

TRANSFORMING FOOD SYSTEMS: SCIENCE, TECHNOLOGY, & POLICY

Fall 2017

YONSEI UNIVERSITY
UNDERWOOD INTERNATIONAL COLLEGE

Instructor: Sally Geislar
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Class Meetings: Tues 3:00-6:00
Class Location: IVHB 315
Instructor's Office: IVHB 430
Office Hours: Mon 3:30-4:30 & Tues 1:30-2:30 (or by appointment)

Course Description

Over the past 150 years, food systems have been transformed by developments in technology, science, and policy. At the same time that these changes have improved the human condition, they have also created new challenges. For instance, new technologies in farming equipment and synthetic fertilizers vastly increased the per-acre output of farms, but also contributed to the collapse of rural communities and the eutrophication of water ways. This class examines how the relationship between society and food has affected and been affected by the intertwined forces of industrialization, urbanization, and globalization. We will interrogate positions that the industrial food system is 'inevitable' or 'indispensible' to feeding a global population of 9 billion. This class will explore how technology and policy has helped bring about societies in which high levels of obesity, food insecurity, and food waste coexist. Students will examine critical case studies (e.g. GMOs, biofuels) to learn how these challenges are understood as policy problems and how science and technology are mobilized to address these problems.

Course Requirements

Students are expected to complete all reading assignments prior to attending the relevant lecture. The course reading load will range from 40-70 pages per week. Students are expected to complete all reading assignments prior to attending the relevant lecture. Students will complete four current event assignments, and an Oral History of Food Systems Paper and Presentation.

Course Evaluation

17 %	Participation (including in-class exercises and discussion)
23 %	Current Events (best 3 of 4, 7% each)
60 %	Oral History Food Systems Project
5%	Interview Guide
5 %	Field Notes from Interview
5 %	Paper Outline & Review with Professor
15 %	Presentation
30 %	Oral Histories Food Systems Paper

100 % Total

Grading Scale

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	65-73
B+	87-89	F	< 65
B	84-86		
B-	80-83		

****GRADING POLICY****

Per Yonsei and UIC policy, this class will follow the relative grading curve:

- for classes with 21+ students, A's awarded to the top 35% of the class, B's to next 35%
- for classes with 20 students, A's awarded to the top 40% of the class, B's to next 50%
- for classes with 9 students, all students are subject to absolute grading policy

YIC Resources

- 1) College English Tutoring Service (CETS)
 - Humanities & Social Sciences Rm 422
 - 032) 749-3063
 - Writing Tutors: Camila Nam, Inyoung Suh
- 2) Counseling Center –Administration & Student Union Rm 312

Class Regulations

- 1) Students must bring paper (scratch paper is ok) and writing utensil to each meeting for any in-class exercises. You may be required to turn in this paper, so if it is scratch please ensure it does not have personal or private information on it.
- 2) Additional class regulations will be determined on the first day.

Attendance

Attendance will be taken in accordance with Yonsei Policy: missing 1/3 of all classes, regardless of having legitimate, official excuses, is to result in an F grade. Being more than twenty minutes late will be counted as an absence. You will be allowed six absences (excused/unexcused). Long days count as two classes. (Hence, you're allowed two weeks of absences).

Extensions or Alternative Test Times

Exceptions will be dealt with on a case by case basis, and will not be approved on or after the due date. Generally, no changes will be made to the dates listed. Due dates will not, in any circumstances, be altered without supporting documentation.

Academic Integrity

I pledge to work with students in this class to uphold the ideals of academic integrity. This starts with students' pledge to hold this ideal in their own work, and with my commitment to enforce university policies against plagiarism and cheating. To protect the integrity of students who work hard for their scores, I have zero tolerance for plagiarism and cheating and I expect that all work

you produce for this course will be your own. Penalties for plagiarism or cheating can range from receiving no credit on the assignment, receiving a D grade for the course, or in severe cases, reporting to the Dean which may result in your expulsion from the University.

Class Changes/Announcements

This syllabus is a "living document" and is subject to change. Any changes to course readings and or schedule will be made in advance via YSCEC, so please register your email on YSCEC and please check email at least once a day.

Policy Regarding Late Submissions

Because assignments build on each other, late submissions will severely impair the ability of you and your group to keep up with course demands. Students will have a ten minute grace period for each assignment, after which point the assignment will be considered late.

The penalty for turning in an assignment late will be a one-third of a grade deduction for each 24 hour period after the grace period. For example if your assignment is 11 minutes late, the maximum grade you could possibly earn is A-, if it is 24 hours and 11 minutes late, B+ is your maximum potential grade.

****It is the student's responsibility to ensure that the paper they submit is the correct paper and that it has uploaded correctly. If the wrong paper (or no paper) is uploaded to YSCEC it will be treated as if no paper had been turned in and late penalties will accrue accordingly.**

Assignment Details

Current Events (23%; 4 current events, lowest one dropped, 7% each) (approx 650 words)
Students will identify a current event (via news articles, policy documents, or new technology etc) on an issue related to food systems. Students will summarize the article by identifying what the problem is, how the problem comes about, who/what is affected, and possible or proposed solutions. Students will also discuss how the current event links to major themes and specific readings covered in the course. What would this or that author say about this current event?

Students will submit four (4) Current Event Assignments. The lowest grade will be dropped so that the three assignments with the highest grade are counted. Each assignment must cover a different week's topic. Two must cover the first half and two must cover the last half of the course. The first two are due before class on Week 8 (Mon Oct 17). The remaining two are due before class on Week 14 (Mon Dec 5). (approx 650 words each)

Oral History Project (60%) (approx. 1,800-2,000 words)

The oral history interview(s) is meant to be a starting position in which to ground your exploration of a food systems issue(s). Students will conduct oral history interviews with elder(s) of their choice. This could be your parents, an aunt or uncle, grandparents, a friend of the family, or an acquaintance; though you should interview someone your parents' age or older to learn about their experiences with and recollections of food systems.

Key topics may include: where food was produced, where they obtained it, what stores were like in their youths, what they ate, how much time was spent on food preparation, how were foods used medicinally, for holidays, or for special life events, how and why they think these things

have changed since their youth, and ideas about what is needed to make the food system healthier and more sustainable.

Interviews should last at least one hour. You may need to plan to conduct more than one interview with the same person (or with additional elders) if you are not able to interview for at least one hour.

Oral History Project Deliverables:

These deliverables are meant to build up toward the Oral History Project.

Interview Guide (5%): We will learn about how to conduct interviews and practice conducting them in class. Interviews will be conducted in a semi-structured interview format. The guide should be a list of topics and questions that you plan to discuss with your interviewee in roughly the order you will address them. Questions should be framed in a way that encourages story-telling--use "why" and "how" to ask your questions, ask them to "Tell me about a time when...". The guide should also include the date and time of your scheduled interview.

Field Notes (5%): Submit notes recorded during your interview.

Paper Outline & Review with Professor (5%): Submit a brief, bullet-pointed outline of your paper and meet with the professor to review your plans for the paper. This deliverable is intended to help you structure your paper. Each bullet-point in the outline should include descriptive key words or one brief sentence.

Presentation (15%): Students will prepare a brief, 5 minute presentation summarizing the interview and linking it to major themes and readings in the class.

Oral Histories Paper (30%): Students will write a paper that identifies and presents evidence (i.e., quotes) of major themes in the interview and links the stories from the interviews to major themes from the class and from current events. Students should link at least 3 readings from the class to the interview, being sure to explain and discuss these linkages. The paper should be between 1,800-2,000 words.

COURSE SCHEDULE

Week Date		Lecture Activity / Topic	Reading Assignment	Submissions Due
1	Sept 5	Syllabus, Oral Histories Project, How to Interview		
Industrialized Food Systems				
2	Sept 12	Man and Machine	Diamond, 1997. <i>Guns, Germs, and Steel</i> , Ch 4-6: pp. 83-113	

3	Sept 19	Big Ag	Berry, 1977. <i>Unsettling America</i> Ch 5 & Ch 6 : pp 51-96	<i>Fri: Interview Guide</i>
4	Sept 26	Spoils of War	Pollan 2006. <i>Omnivore's Dilemma</i> Ch 2 pp 32-56; Carson, 1962. <i>Silent Spring</i> Ch 2-3, 5: pp5-37 & 53-61	
5	Oct 3	Chuseok Holiday	No Class	
6	Oct 10	No Class	Midterm Exam Week: No Exam	
7	Oct 17	Industrial Animal Farming	Pollan, 2006. pp. 65-84	Field Notes
New Tech, New Science & Unintended Consequences				
8	Oct 24	Processed Foods	Pollan, 2006. pp. 85-99; Josephson, 2008. "The Ocean's Hot Dog"; 41-61	Two Current Events
9	Oct 31	GMOs	Roberts, <i>End of Food</i> , Ch 8; Dahl 2012. To Label or Not to Label: California Prepares to Vote for Genetically Engineered Foods	
10	Nov 7	Global Food Trade	Roberts, <i>End of Food</i> , Ch 5; Doherty et al. 2013. Where to now for fair trade?	Paper Outline & Scheduled Review w Prof
Old Ways and New Ways				
11	Nov 14	No Such Thing as Waste	Thyberg & Tonjes, 2016. "Drivers of Food Waste & Implications for Sustainable Policy Development."; Stuart 2009. Ch 17 Islands of Hope: Japan, Taiwan, and South Korea. <i>Waste</i> ; Recommended: Harvard Food Law and Policy Clinic. Opportunities to reduce food waste in the 2018 Farm Bill	
12	Nov 21	Alt Ag: Urban Farms & Localism	Kaufman & Bailkey 2000 Farming inside cities; Clancy & Ruhf, 2011. "Is Local Enough? Some Arguments for Regional Food Systems"	

13	Nov 28	Alt Ag: Agroecology and Future of Food Systems	Holt-Gimenez & Altieri, 2012. Agroecology, Food Sovereignty & New Green Rev pp. 90-102; Obersteiner et al. 2010. Green Food Systems for 9 billion. p301-317; Roberts, <i>End of Food</i> , Ch 10 Recommended: Jackson & Berry, 2009. "A 50-year Farm Bill."; Lyson, 2007. "Civic Ag & the N. Am Food System" pp.19-32	Two Current Events
14	Dec 5	In-Class Exercise	Student Presentations	Presentations
15	Dec 12	No Class	Final Exam Week: No Exam	Final Paper