

FS 200 Food Policy, Advocacy and Activism

SYLLABUS

3 Credits

Prerequisites: Food Studies I, Food Studies II

Course Description

This course explores food policy making, food activism, and policy advocacy initiatives at local, regional, national, and international scales. We begin by discussing the concepts of food policy and food advocacy, and proceed to examine how food policy making intersects with and impacts public health, environment, and the regional food system. Jobs in food policy and advocacy sectors are discussed throughout the semester, and guest speakers are invited to contextualize course concepts in the New York City environment.

Course Books

Counihan, C., & Siniscalchi, V., (Eds.) (2014). *Food Activism: Agency, Democracy and Economy*. (p. 251). London: Bloomsbury.

Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Additional Required Course Materials

Additional readings will be provided via Blackboard.

Student Learning Outcomes

Over the course of the semester students will:

- Develop familiarity with food policy making and its impacts on public health, the environment, social justice, and regional food systems
- Understand intersections between food policy, politics, and advocacy at multiple scales
- Deepen awareness of advocacy and activist movements in New York City, nationally, and globally
- Draw connections between course concepts to contemporary issues and initiatives

- Learn about future educational and job opportunities in the fields of food policy and/or advocacy
- Refine critical thinking, writing, and public communication skills through group and individual work

Assignments and Grading

Assignment	Percent of course grade	Due
Personal reflection # 1	5%	Week 4
Exam #1	20%	Week 5
Good food jobs assignment	5%	Week 6
Exam #2	20%	Week 10
Outline of final essay	5%	Week 13
Final essay	10%	Week 15
Final presentation/discussion	15%	Week 15
Participation, including attendance	20%	Ongoing
Total	100%	

Teaching Methods

1. Classroom lectures and discussions
2. Guest speakers
3. Supervised peer working sessions

Classroom Policies

1. Cell phones and beepers must be turned off or placed on "vibrate" mode when in the classroom .
 2. Students arriving after the class has begun should enter the classroom quietly without making any unnecessary noise.
 3. Unruly and/or disruptive behavior may be subject to disciplinary action.
 4. Students who interrupt the educational process will be dismissed from the class and referred to the Disciplinary Committee to determine if negative incentives or additional sanctions, including suspension or dismissal from the program , are warranted.
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Course Requirements

Students must have:

- Access to required textbooks
 - Access to the Internet
 - Active Blackboard and email accounts (Blackboard and email will be used for communication and posting course materials, assignments, and web site links)
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Student Responsibilities

1. Use Blackboard and keep Hostos email accounts active.
 2. Keep Hostos email accounts accessible for new mail. Check and empty email daily.
 3. Communicate with faculty using their *Hostos email*.
 4. Come to class on time.
 5. Perform all lesson objectives, activities and reading assignments.
 6. Complete and hand in all written assignments on or before their due date.
 7. Demonstrate proficiency with all homework and written assignments.
 8. Demonstrate increased critical thinking and analytical skills.
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Attendance Policy

1. All classes are mandatory.
 2. If a student is absent from more than 15% of the classes the instructor may lower the grade or fail the student for excess absences.
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Lateness Policy

1. Students are required to come to class on time.
 2. Three tardies will be counted as one absence from class.
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Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided within the College Catalogue: http://www.hostos.cuny.edu/sdem/student_life_aip.html. Students are responsible for upholding the academic integrity of the program by not participating, either directly or indirectly, in acts of cheating and by discouraging others from doing so. Students' responsibilities include, but are not limited to, the following.

No student shall:

1. Give or receive any assistance or communicate in any way with another student while an examination is in progress.
2. Use unauthorized notes, books or other materials during an examination.
3. Attempt to obtain or disseminate the content of any examination prior to its distribution by the instructor.
4. Procure or distribute answers to examinations in advance.

Integrity in Written Assignments

1. Written assignments must be the product of the student's own research.
2. No student shall submit work that has been written by someone else or copied from an outside source.
3. No student shall submit work that has been previously submitted in either whole or part for academic credit. This is termed "self-plagiarism."
4. Late assignments may not be accepted; if accepted, points will be deducted.
5. Students who engage in academic dishonesty will receive a grade of zero for the assignment.
6. All violations of the academic integrity policy shall be referred to the Disciplinary Committee to determine if negative incentives or additional sanctions - including suspension or dismissal from the program - are warranted.
7. HCC Library offers workshops and provides assistance on how to avoid plagiarism.

Examination Policies

1. No student may remove an exam from the classroom under any circumstances.
2. Exams are timed; they must be completed within the stated time frame.
3. Students who arrive late for an exam will not receive extra time to complete the exam.
4. All requests for make-up exams will be determined by the instructor, based upon the merits of the request, on a case-by-case basis. *Submitting a request for a make-up exam does not guarantee that permission will be granted.*

Tutorial and Counseling Services

The Hostos Academic Learning Center (HALC), located in C-596, is a complete learning environment that allows students to receive the academic help they need in a setting that is rich in resources and supports academic success. Throughout the academic year, HALC schedules activities that focus on the skills development of students, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops, some of which are offered through the Writing Center.

Hostos Counseling Center offers a variety of services in English, Spanish, French and German, including individual and group counseling, crisis intervention, consultations and referrals to on- and off-campus resources. Please call (718) 518-4351 if you are in need of any counseling support.

Students with Disabilities

The [Americans with Disabilities Act](#) (ADA) prohibits discrimination based on disability and requires the College to be physically and programmatically accessible. Beyond the basic requirements of the ADA, Section 504 of the Rehabilitation Act and New York State and New York City statutes, the college has created an office, Services for Students with Disabilities (SSWD) that provides services to help each student with a disability maximize his or her potential for success. Based on an intake interview and documentation provided by a student, a variety of accommodations may be provided to assist qualified students to attain their academic objectives. Intake and counseling are provided in English and Spanish. As provided within the College Catalogue <http://www.hostos.cuny.edu/sswd/txt/html/geninfo.html>.

As required by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities.

If you require accommodations, please contact the Accessibility Resource Center:

Savoy (D) Building
120 Walton Ave, Room D10IP
Bronx, NY 10451
Phone: (718) 518-4467 (Voice); (718) 518-4454 (Voice/TTY)

If you are already registered with Accessibility Services and have a letter from them verifying that you are a qualified student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and Accessibility Services to plan and implement appropriate accommodations.

Course Schedule

UNIT I. UNDERSTANDING FOOD POLICY

This unit addresses the following overarching questions:

- *What is food policy and how does it impact diverse aspects of society, the environment, and public health?*
- *How does food policy making play out at different scales, and in different contexts?*
- *How do policy and politics intersect to shape our food system?*

Week One - Introduction

Day 1: Course introduction

Assignment for next class:

- Chapter 1; Pages 1-19 "Introduction and Themes" in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Day 2: Food policy themes

Assignment for next class:

- Chapter 2; "Defining Food Policy." Pages 21-27 and 46-64 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Week Two - What is food policy?

Day 1: Defining food policy

Assignment for next class:

- Cohen, N. (2011). How great cities are fed revisited: ten municipal policies to support the New York City foodshed. *Fordham Envtl. Law Rev.*, XXII, 691-710.

Day 2: Food policy in the New York City region

Assignment for next class:

- Chapter 3. "Public Policy and Governance." Pages 65-75; 95-99 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Week Three - Policy, power, and change

Day 1: Key public policy concepts

Assignment for next class:

- Chapter 4; "Nutrition." Pages 101-116 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Day 2: Nutrition policy

Assignment for next class:

- Chapter I ; "The Food Industry and "Eat More." Pages 1-28 in Nestle, M. (2007). *Food Politics : How the Food Industry Influences Nutrition and Health* (2nd ed., p.486). Berkeley, CA: University of California Press.

Week Four – Food policy and food *politics*

Day 1: Food politics and nutrition in the United States

Assignment/ or next class:

- Use the Internet to search for a New York Times article published in the last 12 months that addresses an aspect of food policy. Read the article and write a 2-page reflection on how the past two readings can help us understand the topic in the article. Your reflection will be due by the start of class next time, and we will use these for our class discussion.

Day 2: Debating food policy (in-class discussion); Review for Exam I

Due today: personal reflection

Assignment for next class:

- Study for Exam 1.

Week Five - Exam 1; Guest speaker

Day 1: Exam I

Assignment for next class:

- Chapter 5; "The Supply Chain." (Select pages.) "The supply chain" in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Day 2: Supply chains

Assignment for next class:

- TBD [as relevant to guest speaker]

UNIT II. IMPROVING THE FOOD SYSTEM THROUGH POLICY

This unit addresses the following overarching questions:

- *What types of policies can help improve aspects of the food system, including environment, public health, and economic inequity in the food sector?*
- *How do policy strategies differ with context, whether urban or rural; domestic or international*

Week Six –Supply chains and "good food jobs "

Day I : Guest speaker [e.g., supply chain management ; food hubs]

Assignment for next class:

- Examples of food supply chain jobs: Use the Good Food Jobs website (www.goodfoodjobs.com) to search for 3 jobs in supply chain management. Note the title of the job, location, primary responsibilities, and application instructions. We will discuss these in class next time.

Day 2: Good food jobs along the food supply chain

Due today: Good Food Jobs assignment

Assignment for next class:

- Chapter 6; "The environment and ecosystems." Pages 187-200 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Week Seven -Environmental policy and food

Day 1: Environmental impacts of food policies

Assignment for next class:

- Chapter 6; "The environment and ecosystems." Pages 200 - 218 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Day 2: Policy responses to food and the environment

Assignment for next class:

- Chapter 8; "Inequality, poverty, and social justice ." (Select pages) "Inequality, poverty, and social justice " in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Week Eight - Social justice, ecological, and public health policy

Day 1: Food, policy, and social justice

Assignment for next class:

- "Ecological public health." Pages 297-305 in Lang, T., & Caraher, M. (2009). *Food Policy: Integrating Health, Environment, and Society*. Oxford: Oxford University Press.

Day 2: Public health and policy

Assignment for next class:

- Cohen, N. (2014). "Urban food systems strategies." Pages 57-64 in D. A. Mazmanian & H. Blanco (Eds.), *Elgar Companion to Sustainable Cities Strategies, Methods and Outlook* (pp. 57–85). Northampton, MA : Edward Elgar Publishing, Inc.

Week Nine-- Urban food systems strategies

Day 1: Issues

Assignment for next class:

- Cohen, N. (2014). "Urban food systems strategies." Pages 64-80 in D. A. Mazmanian & H. Blanco (Eds.), *Elgar Companion to Sustainable Cities Strategies, Methods and Outlook* (pp. 57–85). Northampton, MA: Edward Elgar Publishing, Inc.

Day 2: Strategies; review for exam #2

Assignment for next class:

- Study for Exam 2

UNIT III. FOOD ACTIVISM AT MULTIPLE SCALES

This unit addresses the following overarching questions:

- *What is food activism, and how do food activists engage in making change in their communities?*
- *What tensions arise as food activists collaborate across regional, national, and sectoral boundaries?*
- *What future opportunities exist to improve our communities through food policy advocacy and activism?*
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Week Ten - Food activism, an introduction

Day 1: Exam 2

Assignment for next class:

- Siniscalchi, V. (2014). Ethnography of food activism. In C. Counihan & V. Siniscalchi (Eds.), *Food Activism: Agency, Democracy, and Economy* (pp. 3-12). London: Bloomsbury.

Day 2: Conceptualizing food activism

Assignment for next class:

- Thivet, D. (2014). Peasants' transnational mobilization for food sovereignty. In C. Counihan & V. Siniscalchi (Eds.), *Food Activism: Agency, Democracy, and Economy* (pp. 193-210). London: Bloomsbury.

Week Eleven- Global and transnational food activism

Day 1: Food sovereignty

Assignment for next class:

- Mares, T. (2014). Engaging Latino immigrants in Seattle food activism through urban agriculture. In C. Counihan & V. Siniscalchi (Eds.), *Food Activism: Agency, Democracy, and Economy* (pp. 31-46). London: Bloomsbury.

Day 2: Food activism in Seattle

Assignment for next class:

- Freudenberg, N., McDonough, J., & Tsui, E. (2011). Can a Food Justice Movement Improve Nutrition and Health? A Case Study of the Emerging Food Movement in New York City. *Journal of Urban Health : Bulletin of the New York Academy of Medicine*, 88(4), 623-636.

Week Twelve-- Food activism in New York City

Day 1: Food and health activism in New York City

Assignment for next class:

- Chapter 5; "Cultivating Food Policy" in Reynolds and Cohen (forthcoming). *Beyond the Kale: Urban Agriculture and Social Justice Activism in New York City*. University of Georgia Press: Athens.

Day 2: Urban agriculture policy and activism

Assignment for next class:

- Tsui, E., Bylander, K., Cho, M., Maybank, A., & Freudenberg, N. (2012). Engaging youth in food activism in New York City: lessons learned from a youth organization, health department, and university partnership. *Journal of Urban Health : Bulletin of the New York Academy of Medicine*, 89(5), 809-27.

Week Thirteen-Envisioning and enacting the future

Day I :Youth involvement in food activism

Assignment for next class:

- "Afterword ." Pages 374-393 in Nestle, M. (2007). Food Politics: How the Food Industry Influences Nutrition and Health. Berkeley, CA: University of California Press.

Day 2: Emerging issues in food policy and advocacy

Assignmentfor next class:

- Outline of four- page essay that summarizes the themes of this course, and how you think that you will use course concepts in a future educational or work setting. This will be due before class next time.

Week Fourteen-Policy and advocacy in New York City

Due today: Outline

Day 1: Guest speaker (e.g., Bronx-based food policy advocate; Food Systems Network NYC representative; Food Chain Workers' Alliance representative)

Assignment for next class:

- Revise essay and email to peer for in-class

workshopping . Day 2: In-class working session

Assignment for next class:

- Finish four-page essay. This will be due in class, and we will use this for the basis of our final discussion in lieu of a final exam.

Week Fifteen-Course conclusions

Due today: Final essay

Day 1: Student-led course conclusion