

ENST 580 THE POLITICS OF FOOD
Fall 2019, Mondays and Wednesdays 3:00 – 4:20
Liberal Arts Building Room 138

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Office hours: Mondays 1 -2; Wednesdays 10:20-12:00; and Thursdays 3:40-5:00.
Please sign up in advance on the sheet posted across from my office door. If those times do not work for you, please contact me for an alternative.

Overview and Intentions

Whether we think about it or not, one of the most fundamental ways we interact with the natural and social world every day is through the food we eat. Indeed, food is central to our lives – a basic human need imbued with political, economic, ecological, and cultural meaning. Yet, today, the vast majority of North Americans know very little about the food we eat, where it comes from, and how it is grown and distributed. This course seeks to reduce some of that distancing as we explore not only the dominant food system, but also various alternatives that have developed alongside it.

On contested terrain, a wide variety of actors are now engaged in what can be understood as the politics of food. Here, I use the term “politics” broadly to refer to ways actors with different beliefs, principles, or interests try to advance or defend their positions in the very complex sphere of food and agricultural systems. These actors – governmental agencies and officials, businesses, institutions, and trade and advocacy organizations – create and try to influence food policy. Understanding these dynamics – and, in particular, the social forces of the market, the state, and civil society – requires an exploration of: (1) the historical development of agriculture and industrial food production in the US (a model that has been exported to other nations); (2) the structure, benefits, and consequences of the industrial agri-food system; and (3) the potentials and limits of alternative agri-food movements.

The course will demonstrate an approach to interdisciplinary study and practice. Organized as a seminar, we will read deeply, and engage in meaningful discussion. You will have the opportunity to improve your critical thinking, reading, writing, research, and oral communication skills through class materials, discussions, and research projects. This is a vast area of study, and we can only cover a few relevant topics in the time we have. Therefore, I aim to provide you with a solid grounding that will enable you to pursue academic, policy, and/or civic work on these issues in the future.

Specific Learning Objectives

1. To introduce you to the broad, interdisciplinary field of “agri-food studies” and some key topics within it.
2. To increase your knowledge of the industrial food system and factors keeping that system in place.
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 introduce you to individuals and organizations involved in food and sustainable ag issues in Montana.
5. To develop your critical thinking skills through analytical essays, response questions, and discussion.
6. To develop your research skills and increase substantive knowledge about a topic you choose.
7. To improve presentation skills by sharing the major findings of your term research project.

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. That means it is critical that you do all the readings in advance of the class session for which they are assigned.

Readings: The three required books are available from a locally-owned, independent bookseller, **Shakespeare and Co.** Location: 103 S. 3rd St. (at the corner of Higgins and 3rd., on the south side of the bridge). Store hours: Mon - Fri. 10-6, Sat. 10-5, Sun 12 – 5. Ask at the main desk for the books for this course.

Holmes, Seth M. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

Nabhan, Gary Paul. 2018. *Food from the Radical Center: Healing Our Land and Communities*. Washington, DC: Island Press.

Quinn, Bob and Liz Carlisle. 2019. *Grain by Grain: A Quest to Revive Ancient Wheat, Rural Jobs, and Healthy Food*. Washington, DC: Island Press.

Other readings (see schedule) will be posted on the Moodle site for this course. The top section of our site contains materials like the syllabus, resources, handouts, and assignments.

Effective Participation: 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:

- Committing to the investment of time and effort that learning requires of us.
- Jotting down notes as you read to engage with the material more deeply. Writing notes usually clarifies thinking, improves contributions to discussions, and prepares you for the essay assignments.
- Questioning assumptions – including our own – with an interest in exploring different and multiple perspectives on a given topic. Be respectful in the process.
- Recognizing that we are all learners (there are no experts). We bring different backgrounds, and we are going to be learning different things along the way.
- Minding your own participation level. That is, if you are a person who tends to speak frequently, please be careful not to dominate discussions. Be sure you occasionally step back, and listen to make room for others. In contrast, if you are a person who is more reticent to speak up, or simply prefer more time before chiming in, we will try to ease your participation with activities such as small groups. Still, I encourage you to try to step up out of your comfort zone so that you can share your knowledge and perspectives.
- Attending class consistently because it is essential to your learning and your contribution to others' learning. If you are sick, please take care of yourself, and minimize the spread of germs.

Discussion Questions on Readings: To facilitate a level of participation and analysis appropriate to a graduate-level seminar, twice during the term, each student will prepare and send to the class in advance (see below) a set of 3 proposed discussion questions – no more than 300 words total for the three – to help our understanding of the material assigned. We will use at least one of these questions during our discussion.

In creating your questions, you may want to:

- Ask us to explain the key theories, concepts, or empirical insights made in the readings so that we are sure we understand them.

- Raise methodological questions (e.g., What are the methods? How appropriate are the methods chosen for answering the research question? Are they described in enough detail? What are the strengths and weaknesses of the methods used?)
- Identify specific passages in the reading that were difficult for you to understand, and ask us to clarify them.
- Identify where and why you agree or disagree with the author, and engage us in that point. Why is their argument convincing or not?
- Explore the political positions of the author(s), and values and assumptions embedded in their argument.
- Ask us to make comparisons and connections among ideas in the readings assigned for that day with readings or discussions we have previously had in class.
- Push us to think about how our own worldviews and life experiences might influence how we read the assignment.

Although your submitted questions will be no more than 300 words, I strongly recommend that you also take notes for yourself so that you can effectively help facilitate discussion and explain the questions you are posing during class. Try to be thought provoking and specific. If your questions are too broad (e.g., “how do we change this?”), it will not stimulate very deep discussion about the material assigned.

Send your questions to everyone using the QuickMail function in Moodle by 4 PM the afternoon before the reading is due in class (so Sunday night by 4 for Monday class sessions; Tuesday night by 4 for Wednesday class sessions). You are encouraged to post them earlier than that if you can. Please plan accordingly.

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 will be about 7 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 (40%): Through research, you have an opportunity to delve more deeply into a topic related to food and agriculture that interests you. For the paper, you will choose between two options: (1) a literature review or (2) a public policy analysis. Information about these options will be provided to you in a separate document.

The specific topic is up to you, but I encourage you to focus as much as possible. To help you with this, I ask you to submit a proposal by Sept. 16; approx. 300 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 encourage you to utilize my office hours to discuss your projects.

The final paper will be approximately 15-20 pages, double-spaced, and properly referenced. You will share your results at the end of the term in a presentation to the class.

Deadlines:

- A proposal is due **September 16**.
- Essay #1 is due **Oct. 2**; essay #2 is due **November 18**.
- Term papers due by 5 pm in my mailbox in Rankin on **Wednesday, December 11**.

AERO Meeting: All participants in this course are invited to attend the annual meeting of the Alternative Energy Resources Organization (AERO) in Bozeman. 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. See more information on the Schedule – October 25-27.

Guest speakers and field trips: Added as we are able.

Modifications: Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

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).

<u>Assignment:</u>	<u>Percent of Grade</u>
Participation, reading discussion questions	20
Two analytic essays (20% each)	40
Term Project - Proposal	N/A
Term Project - Presentation	10
Term Project - Paper	30
	100% total

MENU FOR ENST 580: POLITICS OF FOOD AUTUMN 2019
Mondays and Wednesdays, 3:00-4:20, Liberal Arts Room 138

~ Subject to change ~

Sessions and Dates	Topics	Assignment Due
1.1 8.26.19	Welcome and introductions Overview of the course	Review goals of the course, syllabus, schedule, and expectations.
PART I – INDUSTRIAL AGRICULTURE		
1.2 8.28.19	The Rise of Industrial Agriculture in the US: Productivism, Commodification, and Tech. Treadmill	Lyson, Thomas. 2004. "From subsistence to production." Pp. 8-29 in <i>Civic Agriculture: Reconnecting Farm, Food, and Community</i> . Medford, MA: Tufts University Press. 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.
2.1 9.2.19	LABOR DAY	No class session. Begin reading for Wednesday
2.2 9.4.19	Critical Agrarian Questions	Holt-Gimenez, Eric. 2017. "Agrarian questions and the struggle for land justice in the United States." Pp. 2-14 in <i>Land Justice: Re-imagining Land, Food, and the Commons in the United States</i> . Oakland: Food First Books. Guptill, Amy, Denise A Copelton, and Betsy Lucal. 2017. "Industrialization: The high costs of cheap food." Chapter 6 in <i>Food and Society: Principles and Paradoxes</i> . Malden MA: Polity. Manning, Richard. 2014. "Idaho's sewer system: As big ag flourishes, the Snake River suffers." <i>High Country News</i> , 46(13): 10-17.

<p>3.1 9.9.19</p>	<p>Concentration of Power</p>	<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>Read <u>Section 2, Pp. 45-59</u>: "What's Keeping Industrial Agriculture in Place?" in:</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 (IPES). For more info.: http://www.ipes-food.org/</p> <p><u>Supplemental:</u> Howard, Phil. 2016. "Food system concentration: A political economy perspective." Chapter 1 in <i>Concentration and Power in the Food System: Who Controls What We Eat?</i> London: Bloomsbury.</p> <p>Check out the excellent infographics and other research that Phil Howard makes freely available: https://philhoward.net/</p>
<p>3.2 9.11.19</p>	<p>Term Paper Work Session</p> <p>BRING A DRAFT OF YOUR PROPOSAL TO CLASS.</p>	<p>Please come prepared to discuss your term paper ideas with your colleagues and me in a work session.</p>
<p>4.1 9.16.19</p>	<p>TERM PAPER PROPOSALS DUE</p> <p><i>Fresh Fruit, Broken Bodies</i></p>	<p>In addition to the proposal, please read:</p> <p>Pp. xi - 29 Plus read the appendix on methods pp. 199 – 201.</p>
<p>4.2 9.18.19</p>	<p><i>Fresh Fruit, Broken Bodies</i></p>	<p>Pp. 30-87</p>
<p>5.1 9.23.19</p>	<p><i>Fresh Fruit, Broken Bodies</i></p>	<p>Pp. Pp. 88 - 154</p>
<p>5.2 9.25.19</p>	<p><i>Fresh Fruit, Broken Bodies</i></p>	<p>Pp. 155-198</p>
<p>6.1 9.30.19</p>	<p>Work Session</p>	<p>Please come prepared to discuss the upcoming essay in a work session with your colleagues.</p>
<p>6.2 10.2.19</p>	<p>ESSAY #1 DUE IN CLASS</p>	

PART II – CONSIDERING THE ALTERNATIVES

7.1 10.7.19	Alternative Agri-Food Movements In-class, lecture to introduce this section of the course	Allen, Patricia. 2004. "Perspectives of the Alternative Agrifood Movements." Pp. 21 – 49 in <i>Together at the Table</i> , University Park, PA: Pennsylvania State University Press. <u>Supplemental:</u> Kloppenburger, 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.
7.2 10.9.19	<i>Grain by Grain</i> What is Organic Agriculture?	Pp. ix – 72
8.1 10.14.19	<i>Grain by Grain</i>	Pp. 73 - 122
8.2 10.16.19	<i>Grain by Grain</i>	Pp. 123 - 183
9.1 10.21.19	<i>Grain by Grain</i>	Pp. 183 - 230
9.2 10.23.19	Montana Food System Innovations	Carlisle, Liz. 2014. "Diversity, flexibility, and the resilience effect: lessons from a social ecological case study of diversified farming in the northern Great Plains, USA." <i>Ecology and Society</i> 19(3):45. <u>Supplemental:</u> Hassanein, Neva, editor. 2017. <i>Resetting the Table: A Report on the 2016 Local Food and Agriculture Summit</i> . Summit convened by Montana Governor Steve Bullock and organized by the Grow Montana Food Policy Coalition and Partners, October 28-29, 2016 Montana State University. Bozeman, Montana.
AERO: SAVE THE DATES! 10.25 to 10.27.19	Seeding the Future: Cultivating Community Resilience AERO Annual Meeting and Expo Bozeman, 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 alternative ag and energy movements. This year, the meeting is in Bozeman. Check out: www.aeromt.org/expo for the details on the meeting, which includes Ricardo Salvador, Senior Scientist and Director of Food and Environment Program, Union of Concerned Scientist. We will also have an opportunity to meet with Bob Quinn, organic farmer and author of <i>Grain by Grain</i> .
10.1 10.28.19	AERO De-Brief	No assigned reading. Be sure you're caught up and/or start reading for Wednesday.

<p>10.2 10.30.19</p>	<p>Food Justice and Urban Agriculture</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> <p>Montalvo, Marcelo Felipe Garzo. 2015. "To the American food justice movements: A critique that is also an offering." <i>Journal of Agriculture, Food Systems, and Community Development</i> 5(4), 125-129.</p> <p>Smith, K. S., Ostrom, M., McMoran, D., & Carpenter-Boggs, L. 2019. "Connecting new farmers to place, agroecology and community through a bilingual organic farm incubator." <i>Journal of Agriculture, Food Systems, and Community Development</i>. Advance online publication.</p> <p><u>Supplemental:</u> Megan Horst, Nathan McClintock and Leslie Hoey. 2017. "The intersection of planning, urban agriculture, and food justice: A review of the literature." <i>Journal of the American Planning Association</i>. 83(3): 277-295.</p>
<p>11.1 11.4.19</p>	<p>Food System Transformation</p>	<p>Hassanein, Neva. 2003. "Practicing food democracy: A pragmatic politics of transformation." <i>Journal of Rural Studies</i> 19:77-86.</p> <p>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.</p> <p>Gliessman, Steve, Harriet Friedmann, and Philip H. Howard. 2019. "Agroecology and Food Sovereignty." <i>IDS Bulletin</i>, Institute of Development Studies 50(2):91-109.</p>
<p>11.2 11.6.19</p>	<p><i>Food from the Radical Center</i></p>	<p>Pp. 1-90</p>
<p>12.1 11.11.19</p>	<p>VETERAN'S DAY</p>	<p>No Class.</p>
<p>12.2 11.13.19</p>	<p><i>Food from the Radical Center</i></p>	<p>Pp.91 - 166</p>
<p>13.1 11.18.19</p>	<p>ESSAY #2 DUE IN CLASS</p>	
<p>13.2 11.20.19</p>	<p>Term Paper Work Session</p>	

14.1 11.25.19	Term Paper Work Session	
14.2 11.27.19	THANKSGIVING BREAK	No Class. Travel day
15.1 12.2.19	Presentations	We may need to schedule an additional time outside of our regular class period in order to accommodate all the presentations. This may be during an evening or during the exam period.
15.2 12.4.19	Presentations	
12.9.19	Presentations?	There will be <u>no</u> exam. Our exam period is 1:10-3:10, which we may need to use for presentations.
12.11.19	TERM PAPERS DUE BY 5 PM IN MY MAILBOX IN RANKIN HALL ON WED. DEC. 11.	