



Study abroad.

SYLLABUS

FOOD SYSTEMS: LOCAL TO GLOBAL

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Contact Hrs: 40

Language of Instruction: English

MORELIA, MEXICO

Course Description

In this class we investigate local and global food systems to understand the inter-related issues of politics, ecology and economics, which determine where our food comes from.

Course Objectives

- * Introduce students to the complexities and challenges of healthy communities, related to urban design, society and food issues.
- * Provide students with ethnographic tools to successfully interact with individuals, groups and cultural landscapes, and be able to document and analyze their observations and communicate them to others.
- * Gain a cultural sensitivity to be able to work with and understand the experiences of a diverse community of people.
- * Learn environmental and social ethics related to sustainable agriculture, land use, and food issues.
- * Apply experiences into a final presentation which demonstrates strong communication skills, critical thinking and reflection.
- * Learn skills working with others, especially related to taking initiative and communicating in a direct and timely manner.

Student Responsibilities

Please note that this syllabus is a close approximation of what we will be doing in class, and students are responsible for understanding its contents. The instructor reserves the right to make changes as appropriate. It is the student's responsibility to come to class to be aware of any changes in assignments, fieldtrips and deadlines. It is the student's responsibility to contact instructor in case of emergencies or any questions related to class work, tardiness or absences.

Students are expected to attend class regularly and are strongly advised that they bear the sole responsibility for keeping current on readings, lectures, and notes. Attendance will be noted and students may get a lower grade with any more than three unexcused (3) absences/term.

Tardiness is defined as arriving to class after the scheduled start time. If students have a conflict, which prevents them from attending class or arriving on time, they are advised to speak directly with the instructor so they do not suffer grade reductions for tardiness.

Excursions

We will be participating in group excursions as part of this class. A trip to the D.F. to visit sites of national patrimony and cultural identity will enhance our learning environment. We will also be traveling to see nearby events and activities, including the migrating monarch butterflies. We will also be taking shorter trips around Morelia, conducting informal ethnographic research at public sites including museums, squares, parks, and markets, and we will be sharing our observations in class.

Student Conduct and Participation in Class

We must all work together to make this class the best learning environment for you and your fellow students. Coming to class on time and being prepared will assist in making our class a dynamic place of learning. Being prepared includes such behaviors as completing assignments on time, taking notes on assigned readings and bringing in pertinent questions for class discussion. Participation also means listening and encouraging others to speak—especially if you are a student who has no fears of speaking, or taking risks to speak up if you consider yourself a shy student in class discussion. Participation involves active listening—supporting opinions or challenging them in thoughtful non-confrontational ways. Class participation is as much about sharing your voice and ideas as it is about learning to listen and cooperate with others—your grade will reflect both these skills.

Students are expected to be critically engaged and respectful of varying opinions in the classroom. We will follow seminar guidelines to keep our classroom a safe place, including no interrupting when someone is talking, no name-calling or insulting commentaries, and asking clarifying questions as opposed to arguing. Students will be mindful that our different backgrounds, experiences, understandings, and positions in regards to various class topics make it imperative that we listen to each other. In the interest of openness, and in accordance with the right to free speech, students are encouraged to write and speak freely. However the value of judgments and analysis in this class is based on merit and not on any prejudicial practice. Ultimately, the safety of our learning environment is more important than any student's perceived right to free speech—we will caution on the side of no student ever feeling insulted in their place of learning. *“Strive to understand first, then to be understood.”*

All students are encouraged to speak with the instructor during office hours to ask questions, clarify or seek ways to more effectively communicate their point of view if they do not feel comfortable asking such questions in class.

No cell phones in disruptive ring mode allowed in class

Instructional Methodology and Assignments

Note that late assignments, except in the case of legitimate emergencies, will be penalized by a grade reduction of 25% per day.

We will be using readings from various academic disciplines in our approach to the class topic. It is expected that students will do reading before class and be prepared for discussion. We will have two individual research assignments, based on class readings and lectures, two written exams, and one final group project.

We will also be making use of our learning environment in Mexico and Morelia, specifically, and will participate in class excursions which will be relevant to our class focus. Students will learn ethnographic methods and “ways of seeing” which will assist them in engaging deeply with these opportunities.

Evaluation and Approximate Assignment of Grades

20 % Attendance, check-offs* and active participation in class sessions

20 % Individual research assignments

15 % The MFQ (Mid Final Quiz)

25 % The BFQ (Big Final Quiz)

20 % Group Project

* Students are required to visit with professor for a short conference to check-in after the MFQ.

Required Readings and Texts

Norberg-Hodge, Helena

2002 From Global Dependence to Local Interdependence. In *Sustainable Agriculture and Food Security: the Impact of Globalisation*, pp. 430-436. Sage Publications, New Delhi.

Pollan, Michael

1996 Omnivore's Dilemma.

Shiva, Vandana

2000 Stolen Harvest: the Hijacking of the World's Food Supply. South End Press, Cambridge.

Suares Carrera, Victor

2002 Globalisation, Peasant Agriculture and Food Security. In *Sustainable Agriculture and Food Security: the Impact of Globalisation*, pp. 274-290. Sage Publications, New Delhi.

Calendar Outline

WHAT	DUE TODAY/READINGS
1 st day of class! Introductions and orientation; food system issues.	Initial impressions, expectations for grades
Lecture/Discussion	Read syllabus very carefully!
Film: "Super Size Me" Discuss course expectations, food issues, final projects Hand out Assignment 1	Readings: <u>Omnivore's Dilemma</u> Intro and Part 1
Lecture/Discussion	Readings: TBA
Lecture/Discussion	Readings: <u>Omnivore's Dilemma</u> Part 2
Film: "The Future of Food"	
Hand out Assignment 2	Assignment 1; Readings: <u>Omnivore's Dilemma</u> Part 3
Tour/Excursion	

Midterm	Readings: TBA
Final Project assignment	Assignment 2
Presentation	Readings: TBA
Tour/Excursion	
Projects	Readings: <u>What To Eat</u> Beverage and Special Sections Chs 33-40; Research proposals
Projects	
Projects	Final Presentations
Final exam	Final Projects due