

ENST 580 THE POLITICS OF FOOD
Fall 2016, Mondays and Wednesdays
Liberal Arts Building Room 138

There is, then, a politics of food that, like any politics, involves our freedom. We still (sometimes) remember that we cannot be free if our minds and voices are controlled by someone else. But we have neglected to understand that we cannot be free if our food and its sources are controlled by someone else. The condition of the passive consumer of food is not a democratic condition. One reason to eat responsibly is to live free.

~ Wendell Berry, "The Pleasures of Eating"

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Office hours: If I can be of assistance, please come see me during my office hours by signing up for a meeting time on the sheet posted across from my office door in Rankin. My office hours are: Mondays 1:00 – 2:00; Wednesdays 10:20-12:00; Thursdays 11:00-12:00. If these times are impossible for you, please contact me to make an appointment.

Overview and Intentions

Food is central to our lives—it connects us with each other and the natural world. The system that produces and brings food to North Americans is contested terrain. Indeed, a wide variety of actors are now engaged in what can be understood as the politics of food. In this case, "politics" broadly refers to ways various actors with different beliefs, principles, or interests try to advance or defend their positions in the very complex sphere of food and agricultural systems. That is, these actors – governmental entities, businesses, institutions, and organizations – create and try to influence food policy. Understanding these dynamics requires an exploration of the historical development of agriculture in the United States (a model that has been exported to other nations), an introduction to food policy, and an exploration of the aims and strategies of alternative agri-food movements.

Through a selection of interdisciplinary scholarship, often referred to as "agrifood studies," and through critical reflection and discussion on the readings, I aim to provide you with a solid grounding that will enable you to pursue academic and civic work on these issues in the future. Also, this course will introduce you to some of the individuals and organizations involved in these issues in Montana. Lastly, you will have a chance to learn more about a topic related to food and/or agriculture of interest to you, and to develop your understanding of policy analysis and social change.

Learning Outcomes

1. To introduce the broad field of agri-food studies and some of the leading scholars in the field.
2. To increase participants' knowledge of the development of US agriculture; the role of science and technology in agricultural industrialization; the major structural issues in the dominant food system (e.g., concentration of economic power); and questions surrounding sustainability of current food systems.
3. To develop participants' knowledge of the alternative agri-food movements; the strategies being pursued; and the potentials and limits of those strategies.
4. To develop analytical and critical thinking skills through essay assignments, response paper, and discussion.
5. To develop research skills and increase substantive knowledge through a term paper assignment
6. To improve presentation skills by sharing the major findings of your term research project.

Accessing the Readings and Other Resources

The readings (see schedule) will be posted on our Moodle site for this course. In addition, one required book is available through the UC Bookstore (and elsewhere). Either edition is ok:

Carlisle, Liz. 2015. *Lentil Underground: Renegade Farmers and the Future of Food in America*. New York, NY: Gotham Books.

Our Moodle site also contains, at the top, a section with the syllabus, resources, and assignments.

Requirements and Opportunities

Class participation (20%): This is a graduate-level seminar, which means it is discussion focused with a minimum of lecture. Its quality greatly depends upon the active participation and contributions of all members. My aim is to create a learning community that grapples seriously with the issues presented by the readings, speakers, and other material. There is no one way to make this happen, but a few things will help us along:

- Recognizing that we are all learners (there are no experts). We are just in different “places,” we bring different backgrounds, and we are going to be learning different things along the way.
- Learning requires an investment of time and effort.
- Jotting down notes as you read will help you engage with the material rather than read it at a superficial level. Writing often helps clarify your thinking, and in turn will make you a more constructive contributor to class discussions.
- Learning also requires a willingness to question assumptions – including our own – and an interest in exploring different and multiple perspectives on a given topic.
- Attending class consistently is essential to your learning and your contribution to others’ learning.

Reading response and discussion facilitation (10%): To facilitate a level of participation and analysis appropriate to a graduate-level seminar, once during the term, each student will prepare a reading response to the required set of readings for a particular day. I will ask you to sign up for these opportunities for helping to shape our group discussion. The written response should be around 1-2 pages, and include:

1. A complete citation for each reading;
2. A summary of the major points of each reading (in your own words);
3. A response that analyzes the reading(s), making specific references to passages. For instance, you may want to:
 - articulate key theoretical or empirical insights and/or political positions suggested by the reading.
 - you may want to explain why you agree or disagree with the author(s).
 - or you may want to make comparisons among the various ideas in the readings assigned for that day (perhaps referencing works we read earlier or that you have engaged with elsewhere).
4. Raise at least two discussion questions. You may want to:
 - pose questions that help us clarify the key concepts or main argument(s) made in the readings,
 - ask us to grapple with issues you raised in your response (#3) above,
 - identify portions that were difficult for you to understand and why.

In Moodle, I have created a forum – an asynchronous discussion – one that takes place over an extended period of time and to which anyone can post and start a new discussion at any time. You

should all be subscribed to it and will receive forum post notifications. If you do not want these notifications, you can go in and opt-out.

Post your response papers to the Moodle site by 5 PM the night before the reading is due in class (so Sunday night by 5 for Monday class sessions; Tuesday night by 5 for Wednesday class sessions). You are encouraged to post them earlier than that if you can. Please plan accordingly.

In class, you will briefly present your response paper summary, analysis, and questions. We will use these to help us guide our discussion, with the author of the response paper playing a strong role in facilitation.

Analytic Essays (40%): Two essay assignments will ask you to think critically about what you read, to synthesize the material covered, and perhaps do some extra research. I will distribute the question(s) that I want you to cover about two weeks before they are due. More specific guidance on these papers will be distributed at that time. Typically, these papers should be 7-10 pages, typed, and double-spaced with normal margins and fonts. I expect your work to be well organized, grammatically correct, and completely referenced.

Term Project and Presentation (30%): Through research, you have an opportunity to delve more deeply into a topic related to food and agriculture that interests you. The final paper will be approximately 15-20 pages, double-spaced, and properly referenced. You will present the results of your research at the end of the term to the class.

The topic is up to you, but I strongly encourage you to focus as much as possible. To help you with this, I ask you to submit a term paper proposal by Sept. 21; approx. 200 words and include a preliminary bibliography of at least five clearly relevant sources. I will also create some time during class sessions for you to share your ideas and directions with your colleagues. I strongly encourage you to utilize my office hours and seek me out to discuss your projects.

This year we have an exciting opportunity! Governor Steve Bullock is hosting a Summit on Local Food and Agriculture at the end of October. The Planning Committee has invited students (under my guidance) to focus their project on gathering data at the Summit itself in order to better understand and characterize the movement for alternative agri-food systems in Montana. I will say more about this and meet with interested students to brainstorm approaches. Ideally, this will be done in a team, and will generate a report that can be distributed widely. It will involve original data collection, which you may not have done before; therefore, I will plan to assist this group quite a bit.

Otherwise, you can pick any topic that interests you. Here are a few crumbs of food for thought. Perhaps you will want to explore and evaluate a particular social change strategy (e.g., food policy councils, organic certification and labeling, specific policies), or study an organization pursuing it. Maybe you want to learn more about a particular environmental or social problem in agriculture (e.g., pesticide contamination of water; groundwater depletion; soil erosion; loss of honey bees), and how it is or is not addressed by policy. Perhaps you will want to study a particular crop grown in Montana (e.g., wheat, Flathead cherries), and explore its production and marketing. Maybe you want to learn about a specific alternative agricultural practice, such as management intensive rotational grazing. Or you could look at a program within the Farm Bill and explore strengths and limitations. Maybe you want to look at the recent debate of protecting farmland in Missoula County and the politics surrounding it. Perhaps you will want to conduct a commodity chain analysis and compare/contrast two versions of the same foodstuff (e.g., local pasture-raised broiler chickens compared with Tyson-brand broilers); I can provide

you with more specifics on how to do a commodity chain analysis. Feel free to work on projects that may inform or tie into your final Masters or Senior projects.

Deadlines:

A proposal is due **September 19**. In about 200 words explain the topic that interests you and why. Attach a preliminary bibliography of at least five relevant sources.

Essay #1 is due **Oct. 3**; essay #2 is due **Nov. 14**. See schedule.

Term papers due by 5 pm in my mailbox in Rankin on **Friday, Dec. 16**.

Guest speakers and field trips: Several guest speakers are already included in the syllabus, but additional ones may be as appropriate.

All participants in this course are invited to attend the annual meeting of the Alternative Energy Resources Organization (AERO) in Kalispell, Oct. 7-9. More will be said about this in class, but know that most of the costs of your participation will be covered by the Environmental Studies Program. I will ask you to volunteer a couple of hours at the conference as well, in exchange for the reduced rate AERO offers us. See more information on the Schedule.

Grading: Please note the following grading procedures, and mark the due dates on your calendar so you can plan accordingly. I will use the plus/minus grading system (A, A-, B+, B, B-, and so on).

Assignment:	Percent of Grade
Participation	20
Reading Response/Discussion Leader	10
Two analytic essays	40
Term Project - Proposal	N/A
Term Project - Presentation	10
Term Project - Paper	20
	100% total

MENU FOR ENST 580: POLITICS OF FOOD AUTUMN 2016

~ Subject to change ~

Sessions and Dates	Topics	Assignment Due
1.1 8.29.16	Welcome and introductions Overview of the course	
PART I – GERMINATING CONCEPTS: UNIFORMITY, DIVERSITY, AND THE POLITICS OF SEED		
1.2 8.31.16	Agrarianism, Industrialization, Productivism, & Commodification	<p>Berry, Wendell. 2001. "The whole horse." Pp. 63-79 in <i>The New Agrarianism: Land, Culture, and the Community of Life</i>, Eric T. Freyfogle, editor. Washington, DC: Island Press.</p> <p>Guptill, Amy, Denise A Copelton, and Betsy Lucal. 2013. "Industrialization: The high costs of cheap food." Chapter 6 in <i>Food and Society: Principles and Paradoxes</i>. Malden MA: Polity.</p> <p>Manning, Richard. Idaho's sewer system: As big ag flourishes, the Snake River suffers. <i>High Country News</i>, 46(13): 10-17.</p>
2.1 9.5.16	Labor Day Holiday	Enjoy
2.2 9.7.16	What is Food Policy? Who Makes It?	<p>Carolan, Michael. 2012. "Understanding the food system: Past, present and future." Pp. 40-65 in <i>The Sociology of Food & Agriculture</i>. London: Routledge</p> <p>Wilde, Parke. 2013. "Making food policy in the United States." PP. 1-15, Chapter 1 in <i>Food Policy in the United States: An Introduction</i>." New York, NY: Earthscan.</p> <p><u>Read pages 45-75 in the following report.</u> You may also want to skim, if not read, what is in the first half of the report as it presents a good up-to-date review of the outcomes of industrial agriculture:</p> <p>CONTINUED:</p>

		<p>IPES-Food. 2016. <i>From Uniformity to Diversity: A Paradigm Shift from Industrial Agriculture to Diversified Agroecological Systems</i>. International Panel of Experts on Sustainable Food systems.</p>
<p>3.1 9.12.16</p>	<p>Intellectual Property, Science, and the Creation of an Industry Actor</p>	<p>Schurman, Rachel and William A. Munro. 2010. "Creating an industry actor." Chapter 2, Pp. 15-50 in <i>Fighting for the Future of Food: Activists Versus Agribusiness in the Struggle over Biotechnology</i>. Minneapolis: University of Minnesota Press.</p> <p>Glenna, L.L., J. Tooker, J. R. Welsh, and D. Ervin. 2015. "Intellectual property, scientific independence, and the efficacy and environmental impacts of genetically engineered crops." <i>Rural Sociology</i> 80(2):147-172.</p> <p>Lipton, Eric. 2015. "Food industry enlisted academics in G.M.O. lobbying war, emails show." <i>New York Times</i> Sept. 5. Retrieved at: http://www.nytimes.com/2015/09/06/us/food-industry-enlisted-academics-in-gmo-lobbying-war-emails-show.html</p> <p><u>Supplemental:</u> Lacy, William B. Leland L. Glenna, Dina Biscotti, Rick Welsh, and Kate Clancy. 2014. "The two cultures of science: Implications for university-industry relationships in the U.S. Agriculture Biotechnology." <i>Journal of Integrative Agriculture</i> 13(2):455-466.</p>
<p>3.2 9.14.16</p>	<p>Guest Panel: Public Plant Breeding & Intellectual Property Jim Myers, Oregon State U.; Bill Tracy, U. of Wisconsin; Michael Mazourek and Rachel Hultengren, Cornell U; Laurie McKenzie, Kiki Hubbard & Steve Peters, Organic Seed Alliance</p>	<p>Tracy, William F. 2003. "What is plant breeding?" Pp. 23-30 in <i>Summit Proceedings: Summit on Seeds and Breeds for 21st Century Agriculture</i>. Michael Sligh and Laura Lauffer, editors. Washington, DC. Retrieved from: https://www.leopold.iastate.edu/files/pubs-and-papers/2003-09-summit-proceedings-seeds-breeds-21st-century-agriculture.pdf</p> <p>Hubbard, Kristina, and Jared Zystro. 2016. Executive Summary, Introduction, and Chapter 1, Pp. 5-29 in <i>State of Organic Seed, 2016</i>. Port Townsend, Washington: OrganicSeed Alliance.</p> <p><u>Supplemental:</u></p>

		<p>Tracy, William F. 2014. "Food security and public cultivar development." Pp. 39-51 in <i>Proceedings of 2014 Summit on Seeds and Breeds for the 21st Century Agriculture</i>. Retrieved at: http://rafiusa.org/docs/2014SummitProceedings.pdf</p> <p>[Note: the 2014 proceedings have papers by other panelists that you may want to explore, including Myers, Mazourek, and Hubbard).</p>
<p>4.1 9.19.16</p>	<p>Guest lecture and discussion via : Jack Kloppenburg, Board of Directors, Open Source Seed Initiative (OSSI), and Professor Emeritus, Dept. of Community and Environmental Sociology, UW—Madison</p>	<p>Kloppenburg, Jack R. 2014. "Re-purposing the master's tools: The Open Source Seed Initiative and the struggle for seed sovereignty." <i>Journal of Peasant Studies</i> DOI: 10.1080/03066150.2013.875897</p> <p>Open Source Seed Initiative. 2016. The Open Source Seed Initiative: Growing Access to a Liberated Domain of Plant Genetic Diversity. Unpublished</p> <p>Explore the OSSI website at: http://osseeds.org/</p> <p>Ronald, Pamela. 2013 "Buddhist economics and a GMO rethink." <i>Scientific American Food Matters</i> blog, at: http://blogs.scientificamerican.com/food-matters/2013/09/06/buddhist-economicsand-a-gmo-rethink.</p>
<p>4.2 9.21.16</p>	<p>Organic Agriculture and Genetic Engineering: Can They Coexist?</p>	<p>TERM PAPER PROPOSALS DUE.</p> <p>Hubbard, Kristina, and Neva Hassanein. 2013. "Confronting coexistence in the United States: Organic agriculture, genetic engineering, and the case of Roundup-Ready alfalfa." <i>Agriculture and Human Values</i> 30(3): 325-335.</p> <p>Mills, Allison. 2013. "A question of coexistence: Lewistown neighbors lay bare national GMO debate." <i>Great Falls Tribune</i>, May 9.</p> <p>Giddings, L. Val. 2016. "Wheat follies." <i>Innovationfiles.org</i>. August 2, 2016.</p> <p><u>Supplemental:</u></p>

		<p>Lynas, Mark. 2015. "How I got converted to G.M.O. food." Opinion. <i>New York Times</i>. April 24. Retrieved at: http://www.nytimes.com/2015/04/25/opinion/sunday/how-i-got-converted-to-gmo-food.html</p> <p>Pollack, Andrew. 2016. "Genetically engineered crops are safe, analysis finds." <i>New York Times</i> May 17. Retrieved at: http://www.nytimes.com/2016/05/18/business/genetically-engineered-crops-are-safe-analysis-finds.html</p>
Extra 9.22.16	The Challenge and Potential of Food Justice	<p>Please attend lecture by Malik Yakini, Executive Director, Detroit Black Community Food Security Network, 7:30 PM in the North Underground Lecture Hall, UM Campus. Learn more: http://www.metrotimes.com/detroit/the-educator-and-food-activist-malik-yakini/Content?oid=2349207</p>
5.1 9.26.16	Food Futures?	<p>COME PREPARED TO DISCUSS THE UPCOMING ESSAY.</p> <p>The Economist. 2016. "The future of agriculture: Factory fresh." <i>Technology Quarterly</i>, <i>The Economist</i> June 9, 2016. Retrieved at: http://www.economist.com/technology-quarterly/2016-06-09/factory-fresh</p> <p>Friedmann, Harriet. 2003. "Eating in the gardens of Gaia: Envisioning polycultural communities." Pp. 252-273 in <i>Fighting for the Farm: Rural America Transformed</i>, edited by Jane Adams. Philadelphia: University of Pennsylvania Press.</p>
5.2 9.28.16	Work Session	<p>COME PREPARED TO DISCUSS THE UPCOMING ESSAY.</p>
6.1 10.3.16	Discussion of Essays	<p>ESSAY #1 DUE</p>

PART II –FORGING AN ALTERNATIVE AGRI-FOOD MOVEMENT

6.2 10.5.16	Introductory lecture on Alternative Agri-food Movements	Begin the book <i>Lentil Underground</i> , Pp. 1-60
Extra 10.6.16	“Rethinking Property: Affordable Housing, Agriculture, and the Community Good”	Please attend lecture by Jim Oldham , Executive Director of Equity Trust, 7:30 PM in the North Underground Lecture Hall, UM Campus.
Extra 10.7- 10.9.16	“What We Need Is Here” Annual Meeting, Alternative Energy Resources Organization (AERO), Kalispell, MT	It’s become a tradition to send a contingent from this course to the AERO meeting. It’s a great opportunity to meet and learn from many leaders in Montana’s sustainable/organic ag/local food movements. This year, there will be keynote addresses by: Mary Berry of the Berry Center, Fred Kirschenmann of the Leopold Center for Sustainable Ag., Jim Oldham of Equity Trust, and Steve Thompson of Climate Smart Glacier Co. See aeromt.org for more info. Details will be discussed in class.
7.1 10.10.16	<i>Lentil Underground</i>	Pp. 60-140
7.2 10.12.16	<i>Lentil Underground</i>	Pp. 141-262
8.1 10.17.16	Theoretical utensils	<p>Kloppenburg, Jack R. Jr., Sharon Lezberg, Kathryn De Master, George W. Stevenson, and John Hendrickson. 2000. “Tasting food, tasting sustainability: Defining the attributes of an alternative food system with competent, ordinary people.” <i>Human Organization</i> 59 (2): 177-186.</p> <p>CONTINUED: Hassanein, Neva. 2003. “Practicing food democracy: A pragmatic politics of transformation.” <i>Journal of Rural Studies</i> 19:77-86.</p> <p>Holt-Gimenez, Eric. 2010. “Food security, food justice, or food sovereignty.” <i>Food First Backgrounder</i> Vol. 16. No. 4. Retrieved at: www.foodfirst.org</p> <p><u>Supplemental:</u></p>

		Kloppenborg, Jack R., Jr., John Hendrickson, and G.W. Stevenson. 1996. "Coming in to the foodshed." <i>Agriculture and Human Values</i> 13(3): 33-- 41.
8.2 10.19.16	Where Are We Now?	Hassanein, Neva. 2008. "Locating food democracy: Theoretical and practical ingredients." <i>Journal of Hunger and Environmental Nutrition</i> 3(2-3): 286-308. Meter, Ken. 2011. "Western Montana local farm & food economy: Highlights of a data compilation." Minneapolis: Crossroads Resource Center. Hassanein, et al. 2015. "Collaborative advantage: A case study of the Western Montana Growers Cooperative." Unpublished manuscript. <u>Supplemental:</u> Harbage, Rebecca. 2012. <i>An Historical Analysis of Food Manufacturing in Montana</i> . Montana Department of Agriculture. Unpublished manuscript.
9.1 10.24.16	Can We Avoid the Local Trap?	Born, Branden and Mark Purcell. 2006. "Avoiding the local trap: Scale and food systems in planning research." <i>Journal of Planning Education and Research</i> 26:195-207. McClintock, Nathan. 2014. Radical, reformist, and garden-variety neoliberal: Coming to terms with urban agriculture's contradictions." <i>Local Environment: The International Journal of Justice and Sustainability</i> , 19:2, 147-171.
9.2 10.26.16	TBD	TBD
Extra 10.28- 29.16	Governor's Local Food and Agriculture Summit, Strand Union Building, Montana State University, Bozeman	See: https://foodsummit.ncat.org/
10.1 10.31.16	Food and Deliberative Democracy	Ankeny, Rachel. 2016. "Inviting everyone to the table: Strategies for more effective and legitimate food policy via deliberative approaches." <i>Journal of Social Philosophy</i> 47(1): 10-24. Montalvo, Marcelo Felipe Garzo. 2015. "To the American food justice movements:

		<p>A critique that is also an offering." <i>Journal of Agriculture, Food Systems, and Community Development</i> Advance online publication: http://dx.doi.org/10.5304/jafscd.2015.054.017</p> <p><u>Supplemental:</u></p> <p>Wakefield, Sarah. 2007. Reflective Action in the Academy: Exploring Praxis in Critical Geography using a "Food Movement" Case Study. <i>Antipode</i> 39(2), 331-354.</p>
10.2 11.2.16	Race, Ethnicity, and a Transformative Politics of Food	<p>Vernon, R. V. (2015). "A Native perspective: Food is more than consumption." <i>Journal of Agriculture, Food Systems, and Community Development</i>. Advance online publication. http://dx.doi.org/10.5304/jafscd.2015.054.024</p> <p>White, Monica. 2011. "D-Town Farm: African American Resistance to Food Insecurity and the Transformation of Detroit." <i>Environmental Practice</i> 13(4):406-417.</p>
11.1 11.7.16	TBD	TBD
11.2 11.9.16	Work Session	COME PREPARED TO DISCUSS ESSAY #2
12.1 11.14.16	Discuss Essays	ESSAY #2 DUE
12.2 11.16.16	Lecture: Pulling the Themes Together	Work on term projects.
13.1 11.21.16	TBD	Work on term projects
13.2 11.23.16	Thanksgiving Holiday Begins	No class.

14.1 11.28.16	Presentations	
14.2 11.30.16	Presentations	
15.1 12.5.16	Presentations	
15.2 12.7.16	Presentations	
16.1 12.12.16	Presentations	
16.2 12.14.16	Exam period 1:00-3:10	There will be no exam, but we will collectively determine an alternative that works for everyone and that involves food.
12.16.16	The End	TERM PAPERS DUE BY 5 PM IN MY MAILBOX IN RANKIN ON FRIDAY, DEC. 16.