

Syllabus

Community & Regional Development 20: Food Systems, UC Davis, Fall 2009¹

Food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships. ... Food is life, and life can be studied and understood through food.

— Carole Counihan and Penny Van Esterik (1997: 1)

It could plausibly be argued that changes in diet are more important than changes of dynasty or even of religion.

— George Orwell (1937: 82)

Logistics

Instructor: Ryan E. Galt, Assistant Professor of Agricultural Sustainability & Society
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Teaching Assistants: Jessica Beckett, Libby O’Sullivan, & Julia Van Soelen Kim (office hours and contact details in CRD 20 Lab Manual)

Lecture time and place: T & R 3:10 to 4:30 p.m., 204 Art; **Final:** [T Dec. 8 at 8 a.m.](#)

Lab time and place: W 9:10 to 12:00 p.m., 105 Bowley; CRN 17505
W 12:10 to 3:00 p.m., 105 Bowley; CRN 17506
W 3:10 to 6:00 p.m., 105 Bowley; CRN 17507



Website: SmartSite & <http://hcd.ucdavis.edu/courses/crd20/>

Course Overview

Ever think about your food, where it comes from, and how it got to your plate? Do you wonder about who produces it, and what they get out of the deal? Why do so many go hungry in our world while others can afford to buy “jet fresh” produce flown in from all corners of the globe? Why did food start traveling so far anyway, with farmers and consumers often thousands of miles apart?

¹ Course designed with considerable help from Damian Parr and with resources from a 2008 Undergraduate Instructional Improvement Program (UIIP) grant from the [Teaching Resources Center](#) at UC Davis.

Why is a large portion of the population in wealthier nations getting heavier, and what should we do about it? Does the fair trade coffee you drink (or consider drinking) actually make a difference for small coffee farmers? Should you eat organic, or become a vegetarian, a vegan, or a “locavore” (*New Oxford American Dictionary’s* 2007 word of the year)? Why are farmworkers an exploited segment of the population, what challenges exist in organizing for social justice, and where have there been successes? Who benefits most, and who and what is most harmed, by the current social and environmental arrangements that put food on our plates? And, perhaps most importantly, who is doing what to address these various issues and problems? If you are interested in these and related questions, Food Systems is a course for you.

Through the lens of the social sciences, this course addresses these and other questions. It focuses on the whole *food system* from farm to fork (and back again) to assess the possibilities for sustainability and equity. The course emphasizes the societal context of food systems by positioning them within a capitalist economy and looking at the broader social purpose of food systems, including the often contradictory goals of nourishment, productivity, profit, and exerting power. We examine historical and geographical contexts and aim to understand food systems’ impacts on producers’ livelihoods, communities, and the environment. Students are introduced to a number of social science perspectives and concepts drawn largely from anthropology, geography, and sociology to develop an interdisciplinary understanding of food systems.

Students use laboratory time to develop knowledge and skills used to analyze the various locations within food systems. Labs are used for field trips that explore the positions of different people in the food system both on and off campus, for participatory activities, and for wide-ranging discussion. We will visit farms, food distribution and processing centers, retail locations, places of consumption, and other locations, almost all of which are determined by student input. Activities include researching various aspects of the food system and creating multi-media presentations.

CRD 20 complements Plant Sciences (PLS) 15: Introduction to Sustainable Agriculture, by providing a largely social science perspective on food and agriculture within the context of an interdisciplinary understanding of sustainability. Both courses form the introduction to a new major in Sustainable Agriculture and Food Systems at UC Davis.

Where I’m Coming from: A Brief Statement of Educational Philosophy

The structure and expectations of this course, which include participatory learning based on shared inquiries, differ significantly from most courses at UC Davis. These differences stem from my educational philosophy and the considerable research about what is needed for students in a sustainable agriculture and food systems major (Khanna et al. 2004; Parr et al. 2007; Parr and Van Horn 2006; Trexler et al. 2006). This research was informed by practitioners, students, and academics in the field of sustainable agriculture and food systems.

I do not follow the banking model of education, in which students passively receive knowledge “deposited” by experts (see hooks 1994: 40), and in which memory is the storage tank and intelligence is the ability to access memory. Rather, I believe education should include critical thinking, problem solving, creativity, and curiosity. Education should also include wrestling with ethical issues, and examining one’s values and interests. I also believe that students bring important knowledge, experiences, and voice into the classroom, and the learning community in the classroom can greatly benefit from this diversity.

I also do not believe that intelligence is fixed or predetermined. Rather, I think intelligence develops and expands when people try hard to learn new things that they do not understand and when they make new connections. Trying things out and making mistakes (i.e., fearless experimentation) are

essential parts of the learning process and the development of our intelligence, and it is my job to create a learning environment in which this can occur, for students, for the TAs, and for myself. Fundamentally, all people can change and develop — by examining and better organizing their knowledge, thought processes, ethical commitments and behaviors. For me, it is these changes, and not just accumulation of facts, that represent true learning.

I strongly believe that education has a social purpose to develop students' critical consciousness (Freire 1973). In this way, education is fundamentally linked to participatory democracy, in which informed citizens make decisions about the future of society. At any point in the class, you can ask me to elaborate on my educational philosophy and how it informs the work we do.

I believe I have an obligation to make each class session worth attending and to facilitate your learning process. I ask that you let me know if I am not doing this. The buck stops with you, however. As adults here by choice, you bring yourself and your desire to learn and participate here, and what you do in the course ultimately depends on your commitment to yourself, your learning process, and our learning community. Following this philosophy, I propose the following goals.

Broad Course Goals: Promises and Opportunities

For students

- To build your own understanding of ideas and concepts by integrating them into your own experiences and knowledge and by using them to think and reason; i.e., to use the course material widely in multiple contexts, including field trips and everyday life
- To develop new mental models and understandings of society, agri-food systems, and their components
- To engage in critical thinking, including critically evaluating assumptions, evidence, and conclusions
- To understand multiple perspectives on complex issues
- To examine your own values, especially as they relate to food and society
- To develop the ability to think about your own thinking, or “metacognition”
- To discover and pose questions in which you are genuinely interested
- To begin to develop critical consciousness — a critical perception of the concrete conditions of reality promoted by reflection, learning, and action — as defined by Paulo Freire (1973) and bell hooks (1994)

For teaching assistants and instructor

- To have a substantial, sustained, and positive impact on how students think, act, and feel
- To treat teaching as serious, fun, and important creative and intellectual work and uphold the highest standards in assessing student work and evaluating our own work
- To respect and incorporate student input, experience, knowledge, and perspectives
- To develop critical consciousness ourselves and foster this within students and the learning community generally
- To continually demonstrate a lifelong love of learning, teaching, and public engagement

As you will notice, much of this is not just about learning the material, although that is important for this course. I spend considerable time critically reflecting on what it means to teach and to learn. This class requires the same of you: that you begin to actively think about how you think and learn.

We will be engaging in reading, critical thinking, writing, field work, teamwork, re-reading, re-thinking, and re-writing in order to learn and develop. I want you to go beyond just listening and

remembering — you will compare, apply, evaluate, analyze, and synthesize. You must engage in all of these activities to achieve the promises of the course set out above.

Texts and Reader

Each day of lecture has corresponding reading that must be completed before that class session. The list and due dates of required readings are below and in the table of contents for the course reader. You are expected to bring the relevant readings to each lecture session for discussion.

Required reader and texts:

CRD 20 Course Reader will be **available on Saturday, Sept. 26 at [Davis Copy Shop](#)**, 231 3rd Street at University Ave., (530) 758-2311. All of the readings in the reader are also available as PDFs on the course website.

CRD 20 Lab Manual will be **available on Saturday, Sept. 26 at [Copyland](#)**, 231 G St., (530) 756-2679 (**NOTE: DIFFERENT LOCATION FROM READER!**). The lab manual in its bound form is required for the class.

Lyson, Thomas A. 2004. *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press. **Available at the [UC Davis Bookstore](#)**.

Schlosser, Eric. 2002. *Fast food nation: the dark side of the all-American meal*. New York: Perennial. **Available at the [UC Davis Bookstore](#)**.

Lecture Topics and Readings

Due to limitations of time, and the wide breadth of agri-food studies as a field, we must necessarily be very selective in what we decide to discuss in class. The first two parts of the class provide conceptual building blocks and an introduction to various perspectives so that you can pursue lifelong learning about the food system. For the third part of the class I have chosen topics based on the current initiatives aimed at changing the food system.

Legend: * = in required text (Lyson or Schlosser)

INTRODUCTION

Sept. 24 **Who are we, what do we want to learn, what might we already know, and how do we go about learning?**

PART I: SOCIAL ASPECTS OF AGRI-FOOD SYSTEMS

Sept. 29 **Sustainable agriculture & food systems: why perspective matters**

Benton, Ted, and Ian Craib. 2001. Chapter 2 “Empiricism and positivism in science” & Chapter 3 “Some problems of empiricism and positivism.” Pp. 13-27 & 28-49 in *Philosophy of social science: the philosophical foundations of social thought*. New York: Palgrave.

Enshayan, Kamyar. 1994. “Science and agriculture.” Pp. 10-13 in *Dr. Twisted visits a farm*. Cedar Falls, Iowa: Congdon Printing Company.

Pretty, Jules N. 1995. Participatory learning for sustainable agriculture. *World Development* 23 (8):1247-63.

Oct. 1 **Society and its relationship to agriculture and food**

Watts, Michael. 2000. Agro-food system. In *The dictionary of human geography*, pp. 15-7, edited by R.J.

Johnston, D. Gregory, G. Pratt and M. Watts. Malden, Massachusetts: Blackwell Publishers.

Friedmann, Harriet. 1999. Circles of growing and eating: the political ecology of food and agriculture. In *Food in global history*, pp. 33-57, edited by R. Grew. Boulder: Westview Press.

*Schlosser, Eric. 2002. Introduction, Chapter 1 “The founding fathers” & Chapter 2 “Your trusted friends.” Pp. 1-10, 13-28, & 31-57 in *Fast food nation: the dark side of the all-American meal*. New York: Perennial.

- Barnes, Trevor J. 2000. Political economy. In *The dictionary of human geography*, pp. 593-4, edited by R.J. Johnston, D. Gregory, G. Pratt and M. Watts. Malden, Massachusetts: Blackwell Publishers.
- Stanley, Liz. 1996. Feminist research. In *The social science encyclopedia*, pp. 294-6, edited by A. Kuper and J. Kuper. New York: Routledge.

Oct. 6 Food culture around the world²

- Mead, Margaret. 1997. The changing significance of food. In *Food and culture: a reader*, pp. 11-19, edited by C. Counihan and P. Van Esterik. New York: Routledge.
- Cloke, Paul. 2000. Foodways. In *The dictionary of human geography*, p. 274, edited by R.J. Johnston, D. Gregory, G. Pratt and M. Watts. Malden, Massachusetts: Blackwell Publishers.
- Burgess, Robert G. 1996. Methods of social research. In *The social science encyclopedia*, pp. 533-6, edited by A. Kuper and J. Kuper. New York: Routledge.

Oct. 8 What does race/ethnicity, gender, and class have to do with food?

- McIntosh, Peggy. 1988. White privilege: unpacking the invisible knapsack. Wellesley College Center for Research on Women.
- Guthman, Julie. 2008. "If they only knew": color blindness and universalism in California alternative food institutions. *The Professional Geographer* 60 (3):387-97.
- Roos, Eva, Eero Lahelma, Mikko Virtanen, Ritva Prättälä, and Pirjo Pietinen. 1998. Gender, socioeconomic status and family status as determinants of food behaviour. *Social Science & Medicine* 46 (12):1519-29.

Oct. 13 What ever happened to the family farm?

- *Lyson, Thomas A. 2004. Chapter 1 "Introduction: community agriculture and local food systems" & Chapter 2 "From subsistence to production: how American agriculture was made modern." Pp. 1-7 & 8-29, *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.
- *Schlosser, Eric. 2002. Chapter 6 "On the range." Pp. 132-147 in *Fast food nation: the dark side of the all-American meal*. New York: Perennial.

Oct. 15 How have globalization and concentration affected the food system?

- Hendrickson, Mary, and William D. Heffernan. 2007. Concentration of agricultural markets. Columbia, Missouri: Department of Rural Sociology, University of Missouri.
- *Lyson, Thomas A. 2004. Chapter 3 "Going global: the industrialization and consolidation of agriculture and food production in the United States" & Chapter 4 "The global supply chain." Pp. 30-47 & 48-60, *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.
- Millstone, Erik, and Tim Lang. 2003. Map 34 "Retail power." Pp. 84-85 in *The Penguin atlas of food*. New York: Penguin.

PART II: CRITICAL ISSUES & CASES IN FOOD STUDIES

Oct. 20 Why do so many go hungry in a world of plenty?

- Lappé, Frances Moore, and Joseph Collins. 1997. Beyond the myths of hunger: what we can do? In *Food and culture: a reader*, pp. 402-12, edited by C. Counihan and P. Van Esterik. New York: Routledge.
- Poppendieck, Janet. 2000. Want amid plenty: from hunger to inequality. In *Hungry for profit: the agribusiness threat to farmers, food, and the environment*, pp. 189-202, edited by F. Magdoff, J.B. Foster and F.H. Buttel. New York: Monthly Review Press.

Oct. 22 How do we explain the obesity epidemic?

- Massad, Susan J. 2009. Super-Sizing America: geography, income, fast food, and whole food. *Human Geography* 2(2): 52-69.
- Parker-Pope, Tara. 2007. Fast food 101. *The New York Times*, 28 December. Original available from <http://well.blogs.nytimes.com/2007/12/28/fast-food-101/>.
- Guthman, Julie. 2008. The food police. *UTNE Reader*. Available from: <http://www.utne.com/print-article.aspx?id=14064>.

² Fall 2008 CRD 20 students' top-ranked potential lecture topic that was not included last time the course was taught.

Oct. 27 Should we eat meat? Questions about modern animal agriculture

- Finnerty, Lynne. 2006. Consumers seeking virtue should seek food facts. *Farm Bureau News*, 21 August, p. 2. Available from http://www.fb.org/newsroom/fbn/2006/FBN_08-21-06.pdf.
- Klein, Ezra. 2009. The meat of the problem. *The Washington Post*, 29 July. Available from <http://www.washingtonpost.com/wp-dyn/content/article/2009/07/28/AR2009072800390.html>.
- Leckie, Stephen. 1999. How meat-centred eating patterns affect food security and the environment. In *For hunger-proof cities: sustainable urban food systems*, pp. 145-9, edited by M. Koc, R.J. MacRae, L.J.A. Mougeot and J. Welsh. Ottawa: International Development Research Centre.
- *Schlosser, Eric. 2002. Chapter 9 “What’s in the Meat?” & “Afterword: the meaning of mad cow.” Pp. 193-222 & 271-288 in *Fast food nation: the dark side of the all-American meal*. New York: Perennial.

Oct. 29 Who benefits from biotechnology?

- Millstone, Erik, and Tim Lang. 2003. Map 15 “Genetic modification” and Map 16 “Genetically modified crops.” Pp. 42-43 & 44-45 in *The Penguin atlas of food*. New York: Penguin.
- Brookes, Graham, and Peter Barfoot. 2008. Global impact of biotech crops: socio-economic and environmental effects, 1996-2006. *AgBioForum* 11 (1):21-38.
- Barlett, Donald L., and James B. Steele. 2008. Monsanto’s harvest of fear. *Vanity Fair*, May. Available from <http://www.vanityfair.com/politics/features/2008/05/monsanto200805>.
- Wallis, Darren. 2008. Letter from Monsanto to Jim Steele, Contributing Editor, *Vanity Fair*. St. Louis, Missouri, 14 March. Available from <http://www.democracynow.org/pdf/MonsantoResponse.pdf>.

Nov. 3 What about farmworkers and food workers? Exploitation, organizing, & justice

- Chávez, César. 1993. Farm workers at risk. In *Toxic struggles: the theory and practice of environmental justice*, pp. 163-70, edited by R. Hofrichter. Philadelphia: New Society Publishers.
- *Schlosser, Eric. 2002. Chapter 7 “Cogs in the Great Machine” & Chapter 8 “The Most Dangerous Job.” Pp. 148-166 & 169-190, *Fast food nation: the dark side of the all-American meal*. New York: Perennial.
- Smith, David M. 2000. Social justice. In *The dictionary of human geography*, pp. 754-758, edited by R.J. Johnston, D. Gregory, G. Pratt and M. Watts. Malden, Massachusetts: Blackwell Publishers.

Nov 5 Food safety: for whom, and at what cost?

- DeLind, Laura B., and Philip H. Howard. 2008. Safe at any scale? Food scares, food regulation, and scaled alternatives. *Agriculture and Human Values* 25:301-17.
- Galt, Ryan E. 2009. “It just goes to kill Ticos”: national market regulation and the political ecology of farmers’ pesticide use in Costa Rica. *Journal of Political Ecology* 16:1-33.

Nov. 10 How will fossil-fuel dependent societies be affected by peak oil?

- Bradsher, Keith, and Andrew Martin. 2008. Shortages threaten farmers’ key tool: fertilizer. *The New York Times*, 30 April. Available from <http://www.nytimes.com/2008/04/30/business/worldbusiness/30fertilizer.html>.
- Pfeiffer, Dale Allen. 2006. Chapter 4 “Eating Fossil Fuels” & Chapter 6 “The Collapse of Agriculture.” Pp. 19-27 & 39-51 in *Eating fossil fuels: oil, food and the coming crisis in agriculture*. Gabriola Island, British Columbia: New Society Publishers.

Nov. 11 *Veteran’s day - no lab sections this week*

PART III: EFFORTS TO RESHAPE FOOD SYSTEMS

Nov. 12 The future of food: current social movements and activism around food

- *Lyson, Thomas A. 2004. Chapter 5 “Toward a civic agriculture,” Chapter 6 “Civic agriculture and community agricultural development,” and Chapter 7 “From commodity agriculture to civic agriculture.” Pp. 61-83, 84-98, and 99-105 in *Civic agriculture: reconnecting farm, food, and community*. Medford, Massachusetts: Tufts University Press.

Nov. 17 Organic agriculture and food to the rescue?

- Avery, Dennis T. 1995. Chapter 9 “Organic farming can't save the environment.” Pp. 164-190 in *Saving the planet with pesticides and plastic: the environmental triumph of high-yield farming*. Indianapolis: Hudson Institute.
- Halweil, Brian. 2006. Can organic farming feed us all? *World Watch*, May/June, 18-24.

Nov. 19 Fair trade: can South-North trade be made truly fair?

Moseley, William G. 2007. Farmers in developing world hurt by 'eat local' philosophy in U.S. *San Francisco Chronicle*. Available from <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/11/18/EDGOTB668.DTL>.

Shreck, Aimee. 2008. Resistance, redistribution, and power in the fair trade banana initiative. In *The fight over food: producers, consumers, and activists challenge the global food system*, pp. 121-44, edited by W. Wright and G. Middendorf. University Park, Pennsylvania: Pennsylvania State University Press.

Nov. 24 Local: what role does and can it play in sustainable agriculture?

DuPuis, E. Melanie, and David Goodman. 2005. Should we go "home" to eat?: toward a reflexive politics of localism. *Journal of Rural Studies* 21 (3):359-71.

Wells, Betty L., and Shelly Gradwell. 2001. Gender and resource management: community supported agriculture as caring-practice. *Agriculture and Human Values* 18 (1):107-19.

Nov. 26 Thanksgiving - no class

Dec. 1 What role can and should students play in the food system?

Stevenson, G.W., Kathryn Ruhf, Sharon Lezberg, and Kate Clancy. 2007. Warrior, builder, and weaver work: strategies for changing the food system. In *Remaking the North American food system: strategies for sustainability*, pp. 33-62, edited by C.C. Hinrichs and T.A. Lyson. Lincoln: University of Nebraska Press.

Dec. 3 Cross-Team Project presentations (created in Lab 9)

Dec. 8 8 a.m. — Final exam period

Assessment and Grades

Traditional grading — examining someone else’s work and/or thoughts and categorizing it based on a scale, like letter grades — is a crude system that arguably provides little insight into the qualities and problems of students’ learning, thinking, and performance. It only gained acceptance in higher education in the twentieth century as society sought to certify a level of competence in complex and technical bodies of knowledge so that individuals could take positions in various professions. In higher education systems, professors have two roles: to help students learn, and to communicate to society (or segments of it) how much learning took place. I think it is important that we recognize these dual roles, and give priority to the first: helping students learn. Nevertheless, the institution and some employers require grades. Given these structural constraints, and my belief that students should know how they are being assessed, I provide the grade breakdown below.

<u>Lab work (35% of course grade):</u>	<u>Percentage</u>	<u>Due date</u>
Lab participation	10%	—
Team project 1 (on-campus work)	5%	Oct. 14
Team project 2 (off-campus work)	15%	Oct. 28, Nov. 18. & Dec. 2
Cross-team locational synthesis	5%	Dec. 3

<u>Assignments (30% of course grade):</u>		
Reading notebook	5%	each lecture
Food diary assignment	10%	Oct. 20
Learner document assignment	15%	Dec. 8

<u>Exams (35% of course grade):</u>		
Midterm exam	15%	Outlines approved by Oct. 26; Essay: Oct. 29
Final exam	20%	Outlines approved by Dec. 4, Essay: Dec. 7

The [rubrics](#) for grading all of these assignments will be available before the assignments are due. I expect that you will use the opportunity of having access to these assessment rubrics to use them to evaluate your own learning and performance before assignments and exams are due.

Exams

The midterm and final exam are take-home exams that each consist of two essay questions each. I will provide these questions at least three weeks before each exam is due. You are expected to prepare detailed outlines answering these questions by synthesizing material from lecture, lab, readings, and your own ideas. Be sure to cite your sources for all of these. These outlines will be assessed according to the 10 criteria (see “Exam Rubric: Criteria for Grading Essay Exams” available on SmartSite). Examples of approved outlines and exams from other classes will also be available. Outlines must be approved as adequate by your TA at least three days before the due date of the exam. If both of your outlines are approved by the outline due date, you can then choose which exam question you answer by turning your outline into an essay. If you have your outlines approved early you can write and turn in your essay early for feedback. You are also encouraged to use the Learning Skills Center (2205 Dutton Hall) to improve your writing skills. If both of your outlines are not approved by the outline due date, you will be assigned an exam question by the professor (to be completed by the next class session) and will lose 50% of your exam grade.

You are expected to come to each lecture session ready to ask questions about the readings, lecture materials, lab exercises, and any other topic related to class. If there are no questions, I assume that students have mastered all ideas and information, and the exam becomes due the next lecture session. Your questions can pertain to clarifying expectations of the exam questions, confirmation of connections and meanings, testing ideas, etc. Also, feel free to leave me questions on the front table before lecture sessions begin.

General Policies

Lab attendance is mandatory. You may miss only one lab session without penalty to your lab participation grade. After that, another missed lab session will result in a 0% for your lab participation grade. Acceptable additional absences are medical and family emergencies, which must be explained by a note from the appropriate person.

Assignments are due on SmartSite unless the assignment explicitly states otherwise.

Late assignments will have 10% deducted for every day late (plus any additional fraction of a day), including weekends. The deductions max out at a 50% loss.

Reading notebooks may be collected during any lecture period. For at least one reading per day of lecture, I expect students to write their thoughts. These are detailed in the assignment “Reading Notebooks.”

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or *work* of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the *source* of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or

parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows (Academic Integrity Project 2008b, emphasis in original).

For more on academic misconduct and university policy, please see: <http://cai.ucdavis.edu/plagiarism.html>. The Academic Integrity Project also offers helpful information on citations: <http://cai.ucdavis.edu/citation.html> (Academic Integrity Project 2008a).

Ground Rules and Expectations for Conduct in Class

We ask that you to cultivate and maintain what we consider to be essential characteristics of good students: curiosity, courage, and discipline. Class time and lab time will allow for a large amount of discussion of various topics, many of which are quite controversial. Thus, the following are the ground rules that we want everyone to respect to create a supportive learning community.

1. We agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our class and broader community.
2. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.
3. We agree to respect and support our peers, Teaching Assistants, and professor in giving voice to their own viewpoints, even if they may be opposed to our own.
4. We agree to emphasize statements beginning with “I think” or “I feel” as a way to introduce our views when faced with other peoples’ conflicting perspectives or claims.
5. We agree to support others and ourselves in being silent, if that is what feels like the best approach to a difficult discussion. We are free to withdraw from any interaction at any time if we feel unsafe in any way.
6. We agree that there are no stupid questions. Questions, and all lines of inquiry, reflect interests and one main purpose of this course is to support our discovery of both our interests and the world in which we find ourselves. Additionally, other students will benefit from the questions we ask.
7. We agree that we can provide honest feedback to our classmates and instructors, without fear of being belittled or attacked.
8. We agree to take full responsibility for what we do with the learning opportunities provided in this course.

References

- Academic Integrity Project. 2008a. *Citation: the key to responsible research*. Available from: <http://cai.ucdavis.edu/citation.html>. Access date: 9 September 2008. Davis: University of California.
- . 2008b. *The meaning and prevention of plagiarism*. Available from: <http://cai.ucdavis.edu/plagiarism.html>. Access date: 9 September 2008. Davis: University of California.
- Counihan, Carole, and Penny Van Esterik. 1997. Introduction. In *Food and culture: a reader*, pp. 1-8, edited by C. Counihan and P. Van Esterik. New York: Routledge.
- Freire, Paulo. 1973. *Education for critical consciousness*. 1st American ed. New York: Seabury Press.
- hooks, bell. 1994. *Teaching to transgress: education as the practice of freedom*. New York: Routledge.
- Khanna, Navina, Damian M. Parr, Cary J. Trexler, and Mark Van Horn. 2004. Informing the UC Davis curriculum development process. Davis, California: School of Education, UC Davis.
- Orwell, George. 1937. *The road to Wigan Pier*. London: V. Gollancz, Ltd.

- Parr, Damian M., Cary J. Trexler, Navina Khanna, and Bryce T. Battisti. 2007. Designing sustainable agriculture education: academics' suggestions for an undergraduate curriculum at a land-grant university. *Agriculture and Human Values* 24 (4):523-33.
- Parr, Damian M., and Mark Van Horn. 2006. Development of organic and sustainable agricultural education at the University of California, Davis: a closer look at practice and theory. *HortTechnology* 16 (3):426-31.
- Trexler, Cary J., Damian M. Parr, and Navina Khanna. 2006. A Delphi study of agricultural practitioners' opinions: necessary experiences for inclusion in an undergraduate sustainable agricultural major. *Journal of Agricultural Education* 47 (4):15-25.