

Dr. Brad Mapes-Martins
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OFFICE HOURS: CCC 472
 Mon. & Wed. 11:00am-12:00pm
 or by appointment

COURSE DESCRIPTION

Students will learn about interactions between the food system and the environment from a policy-oriented perspective. Issues related to food production include conventional versus sustainable agriculture and organic certification. Issues related to food distribution and consumption include transportation and obesity. The course will introduce students to prominent arguments in debates over food policy during the past two decades.

LEARNING OBJECTIVES

Students will be able to ...

- identify positions in contemporary debates about food.
- explain why food choices are controversial.
- explain influences on food policy.

GRADE ALLOCATION

<u>Assignment</u>	<u>Points</u>
Participation	26
Writing Portfolio	48
<i>i. Reading Responses (x12)</i>	<i>(24)</i>
<i>ii. Reflections (x12)</i>	<i>(24)</i>
Final Paper	26
Total	100

		B+	89.9 – 87	C+	79.9 – 77	D+	69.9 – 65
A	100 - 93	B	86.9 – 83	C	76.9 – 73	D	64.9 – 60
A-	92.9 - 90	B-	82.9 – 80	C-	72.9 – 70	F	59.9 – 0

REQUIRED MATERIALS

Text Rental. Neff, Roni (ed). Introduction to the U.S. Food System: Public Health, Environment, and Equity. Jossey-Bass, 2014.

For Purchase. Bosso, Christopher. Framing the Farm Bill: Interests, Ideology, and the Agricultural Act of 2014. University Press of Kansas, 2017.

All other materials will be distributed via **D2L**.

WEEK 1 01.23-01.25	TOPIC: FOOD AS A POLITICAL PROBLEM ASSIGNMENT: Spurlock, “30 Days: Off-the-Grid” (<i>in class</i>) Foley, “TED: The Other Inconvenient Truth” (<i>in class</i>)
WEEK 2* 01.30-02.01	TOPIC: INTRODUCTION TO THE U.S. FOOD SYSTEM ASSIGNMENT: Neff, “Food System Economics,” p. 159-184 Neff, “Food Consumption in the United States,” p. 373-398
WEEK 3* 02.06-02.08	TOPIC: INTRODUCTION TO THE U.S. FOOD SYSTEM ASSIGNMENT: Neff, “Food Animal Production” p. 289-316 Schlosser, “On the Range” from <i>Fast Food Nation</i> , p. 135-147 (D2L)
WEEK 4* 02.13-02.15	TOPIC: INTRODUCTION TO THE U.S. FOOD SYSTEM ASSIGNMENT: Neff, “Food Distribution” p. 345-370 Hamilton, “Long Haul Trucking and the Technopolitics of Industrial Agriculture, 1945-1970,” p. 93-118 (D2L)
WEEK 5* 02.20-02.22	TOPIC: LEGISLATING FEDERAL FOOD POLICY ASSIGNMENT: Bosso, “The Food System: Or, Why Governments Don’t Leave Agriculture to the Marketplace” and “Whatever It Takes: Farmers, Food Stamps, and Coalitions of Convenience,” p. 14-26 and 47-66
WEEK 6* 02.27-03.01	TOPIC: LEGISLATING FEDERAL FOOD POLICY ASSIGNMENT: Bosso, “SNAP,” p. 114-133
WEEK 7* 03.06-03.08	TOPIC: LEGISLATING FEDERAL FOOD POLICY ASSIGNMENT: Bosso, “In Conference,” p. 134-154
WEEK 8* 03.13-03.15	TOPIC: ORGANIC AGRICULTURE ASSIGNMENT: USDA, “National Organic Food Program,” “Organic 101,” and “Organic Market Overview” (D2L) Nestle, “The Endless Controversy over Organic Food Production Methods,” (D2L)
WEEK 9 03.20-03.22	TOPIC: WRITING PORTFOLIO REVIEWS – 03.20 ASSIGNMENT: <i>Meetings to discuss progress</i>
WEEK 10* 04.03-04.05	TOPIC: ALTERNATIVE FOOD MOVEMENT: ORGANIC ASSIGNMENT: Pollan, “Big Organic,” <i>Omnivore’s Dilemma</i> , 134-184 (D2L)
WEEK 11* 04.10-04.12	TOPIC: ALTERNATIVE FOOD MOVEMENT: LOCAL ASSIGNMENT: Halpern, “Citizen Wal-Mart,” 36-43 (D2L) PBS/Frontline, “Is Wal-Mart Good for America?” (<i>in class</i>)
WEEK 12* 04.17-04.19	TOPIC: ALTERNATIVE FOOD MOVEMENT: GENETICALLY MODIFIED ORGANISMS ASSIGNMENT: NOVA/Frontline, “Harvest of Fear” (<i>in class</i>) Ronald and Adamchak, <i>Tomorrow’s Table: Organic Farming, Genetics, and the Future of Food</i> (D2L). van Montagu, “Introduction,” <i>A Decade of EU-funded GMO research, 2001-2010</i> (D2L)
WEEK 13* 04.24-04.26	TOPIC: ALTERNATIVE FOOD MOVEMENT: CRITICISMS ASSIGNMENT: Guthman, “Does Farm Policy Make You Fat?” 116-139 (D2L)
WEEK 14* 05.01-05.03	TOPIC: ALTERNATIVE FOOD MOVEMENT: CRITICISMS ASSIGNMENT: Guthman, “Will Fresh, Local, Organic Food Make You Thin?” p. 140-162 (D2L)
WEEK 15 05.08-05.10	TOPIC: SUCCESSFUL ALTERNATIVES TO FEDERAL POLICY ASSIGNMENT: Neff, “Intervening to Change Eating Patterns: How Can Individuals and Societies Effect Change through Their Eating Patterns?” p. 457-482 Liang, “What Policy Options Seem to Make the Most Sense for Local Food?” p. 1-5 (D2L)
WEEK 16	EXAM PERIOD

POLICIES

ACADEMIC MISCONDUCT: All UWSP policies regarding academic misconduct (e.g., plagiarism) are defined in [Chapter 14](#) of *UWSP Community Bill of Rights and Responsibilities*. Violations may result in a failing grade for the course or disciplinary sanctions by the University.

EQUAL ACCESS: If you have a challenge requiring classroom accommodation, please contact UWSP [Disability Services Office](#) with your documentation as early as possible in the semester. They will notify me confidentially of the accommodations.

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
Listening	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
Preparation	<input type="checkbox"/> Arrives fully prepared with all assignments completed.	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
Quality	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
Frequency	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
Grade	Description		
A	<i>Strong</i> in most categories.		
B	<i>Strong</i> in some categories but <i>Needs Development</i> in others.		
C	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
D	<i>Unsatisfactory</i> in multiple categories.		
F	<i>Unsatisfactory</i> in nearly all categories.		

*Adapted from John Immerwahr, Villanova University, 2008.