

FS 230 Food Studies Capstone

SYLLABUS

3 Credits

Prerequisites : Food Studies I & Food Studies II

Co-requisites:

Food, Health and Environment OR

Food, Policy, and Advocacy AND

Food Studies internship

Open to Food Studies majors only.

Course Description:

This course guides students through completion of the Food Studies Associates program and the required Food Studies internship, and is required of all majors. The course integrates conceptual learning, skill-building, and experiential learning to enable students to demonstrate strong foundational knowledge about food studies and food systems. We reflect on key concepts examined in the Food Studies core courses, and draw connections between these concepts, the field based/internship experiences, and students' specific career objectives. By the end of the term, students will have completed their internship; a final paper contextualizing the internship within concepts learned through the Food Studies program; and an e-Portfolio to be used in future applications for employment and other post-graduate opportunities. Students will also give a final presentation about their internship experience in an end-of semester program seminar.

Course Meetings -TBD

Course Books

Ash, S. L., & Clayton, P. H. (2009). *Learning through critical reflection: A tutorial for service-learning students*. Raleigh, NC. (Student version.)

Additional Required Course Materials

Additional readings will be provided via Blackboard.

Student Learning Outcomes

Over the course of the semester students will:

1. Contribute to in-class discussions about broad food systems issues, based on curricular and co-curricular learning;
2. Draw connections between field-based experiences (particularly their internships) and concepts learned throughout the curriculum;
3. Gain experience evaluating their own learning as Food Studies majors;
4. Refine abilities to reframe food systems challenges as potential opportunities;
5. Continue to refine professional oral and written communication skills;
6. Complete a professional e-Portfolio that can be used to gain future employment and/or academic opportunities.

Assignments and Grading

Assignment	Percent of course grade	Due
Internship field notes (weekly)	Included in participation grade	On-going
e-Portfolio	Included in participation grade	In-class assignment
Critical reflections (3)	30% (10% each)	Weeks 3; 6; 11
Draft paper	15%	Week ?
Final paper	20%	Week 13
Final presentation	10%	Week 14 or 15, as assigned
Participation	25%	On-going
Total	100%	

Teaching Methods

The course includes instructor-led discussions, critical reflection/self evaluation, in-class workshops, peer-to-peer reviews, informal presentations, and guest speakers.

Classroom Policies

1. Cell phones/beepers must be turned off or placed on "vibrate" mode during class.
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.

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)

Student Responsibilities

1. Use Blackboard and keep Hostos email accounts active.
2. Keep Hostos email accounts accessible for new mail. Check/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.

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.

Lateness Policy

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

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.

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 O 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

N/A. Exams are not given in this course.

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 DI OI P
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. EVALUATING OUR OWN LEARNING ABOUT FOOD SYSTEMS

- *Why is it important to reflect on lessons learned through both coursework and field experiences ?*
- *How can we make connections between theoretical concepts and "real world" experience in the food system?*
- *What are critical reflection and self- evaluation?*
- *How is evaluation used to assess our own learning and plan for the future ?*

Week 1 - Course introduction

Day 1: Introduction; Check in about internships

Assignment for next class:

- "Introduction to Critical Reflection." Chapter 1, pages 1-16. *Adapted from* Ash, SL, Clayton, **PH.** 2009. Learning Through Critical Reflection: A Tutorial for Service-Learning Students.
- "One last example." Pages 1-4. *Adapted from* Ash, SL, Clayton, **PH.** 2009. Learning Through Critical Reflection: A Tutorial for Service-Learning Students.

Day 2: Critical reflections

In class activities:

- "Critique" examples from Chapter 1 in Ash and Clayton.
- Create an e-portfolio account: <https://hostos.digication.com>

Assignment for next class:

- "The DEAL model for Critical Reflection ." Chapter 2, pages 1-13. *Adapted from* Ash, SL, Clayton, **PH.** 2009. Learning Through Critical Reflection: A Tutorial for Service-Learning Students.

Week 2 - Evaluating our own learning

Day 1: Taking field notes to document our experiences

In class activities:

- Activities A and B from Ash and Clayton chapter 2, pages 14-15.
- Create a "field notes" document in Google docs or other software program that you will use to log your internship observations throughout the semester

Assignment for next class:

- Type field notes about the first week of your internship, using the DEAL guidelines. Portions of the field notes will be for your own use, but you will be required to show evidence of field notes throughout the semester.
- "Putting the DEAL model for Critical Reflection into Practice." Chapter 3, pages 1-12. *Adapted from* Ash, SL, Clayton, PH. 2009. *Learning Through Critical Reflection: A Tutorial for Service-Learning Students.*

Day 2: Practicing the DEAL model

Assignment for next class:

- *Critical reflection #1.*

UNIT II. (RE)EXAMINING **FOOD** SYSTEMS DYNAMICS

This unit addresses the following overarching questions:

- *Drawing from course work in Food Studies and other learning experiences, what are the key food systems challenges that we face in New York City, regionally, nationally, and globally?*
- *How has understanding food systems concepts and theories helped us reconsider challenges that we experience on a day-to-day basis?*
- *How do field-based experiences such as internships help us understand food systems challenges and opportunities?*

Week 3- Key challenges in New York City's food system

Due today: Critical reflection #1

Day 1: NYC's food system and key challenges of today

Assignment for next class:

- Identify one NYC food systems issue that relates to your internship that has been covered in the New York Times within the past 12 months. Read the article and prepare an informal presentation about the key points, any points that the article overlooks, and, drawing from food studies concepts, how this intersects with your internship. You will present this to your peers in class next time.

Day 2: Workshop: Connecting NYC food systems issues to your internship

Assignment for next class:

- Internship field notes

Week 4 – Regional food systems and their connection to NYC

Day 1: Regional food systems challenges (Seminar/discussion)

Assignment for next class:

- Identify one regional food systems issue that relates to your internship that has been covered in the New York Times within the past 12 months. Read the article and prepare an informal presentation about the key points, any points that the article overlooks, and, drawing from food studies concepts, how this intersects with your internship. You will present this to your peers in class next time.

Day 2: Workshop : Connecting regional food systems issues to your internship

Assignment for next class:

- Internship field notes

Week 5 – Food systems at a global scale

Day 1: Food systems at a global scale (Seminar/discussion)

Assignment for next class:

- Identify one global food systems issue that relates to your internship that has been covered in the New York Times within the past 12 months. Read the article and prepare an informal presentation about the key points, any points that the article overlooks, and, drawing from food studies concepts, how this intersects with your internship. You will present this to your peers in class next time.

Day 2: Workshop : Connecting global food systems issues to your internship

Assignment for next class:

- Internship field notes
- Critical reflection #2

Week 6 – Food and the Environment

Due today: Critical reflection #2

Day 1: Guest speaker

Assignment for next class:

- Prepare all materials to upload to your e-portfolio. This includes your resume, references, cover letter(s), and other materials. We will work on portfolios in class next week.

Day 2: Workshop: populating your e-portfolio and 6-week internship check in.

Assignment for next class:

- Internship field notes
- Draft paper

Week 7 – Food and Health

Due today: Draft paper (emailed to professor and your peer review partner)

Day 1: Guest speaker

Assignment/or next class:

- Prepare 3 distinct summarizing points about what you have learned about food, health, and environment through your course work, guest speakers, and internship, if applicable. Submit these via email prior to class next time and bring a copy to use for our in-class discussion.

Day 2: In-class reflection activity: What have we learned about food, health, and environment?

Assignment for next class:

- Internship field notes

Week 8 – Food Policy

Day 1: Guest speaker

Assignment for next class:

- Read your peer review partner's paper for in-class workshop next time.

Day 2: Workshop – Peer critiques of draft paper

Assignment for next class:

- Internship field notes

UNIT III - FOOD SYSTEMS CHALLENGES AS OPPORTUNITIES

This unit addresses the following overarching questions:

- *How can we reframe food systems challenges as opportunities at multiple scales?*
- *What opportunities exist for future employment in the food sector?*
- *What are some potential opportunities that Food Studies graduates might create?*

Week 9 – Food Advocacy and Activism

Day 1: Guest speaker

Assignment for next class:

- Prepare 3 distinct summarizing points about what you have learned about food, policy, advocacy, and activism through your course work, guest speakers, and internship, if applicable. Submit these via email prior to class next time and bring a copy to use for our in-class discussion.

Day 2: In-class reflection: What have we learned about food policy, advocacy, and activism?

Assignment for next class:

- Internship field notes

Week 10- Innovation and entrepreneurship for Good Food

Day 1: What have we learned about innovation and entrepreneurship? Connecting conceptual and field-based learning (Seminar and discussion)

Assignment for next class:

- Prepare comments for in-class peer review

Day 2: Workshop: In-class peer review of draft paper

Assignment for next class:

- Internship field notes
- Critical reflection #3

Week 11—Jobs and Good Food Jobs

Due today: Critical reflection #3

Day 1: Guest speaker [Workforce development]

Assignment for next class:

- Prepare remaining content for your e-Portfolio

Day 2: Workshop: Updating and maintaining your e-Portfolio

Assignment for next class:

- Work on final paper

Week 12 – Why study food...and what happens next?

Day 1: Assessing the Food Studies program: What have we learned, and what do we need to learn?

Assignment /or next class:

- Work on final paper

Day 2: Workshop: Preparing a professional presentation about your work

Assignment /or next class:

- Finish final paper

Week 13 – Maintaining professional connections for future opportunities

Due today: final paper

Day 1: Maintaining professional contacts: Keeping in touch with mentors, former employers, and your alma mater

Assignment for next class:

- TBD

Day 2: Workshop: Writing thank you letters to internship mentors

Assignment for next class:

- Work on final presentation

Week 14-Workshop/Final Presentations 1 (Attendance required of all students]

Day 1: Workshop: Finalize/practice presentations

Assignment/or next class:

- Practice final presentation

Day 2: Final presentations – session 1 of 2

Assignment for next class:

- Practice final presentation

Week 15-Final presentations 2[Attendance required of all students]

Day 1: Final presentations - session 2 of 2

Overview of assignments:

Internship field notes (each week)

Using guidelines provided by the instructor and included in the course book, students keep an online log of weekly experiences in the required Food Studies internship. The field notes provide preliminary material for three critical reflection assignments throughout the semester.

e-Portfolio

With instructor guidance, students create an online e-Portfolio through the College portal (<https://hostos.digication.com>). The e-Portfolio includes, at minimum, a resume, cover letter, list of professional references, and personal career statement (all of which will have been developed in the prior semester's Food Studies Career Practices course).

Critical reflections (3)

Using guidelines and the DEAL (Describe, Examine, Articulate Learning) model described in the course book, students write three critical reflections about what they have learned through their internship experience. The DEAL model guides students in evaluating their own learning through field-based experiences.

Draft paper

Students prepare a draft version of their final paper (described below), which is submitted to the instructor and emailed to their peer review partner for in-class critique.

Final paper

Students prepare a final 5-10 page paper that builds on the critical reflection assignments to articulate learning through her/his Food Studies internship. The paper should draw connections between the internship and Food Studies course work, and, if applicable, the student's future career and/or academic goals.

Final presentation

Students prepare a final presentation about their internship experience and their overall experience as Food Studies majors to present before their classmates, program faculty, and additional guests (e.g., internship mentors).