and Health: Good to Eat, Hard to Stomach.

Chapter 15, *Philosophy of Food*: Gyorgy Scrinis: Nutritionism and Functional Foods.

Chapter 5, *Weighing In*: Does Eating Too Much Make You Fat? Thomas Kuhn, *The Structure of Scientific Revolutions*, excerpts, Blackboard.

Imre Lakatos, *Science and Pseudoscience*, excerpts, Blackboard.

Assignments:

Written Exercise 7: Adapting Nutrition Science.

Rough Draft of Community Action Plan is Due

(Student Learning Outcomes: CW1 - 5; CEIK 1 – 7; CTPS 1 – 7)

Week 12: GMOs: The Promise, Peril and Ethics of the Unknown.

Readings:

Chapter 7, *Philosophy of Food*: Gary Comstock, Ethics and Genetically Modified Food.

Mary Shelley, Frankenstein: *The Modern Prometheus*, excerpts (Blackboard).

Assignments: Written Exercise 8: Advertise a GMO Due

(Student Learning Outcomes: CW 1 - 5; CEIK3; CTPS3 & 4)

Week 13 Feeding the Growing World:

Readings:

Chapter 8, *Food and Society*: Food Access: Surplus and Scarcity.

Chapter 6, *Philosophy of Food*: Michael Korthals: Two Evils in Food Country: Hunger and Lack of Representation.

Chapter 36, *Food and Culture*: Jennifer Clapp: The Political Economy of Food Aid in an Era of Agricultural Biotechnology.

Jonathan Swift, *A Modest Proposal*, excerpts, Blackboard.

Thomas Malthus, *An Essay on the Principle of Population*, excerpts, Blackboard.

(Student Learning Outcomes: CEIK 3; CTSP 3 & 4)

Week 14 Global Health and Human Growth: Balanced Sustainability?

Readings:

- Chapter 5, *Food: A Very Short Introduction*: Feeding the 9 Billion.
- Chapter 7, *Food and Society*: Global Food: From Everywhere and Nowhere.
- Chapter 13, *Philosophy of Food*: Matthias Kaiser: The Ethics and Sustainability of Aquaculture.
- Chapter 14, *Philosophy of Food*: David Castle, Keith Culver, and William Hannah: Scenarios for Food Security.

Assignments: Written Exercise 9: Observations of Lab Visit

(Student Learning Outcomes: CW 1 - 5; CEIK 3 - 5; CTSP 3 & 4)

Week 15: Conclusions and New Questions.

Readings:

- Jeremy Bentham, *An Introduction to the Principles of Morals and Legislation*, excerpts, Blackboard.
- Chapter 2, *Philosophy of Food*: Lisa Heldke, Down-Home Global Cooking: A Third Option between Cosmopolitanism and Localism.
- Chapter 3, *Philosophy of Food*: Kevin Sweeney, Hunger Is the Best Sauce.
- Chapter 5, *Philosophy of Food*: Carolyn Korsmeyer, Ethical Gourmandism.
- Chapter 9, *Food and Society*: Food and Social Change: The Value of Values. Chapter 8,

Weighing In: What's Capitalism Got To Do with It?

Assignments: Final Draft and Presentation of Community Action Plan are due this week at the latest.

Exams: Third and final exam will be held during final's week

(Student Learning Outcomes: CW1 - 5; CEIK 1 – 7; CTPS 1 – 7)

12. Undergraduate General Education Courses

12.1 The proposed course will, if approved, be conducted as a general education undergraduate course in Tier 2.

12.a Because of the synthetic and interdisciplinary nature of the course, a Tier 2 designation is sought. In Food, Philosophy and Global health students will not only apply the insights of philosophy to problems of the public good, they will also see how the insights of science, technology and innovation are connected to world health. Because of our emphasis on writing and our Community Action Plan students will use the tools of analytic, persuasive and humanistic writing to put their ideas into action and showcase those ideas for a larger audience. In addition, because our course places a strong emphasis on understanding current food dilemmas in a historically and culturally informed context, student will need to draw on prior knowledge in the humanities and social sciences.

12.b The proposed course will, if approved, use Mode 2 (Language, Literary, and Cultural Studies) and Mode 4 (Social and Historical Perspectives) as the predominant Modes of Inquiry.

In regard to Mode 2, we will be primarily concerned with culture and its place in our assumptions about food. We will be especially concerned about the ways that culture can determine our operating ideas about food and we will use the tools of philosophy to reach a deeper understanding as to how culture shapes food consumption. We will also attend to the ways that culture can blind us to the dangers and downsides of culturally acceptable practices and can also lead us to overlook potentially promising alternatives that are currently on the margins of our assumptions. For example, many of us assume that food comes from a fluorescently lit store and is wrapped in plastic. Yet, for most of the world, this pattern simply does not exist and, even if it were to exist, it might simply be unsustainable. Using philosophy to uncover our cultural assumptions can help us to both clarify our thinking and, possibly, to develop more effective solutions to public questions of food.

In looking at Mode 4, we will be primarily concerned with how a deeper, philosophical understanding of the social and historical world can better help us to understand our eating patterns and how they are situated in global networks of conflict, power and change. By looking at how food structures, ideas and assumptions have evolved, we will gain a better understanding of how social and political networks are connected to food and power.

For example, a novice student will assume that corn and other commodity carbohydrates have always played a predominant role in our diet. But, a closer look at systems of politics, economics and social networks shows that “big corn” emerges as a major staple relatively late in the history of U.S. food. Using our critical lens, we can also see that the arrival of corn is not an accident: instead, it is the product of interest groups and tradeoffs within our political economy which are then, through a variety of subterfuges, obscured from the public. Yet, our over reliance on corn is not costless. For example, the frequent consumption of refined high-fructose corn syrup may be connected with the rise of

12. Undergraduate General Education Course; 13. Graduation Course Status; 14. Degree Requirements;
15: Specialized Accreditation; 16: Assessment / Evaluation of Student Outcomes

diabetes and morbid obesity rates -- yet -- because of its subsidized, artificially-depressed price, its use in almost all manner of processed foods borders upon the ubiquitous.

12.c This course will be listed under the Department of Philosophy & Religion.

13. Graduate Course Status: N/A

14. Degree Requirements: The course will be an elective for majors and minors and will not change the required total number of credits in the major and minor.

15. Specialized accreditation, Certification, and Licensure: N/A

16. Assessment/Evaluation of Student Outcomes:

Exam 1: CW1-5; CTPS3 & 4

Exam 2: CW1-5; CTPS3 & 4

Exam 3: CW1-5; CTPS3 & 4

Written Exercise 1, Favorite Food Description: CW1,2,3 & 5; CTPS4

Written Exercise 2.1, Personal Food Inventory: CW1,2,3 & 5; CTPS4

Written Exercise 2.2, Food Inventory Reflection: CW1-5; CTPS4, CEIK 3& 4

Written Exercise 3.1, Changing Food Habits Journal: CW1,2,3 & 5; CTPS4

Written Exercise 3.2, Changing Food Habits Reflection: CW1-5; CTPS4, CEIK3 & 4

Written Exercise 4, Meal Observations: CW1-5; CTPS4

Written Exercise 5, Understanding a Food Desert: CW 1-5; CEIK3 - 6; CTPS3 & 4

Written Exercise 6, Interview With A Food Worker: CW 1-5; CEIK3 - 6; CTPS3 & 4

Written Exercise 7, Teaching Module: Adapting Science Nutrition:

CW1-5; CTPS3 & 4; CEIK3 - 5

Written Exercise 8, Advertisement and Disclaimer for a GMO:

CW1-5; CTPS3 & 4, CEIK3

Written Exercise 9, Observations of Lab Visit: CW 1 - 5; CEIK3 - 5; CTSP3 & 4

Summative Portfolio: CTPS3; CEIK4

Community Action Project: CW1 - 5; CEIK 1 – 7; CTPS 1 – 7.

Exams (10% each).....30%

Written Exercises (5% each)..... 45%

Summative Portfolio.....5%

Community Action Project.....20%

Outline (5%)

First Draft (5%)

Final Draft (5%)

Presentation (5%)

Written Exercise 1: Favorite Food Description: This is a short introductory assignment intended to help students develop a sense of passion and attachment to our course. In about two pages, write a short description of your favorite food.

Written Exercise 2.1: Personal Food Inventory: In this assignment you will monitor and describe your own intake of food over a week.

Written Exercise 2.2: Food Inventory Reflection.
In this writing, we will review the observations and results found in our Food Inventory.

Written Exercise 3.1: Changing Food Habits Journal
In this exercise we will try to change one pattern in our personal eating for one week.

Written Exercise 3.2: Changing Food Habits Reflection

Written Exercise 4: Meal Observations
In this exercise, we will observe four types of meals: cafeteria; one other meal consumed close to campus; a typical family meal; and, a holiday family meal

Written Exercise 5: Understanding a Food Desert: In this exercise, we will identify food deserts in our midst. Hint, there are two very large ones right near our campus. Drawing on our course readings and discussions, explain why a given area qualifies as a food desert.

Written Exercise 6: Semi-Structured Interview With A Food Worker
Using open questions, lead a conversation with someone who works in food.

Written Exercise 7: Teaching Module: Adapting Science Nutrition. Develop a short lesson plan presenting a piece of nutritional science to a younger audience. In your lesson plan, your goal will not be to explain all of the details or complexities of a given piece of knowledge. Instead your goals will be to SIMPLIFY a complex puzzle so that young learners can USE, ADAPT and ADOPT the information that you share.

Written Exercise 8: Advertisement and Disclaimer for a GMO:
In this assignment you will pick a GMO and the present its strengths and drawbacks.

Written Exercise 9: Observation of a Lab Visit
During Week 13 or 14 of our course we will visit two science labs. In this writing exercise you will compare the goals, procedures and working procedures of the two laboratories. Consequently, it behooves us to take notes on both visits and to attempt to understand the purposes and ideologies of both institutions before we begin our formal writing.

Portfolio Assignment and Reflection: Please select five of your favorite pieces to include in a professional portfolio. Each of the five exercises should be revised before it is included in the Portfolio. Include a Portfolio Reflection that justifies and explains why you have chosen the six pieces.

Community Action Plan – Signature Assignment

In order to apply and demonstrate our learning, we will complete a community action plan showing how and why our knowledge can be applied to questions of public gravity. In your community action plan, you will locate, describe, and label an area, community or neighborhood that is in need of better food and better food choices. You will then develop a plan that explains how these choices can be brought to the area in question. In this instance, however, it is not enough to simply bring health foods to area where they are lacking. There are four problems with this approach.

First, the presence of healthy foods does not mean that people will consume the foods in question.

Secondly, presenting people with better foods choice does not necessarily mean that these choices will take hold and become patterns. In our community action plan we will pay close attention to the agency and preferences of community residents.

Third, we must find a way that our program can be brought to both scale and sustainability. In order to do this we will probably have to build partnerships with local government, local community agencies, and both small and large groups in private industry.

Of course, all of this makes completion of the assignment much more difficult. But, that, of course, is the point. As in our Change Log, the assignment will be graded on effort and process.

In your Community Action Plan, explain the follow:

1. Why does your target area appear to be a good choice for a Community Action Plan?
2. What food and resources does your area lack?
3. What are signs of hope in the area? Why does change seem possible?
4. How will you and your group positively impact food consumption in this area?
5. What type of change or structure of institute are you attempting to create?
For example, are you trying to create food kitchen that will distribute high quality foods to those in need? Do you wish to revamp a school lunch program so that it is a model of healthy nutrition for young people and the surrounding community? Do you wish to

create a for-profit market that will offer high quality foods at sustainable and scalable prices? Do you wish to create a food education program that will encourage residents of a food desert to find ways to shop outside the desert?³

6. What are the dominant community groups and leaders in the area?
7. How can you induce these actors to “buy into” your plan?
8. Where will funding for your plan arrive from? Not-for-profit groups, investors, already established players in the industry?
9. Address how you and your working group will address four critical areas of change:
 - First, explain how your plan will be explicated to the surrounding community.
 - Second, explain how your initial efforts at growth will bring nascent ideas into reality.
 - Third, explain how your plan will become self-sufficient. That is, when will your new idea stop being something new and instead become an accepted part of the local food economy.
 - Fourth, explain how will your plan will become sustainable into the future.
10. Closing reflection: In your closing reflection, please reflect upon and answer the following questions:
 - First, what was the toughest aspect of your food project? What were the chief challenges?
 - Second, what could you change in your plan if you could press “re-set”?
 - Third, based on the dilemmas that you encountered, what advice would you offer to future students taking on this challenge?
 - Fourth, how has developing this plan equipped you to deal with other future challenges?

³ NOTE: The answer to the above questions are some of the most important ones in your plan. If an area does not seem amenable to a new food store – don’t try to build one. Instead, offer another avenue to change in the community in question OR, if your predominant hope is to build a new food market, locate an area where such a structure seems likely to be successful.

17. Bibliography (MLA) ('*' marks a book owned by Guarini Library)

a. Required Texts:

Counihan, Carole and Penny Van Esterik, eds. *Food and Culture*. New York, NY: Routledge, 2013.

Guptill, Amy E., Denise A. Copleton and Betsy Lucal. *Food and Society: Principles and Paradoxes*. Malden, MA: Polity Press, 2013.

Guthman, Julie. *Weighing In: Obesity, Food Justice, and the Limits of Capitalism*. Berkeley & Los Angeles, CA: University of California Press, 2011.

Kaplan, David M., ed. *The Philosophy of Food*. Berkeley & Los Angeles, CA: University of California Press, 2012.

Other readings to be posted to Blackboard

b. Supporting Bibliography

Ackerman-Leist, Philip. *Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems*. White River Junction, VT: Chelsea Green Publishing, 2013.

Alkon, Alison Hope. *Black, White, and Green: Farmers Markets, Race, and the Green Economy*. Athens, GA: University of Georgia Press, 2012.

Biltekoff, Charlotte. *Eating Right in America: The Cultural Politics of Food and Health*. Raleigh-Durham, NC: Duke University Press Books, 2013.

Brown, Lester R., *Full Planet, Empty Plates: The New Geopolitics of Food Scarcity*. New York, NY: W. W. Norton & Company, 2012.*

Campos, Paul. *The Obesity Myth: Why American's Obsession With Weight is Hazardous to Your Health*. New York, NY: Gotham, 2004.

Carroll, Abigail. *Three Squares: The Invention of the American Meal*. New York, NY: Basic Books, 2013.

Conway, Gordon. *One Billion Hungry: Can We Feed the World?* Ithaca, NY: Comstock Publishing Associates, 2012.

17.0 Bibliography
Required Texts and Supporting Bibliography

- Earle, Sylvia. *The World Is Blue: How Our Fate and the Ocean's Are One*. Washington DC: National Geographic, 2010.
- Edwards, Andres. *Thriving Beyond Sustainability: Pathways to a Resilient Society*. British Columbia, Canada: New Society Publishers, 2010.
- Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York, NY: Picador, 2001 / 2011.*
- Ellis, Richard. *No Turning Back: The Life and Death of Animal Species*. New York, NY: HarperCollins, 2004. *
- . *Tuna: A Love Story*. New York, NY: Knopf, 2008
- Estabrook, Barry. *Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit*. Riverside, NJ: Andrews McMeel, 2011.
- Guthman, Julie. *Agrarian Dreams: The Paradox of Organic Farming in California*. Berkeley & Los Angeles, CA: University of California Press, 2004.
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c. Relevant Periodical Sources

Gastronomica
Journal of Material Culture
Nutrition: The International Journal of Applied and Basic Nutritional Sciences
Philosophy Now (Philosophy & Food Issue)
Scientific American (The Food Issue)

d. Online Sources

www.food.unt.edu (The Philosophy of Food Project at University of North Texas)
mnn.com (Mother Nature Network)
www.nutrition.org
www.pcrm.org (Physicians' Committee for Responsible Medicine)
www.slowfood.com

e. Relevant Audiovisual Materials

Food Inc.
Forks Over Knives
Genetically Modified Food—Panacea or Poison
King Corn
Supersize Me
The Harvest (La Cosecha)
The World According to Monsanto

18. Budget.

No additional budget is required.