ES3100: 15864 – Food Systems – Fall, 2013;
M, W, F, 12-1250pm (3 credit), SpCina 316 & Field Site

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Course Description
The study of food and agri-food systems is academically, personally and socially significant. Across the US, communities, institutions and regions are reconsidering the health, environmental and social impacts of our present food system and searching for more sustainable alternatives. Within our western Lake Superior region, multiple activities are being engaged to build a regional food system that harvests a greater percentage of the food consumed locally to garner the health, ecological, and socio-economic benefits that such activities create.

This course will introduce a systemic approach to understanding food and agriculture, providing an historical overview of the development of different types of food systems. It will consider various factors that create and maintain food systems, including social, economic, cultural and economic issues; and it will consider outcomes and inputs of different food systems. This course will focus initially on the development of an industrial food system, particularly within the US, and consider its strengths and weaknesses. Finally, it will examine a variety of case studies from across the US in creating sustainable food systems within institutional, community and regional scales. We will use the SAP Farm throughout the first half of the semester as a field site to talk experientially engage some aspects of sustainable food systems.

Reading Materials (At Bookstore – Purchase all books immediately to avoid problems)
Civic Agriculture: Reconnecting Farm, Food, and by Thomas A. Lyson
In Defense of Food: An Eater's Manifesto, by Michael Pollan
The Good Food Revolution: Growing Health Food, People and Communities, by Will Allen
The Organic Farming Manual, by Ann Larkin Hansen
Food and Society: Principles and Paradoxes, by by Amy E. Guptill, Denise A. Copelton and Betsy LuCal

Course Structure, Expectations, Assignments and Grading
This course is designed to be student centered, and meetings may consist of lectures, small group discussion, student presentations, video and field visits. Each class develops its own ‘chemistry’ in terms of discussion, etc.; the more open you feel to register your informed opinions, the more enjoyable and educational our meetings will be.

My classroom requests are simple. You are expected to attend all class meetings, to come prepared in terms of having already read assigned materials, and participate actively in class and in small groups. I assume that before each class you have read the materials to be discussed in class; read the related material on the web site for this course; read your email; and we expect
you to bring your textbook to class. Additionally, you are asked not to disrupt class by regularly showing up late or leaving early; please also avoid talking privately given it is so disrupting to the atmosphere of the classroom. Finally, I ask you to refrain from reading newspapers and/or working on other course assignments during class.

No more than four absences are allowable (i.e., the equivalent of two entire weeks of class); additional absences will result in a full letter grade penalty for each day thereafter. Each student is responsible for making sure they sign in on a daily basis; any signing in by other people will result in an expulsion from the class of that student. In short, please make sure you have signed in each day on the roster. If circumstances arise where you cannot meet this policy, please see me so that we can arrange for course withdrawal.

Assignments will consist of the following:

- **Response Papers.** I will provide questions at 6 different points during the semester for your use in generating short, 1-2 page essays. These response papers not formal essays but rather journal entries designed to help me understand how course materials are resonating with students. You receive full or no credit for each of these assignments; you cannot make these response papers up, and one of the six will be dropped.
- **Food Diary.** You will be asked to record and reflect upon your food consumption over a week’s time.
- **Food Comparison Essay.** You will be asked to perform peer food comparisons.
- **Peer Interviews.** You will be asked to interview someone in class about their food culture.
- **Examinations.** Two exams will cover key terms and issues related to our readings. Final examination will not be cumulative
- **Substantive Essay.** Includes one 10 page research project.
- **Interview with Elders.** You will be asked to interview your parents and grandparents or people of their age-equivalents about the experience of food and food systems.

Final grading will consist of the following: (More than 4 absences results in a grade drop)

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<th>Percentage</th>
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<tr>
<td>30%</td>
<td>Examinations (2@15%)</td>
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<tr>
<td>40%</td>
<td>Short Essays: Food Diary; Food Comparisons; Food Culture Int; Elders Interview</td>
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<tr>
<td>15%</td>
<td>Substantive Essay</td>
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<td>Response Papers (5@2%)</td>
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<td>Field Experience</td>
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**Note on Email Accounts**

I will be communicating with participants in this class about course issues, scholarship opportunities, internship opportunities and other pertinent information about speakers on campus, graduation, etc. The only email addresses we will use for these mailings will be through your UMD email account. Students may have their UMD email account forwarded to their home/personal email account if they would like.

**Disability Statement**

Students with a documented disability needing academic accommodations are requested to speak with me during the first two weeks of class. All discussions will remain confidential.
Schedule of Topics: Readings and Major Assignments/Deadlines (May be revised)

9/4   Introduction; begin food diary
9/6   Field Site Visit: Materials forwarded via email

**Food, Hunger & Overconsumption in a Global System**
9/9   Underfed and Overfed: The Global Epidemic of Malnutrition

**Agriculture as a System of Nature and Culture**
9/11  Lyson, 1-29
9/13  Lyson, 30-60
9/16  Lyson, 61-83
9/18  No Class – View Discussion on line (more information forthcoming)
9/20  Lyson, 84-106

**Systems Thinking & Questions of Scale: the Western Lake Superior Bioregion**
9/23  Systems Thinking Readings (Moodle)
9/25  Feeding the City, by Greg Donofrio (Moodle); Homecroft Duluth Materials (Moodle)
9/27  Histories of Western Lake Superior Region Agriculture (Moodle)
9/30  Histories of Western Lake Superior Region Agriculture (Moodle)

**Processing Food into Food-Like Substance in the wake of Industrial Agriculture**
10/2   Pollan, 1-26
10/4   Pollan, 27-49
10/7   Pollan, 50-77
10/9   Pollan, 78-100, HANDOUTS ON food systems and Native Communities
10/11  Pollan, 101-123
10/14  Pollan, 124-146
10/16  Pollan, 147-181
10/18  Pollan, 182-end, HANDOUTS
10/21  MIDTERM
10/23  No Class

**Food and Food Practices in Contemporary Society (additional materials on Moodle)**
10/28  Guptill, et al., pp. 40-58
10/30  Guptill, et al., pp. 59-81
11/1   Guptill, et al., pp. 82-101
11/4   Guptill, et al., pp. 102-121
11/6   Guptill, et al., pp.122-140
11/8   Guptill, et al., pp. 141-159

**Creating Community Food Systems: the Case of Growing Power**
11/13  Allen, through pp. 42
11/15  Allen, 43-73
Assignment I: Reflective Food Diary

*PLEASE DO NOT PUT YOUR NAME ON THE ASSIGNMENT. INSTEAD, MAKE UP A FIVE LETTER(NUMBER CODE FOR YOUR NAME AND PUT IT IN A HEADER THAT APPEARS ON EACH OF THE ASSIGNMENT. HAND IN THAT CODE WITH YOUR REAL NAME ON A SEPARATE PIECE OF PAPER.

*DO NOT STAPLE YOUR ASSIGNMENT SHEETS.

Introduction
This assignment asks you to record your personal consumption of food by keeping a detailed food diary over the period of one week.

Requirements
At the end of each day (I suggest you keep notes throughout the day) for seven consecutive days, record in detail what you ate per guidelines below. All entries must be typed and dated. You must follow the format given below for each of your entries, making sure to address the following themes:

For each day, complete responses to the following questions:

Paragraph 1: Describe what food you bought and ate
- What did you consume (meat, vegetables, dessert)? Provide details.
- How was it prepared (home cooked, frozen, fast food)?
- Were there any other qualities important to you (name brand, delicacy, organic)?

Paragraph 2: Describe where you bought and ate your food.
- Where did you buy or get your food (grocery store, family/friends)?
- Where did you eat your food (home, restaurant)?
- Who did you eat with (alone, family, friends)?
Paragraph 3: Reflect on your food consumptions

- Was this a typical day for you (why or why not)?
- Why did you choose to eat what you did (taste, health, sharing)?

After the seventh day’s entry, write an additional entry of 1-2 pages discussing how you think your food buying and consumption patterns help define who you are. Think carefully and refer to specific examples in your diary.