Food for Justice, Health, and Sustainability
ENVST 5558- 001
Fall 2018
Tuesdays, 4:35 – 7:35 GC 3640

Professor: Adrienne Cachelin
Contact information: Adrienne.cachelin@health.utah.edu
Office Hours/Location: by appointment GC 4539

COURSE DESCRIPTION
Food movements are playing an increasingly vital role in the development, promotion, and success of justice, sustainability, and health movements throughout our society. From "eat local" and Community-Supported Agriculture practices to garden-related voluntourism and food freedom bills, eating itself has become a merging of the personal and the political that can either reject or embrace a commitment to justice, sustainability, and health. In this course, students will explore political and economic factors that affect a just and sustainable food system, consider how our food choices promote or discourage justice and sustainability, and navigate the ways that our food cultivation, preparation, and consumption is related to healthy lifestyles. And there will be cooking, canning, and field trips to local farms and restaurants.

STUDENT LEARNING OUTCOMES:
By the end of this course, you will be able to:
- Apply skills in food cultivation and preparation
- Evaluate how personal and community food choices impact ecological and human health;
- Analyze human and non-human exploitation resulting from global-industrial food systems;
- Propose potential avenues for ecological sustainability, justice, and health in individual, community, and national food choices and policies.

REQUIRED MATERIALS:
- In Defense of Food: An Eater’s Manifesto - Michael Pollan, 2008
- The New Food Activism - Alison Hope Alkon & Julie Guthman, 2017
- Between 2 and 4 articles will be assigned on CANVAS weekly

TEACHING AND LEARNING METHODS:
This course will be very experiential in nature. We take many field trips and will often work on community projects or activities in small groups during class meetings. Each meeting will begin with a discussion of the readings and build on concepts from previous class sessions.

COURSE POLICIES:
Class sessions are predominantly interactive with a heavy emphasis upon collaborative efforts. As a consequence, in-class activities for which points are assigned cannot be “made up” outside of class time. Absences for parts of class sessions (i.e., arriving late, leaving early) will be used in the calculation of participation. Because we are a small and mobile class, please notify instructor if you will be late or absent.

CHOICES FOR ACADEMIC SUCCESS
Participation /Citizenship ........................................................................................................20%

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Weekly edibles

Once during the semester you will bring an item to share and describe the ways that your item attends to concerns of health, justice, and sustainability. You will need to research whatever you bring and submit a one page description as described on canvas. Don’t forget to sign up from the Week One canvas page.

Discussion/Reflection Responses

Students will respond to a specific question integrating the readings posted on Canvas with the recent course experiences. The response needs to be the equivalent of 3ish pages and submitted via Canvas. There will be 11 of these throughout the semester. Responses will be graded using a rubric that is available through canvas. Late assignments will be worth only half credit.

Community Connections/Solidarity

There are many community efforts related to course content. You will share an experience in the form of working with a community group of your choosing and reflect upon that experience in terms of how it enhanced your understanding of or appreciation for two or more of the course outcomes. Experiences and reflections will be shared in class in a final presentation and graded through a rubric available on canvas.

Personal Challenge

Making dietary changes in accordance with beliefs is challenging. You will create and try to follow a diet that you feel would better support your health, social justice, and/or sustainability for one week (or longer) and document the challenges, your feelings, and relevant experiences in preparing for and carrying out this challenge.

Eating Manifesto

Making personal and political choices regarding food is fraught with dilemmas and tradeoffs are necessary. Please write your own personal food manifesto that describes what you’d like to see in terms of an ideal food systems, what policies would be needed to support such systems, and what role consumers (you) should play in supporting such change. Graduate students: research about existing food policies will be a necessary component. Your manifestos will be graded using a rubric available on canvas.

COURSE SCHEDULE:

Our schedule is will be made available for students through Canvas.

CONSULTATION

If you need help, by all means ask for it, Jordin or I will be happy to assist you. Email is the best way to reach us to set up an appointment.

TEACHING AND LEARNING METHODS

This course will consist of one lecture session (usually Tuesdays) and one discussion session (usually Thursdays) each week. Discussions will integrate assigned readings, guest lectures, and your own interests as you will be asked to submit questions about lectures and readings before each discussion session. During discussion weeks, you will often work in small groups with a specific activity or challenge.

COURSE POLICIES

Data show that use of electronics (laptops, phones, and smart watches) call on individuals to multi-task (a psychological impossibility) and distract others students (Sana, Weston, Cepeda, 2013). For this reason, no electronic devices will be permitted. If you have special circumstances that require that you be “on call” you may email me or Jordin in advance and we will work with you to find a solution.

Late work will not be accepted.
UNIVERSITY POLICIES

1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

UNIVERSITY RESOURCES FOR YOU

Center for Wellness & University Counseling Center
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776; and the University Counseling Center: http://counselingcenter.utah.edu, 801-581-6826.

American Indian Resource Center
The mission of the American Indian Resource Center (AIRC) is to provide academic support, career counseling, mentoring, and program activities for the University of Utah's American Indian community and campus community as a whole. The AIRC provides an inclusive, supportive, and nurturing environment to assist American Indian students in their journey towards academic, professional, and personal success. In addition, the AIRC aims to provide academic and cultural programs that promote American Indian sovereignty, self-determination, history, arts, ontology, and epistemology.
http://diversity.utah.edu/students/airc/airc-mission

Center for Ethnic Student Affairs
The living mission of the Center for Ethnic Student Affairs (CESA) is to provide support to students of color at the University of Utah. While primarily serving the needs of African American, American Indian, Asian American, Latina-Latino, and Pacific Islander students, CESA promotes an environment of acceptance that honors all forms of diversity. The center is committed to providing programming that assists students in navigating cultural, economic, social, and institutional barriers in order to achieve academic excellence.
http://diversity.utah.edu/students/cesa

Learners of English as an Additional/Second Language
If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let

Office of Equity and Diversity
The University of Utah is deeply committed to enhancing the success of diverse faculty, students, and staff, as part of our broader goal to enrich the educational experiences and success of all members of our University community. We recognize that a diverse and inclusive University enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The Office for
Equity and Diversity is proud to lead the University’s efforts to support the success and achievement of faculty, students, and staff who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, members of the Lesbian, Gay, Bisexual, Transgender and Questioning community, and women in underrepresented fields. http://diversity.utah.edu, 801-581-7569.

Veterans Center (suggested)
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

Non-Contract Statement
This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time with reasonable notice to students. The instructor may also modify the Schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.