ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE: June 25, 2010

1. ACADEMIC UNIT: Social and Behavioral Studies

2. COURSE PROPOSED: SBS 194 Food Politics

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Majia Nadesan

Phone: 36668

Mail Code: E-Mail: majia@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas

   Literacy and Critical Inquiry-L ☐
   Mathematical Studies-MA ☐ CS ☐
   Humanities, Fine Arts and Design-HU ☐
   Social and Behavioral Sciences-SB ☐
   Natural Sciences-SQ ☐ SG ☐

   Awareness Areas

   Global Awareness-G ☑
   Historical Awareness-H ☐
   Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.

   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☐ Yes; Please identify courses: 

Is this an unsection course?: ☐ No ☑ Yes; Is it governed by a common syllabus?

Carol Mueller
Chair/Director (Print or Type)

Spring 2011

Carol Mueller
Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>ASU--[G] CRITERIA</th>
<th>GLOBAL AWARENESS [G]</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
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<tr>
<td>1.</td>
<td>Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>course syllabus and course textbook and course readings</td>
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<td>2. Course must be <strong>one or more</strong> of following types (check all which may apply):</td>
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<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td>course textbook offers in-depth area studies of a variety of regions in the developing world, including areas of Africa and Asia, when discussing challenges to sustainable food production</td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
<td>Less than 1/2 of course readings focus on the U.S. food production systems. The textbook on sustainability is global in focus. Issues examined in the additional course readings are global in application, including food and population pressures, fresh water scarcity, GMO, food democracy, and obesity.</td>
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4. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S. issues.

The course readings, including the additional readings, examine global issues such as fresh water and global production, and global depiction within the context of nuclear war. More than 12 of all readings are dedicated to these issues.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>Course must promote an understanding of the contemporary world beyond the US</td>
<td></td>
<td>Course readings drawn from National Geographic magazine (see weeks 3 and 4 in class activities on syllabus), course readings drawn from weeks 5 and 6 that emphasize contemporary food production challenges (e.g., food crises, water privatization, agroimperialism), GMO (week 10), and sustainability (Week 8) and food sovereignty (week 11) are all global in focus and application</td>
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<tr>
<td>Course must be one or more of the following:</td>
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<td>Please see that the course textbook Pimco's Toward Food Sovereignty is fundamentally global in focus. It offers macro investigations of global food production systems as well as focused micro analyses of specific food production regimes as case examples. Course readings such as those drawn from National Geographic</td>
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<tr>
<td>In depth area studies</td>
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<td>Comparative cultural studies</td>
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<tr>
<td>In depth studies of non-U.S. centered global interdependencies</td>
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</table>
and production regimes in the developing world

(see weeks 3 and 4) address global, non-US centered problems such as the availability of clean, fresh water and oil shortages. Sustainable agriculture is itself a global issue and students will be encouraged to compare the differences between local sustainable agriculture and sustainable agriculture in the least developed nations. The student assignments also emphasize the global food production systems. The Coffee Book serves as an exemplar for the students' assigned analyses of the food production systems involved in the food they commonly consume, such as coffee or sugar.
This introductory course on the subject of food is aimed at promoting critical inquiry into the global and regional social, political, and environmental factors shaping and challenging our food production and consumption. Food production techniques have changed significantly across time. Many of our current food production systems are global in scope, rely on advanced technology, and are resource intensive.

This course is designed to meet two general studies requirements: SBS, and Global Awareness.

The proposed course on food, Food Politics, emphasizes social scientific theories and principles and studies their impact on the world. Specifically, the course readings and lectures adopt historical, economic, and anthropological frameworks to analyze past, present and future food production systems and attendant social relations.

First, the course begins with a historical look at past food production systems and the social relations that accompanied them. In examining food production historically, the course emphasizes the dynamics of population, technology, and resource scarcity in promoting or impeding against societal expansion.

This historical framework also adopts anthropological and economic perspectives. Societal social organization and distributions of resources are reflected in, and determined by, the patterns and norms of societal food production. Through class activities, readings, and lectures, students will be encouraged to reflect upon how our economic modes of producing food allow for our contemporary social organization. For instance, mass production and automation of farming have resulted in a (post?)industrial society wherein only 2% of the population are directly involved in farming.

The US modes of food production, distribution, and marketing will be compared with those found in less developed economies. Students will be encouraged to adopt a global perspective when understanding the historical, economic, and cultural divergences across the world in food production, distribution and consumption. Students will also be introduced to the globalization paradigm that has resulted in interdependent global supply chains of food production that have altered food production in both developing and developed countries.

Students will also be encouraged to consider environmental changes and looming resource scarcities that may problematize both interdependent global food chains and industrial food production regimes in the western world. Issues examined will include climate change, fresh water scarcity, rising oil prices, and desertification and deforestation. These are global issues that transcend national boundaries. Students will examine these global challenges, public policy responses developed nationally and internationally, and their implications for local food production systems.

I don’t yet have a copy so here is the table of contents taken from the Amazon web page.


**TABLE OF CONTENTS**

1. CHAPTER 1: Planting the Seed: A Brief History of Coffee

2. CHAPTER 2: Coffee’s Odyssey: From Bean to Cup

3. CHAPTER 3: Green Beans to Green Backs: International Trade

4. CHAPTER 4: The Scoop: Marketing and Consumption

5. CHAPTER 5: Conscious Coffee: The Green Bean Scene
FOOD POLITICS: SBS Omnibus

Professor: Majia Holmer Nadesan
Office:
Office Hours:

TEXTS:
3. Additional readings available on the internet, at Fletcher Library, and through Fletcher Library’s online reserves.

RESOURCES

ON RESERVE:

National Geographic online http://www.nationalgeographic.com/

The Nation http://www.thenation.com/

Slow Food http://www.slowfoodusa.org/

Sustainable Agriculture in Arizona
   http://cals.arizona.edu/extension/sustainableag/smfarms.html

Course Introduction
This introductory course on the subject of food is aimed at promoting critical inquiry into the global and regional social, political, and environmental factors shaping and challenging our food production and consumption. Food production techniques have changed significantly across time. Many of our current food production systems are global in scope, rely on advanced technology, and are resource intensive.

The mass production of food has resulted in an abundance of food in advanced economies, but has failed to ensure adequate food availability for all people across the planet. Moreover, food critics and nutritionists within advanced economies charge that food quality has been compromised by mass production techniques, thereby contributing to obesity. Simultaneously, scientists warn that the primary resources employed in the production of food—including oil, fresh water, and phosphorus—are in short supply or are likely to become more costly, resulting in higher food prices in the near term future. Scientists also warn that environmental change and top-soil degradation pose future challenges in a context of continued global population growth. This course examines
these challenges using sociological, anthropological, and economic frameworks and insights from the social sciences. Proposed solutions to pressing food challenges—including expansion of local food production, food democracy, and slow food—are also examined in relation to sociological, economic, and socio-economic perspectives.

In sum, this course promotes a historical awareness of changing food production systems and a global awareness of contemporary, international food production and consumption chains through readings and activities that draw upon interdisciplinary knowledge. The course promotes critical thinking about previously taken-for-granted diets and encourages students to consider the ethical implications of their food consumption in relation to environmental challenges and social justice concerns. Finally, the course raises student awareness about local and civic advocacy pertaining to food quality, democracy, and sustainability.

Course Goals
Students should come away with this course with a historically contextualized view of the social and economic challenges and politics of contemporary global and regional food production. Students should appreciate the global political, ethical, and environmental implications and challenges of our food production systems, using both qualitative and quantitative data drawn from the social sciences. Students should have acquired the practical information and research skills to investigate and evaluate the sustainability and social implications of our contemporary food production systems. Students should be able identify and understand future environmental and social challenges in our global and regional food production systems. Finally, students should be able to advocate for public policies and/or social strategies aimed at redressing these challenges using both written and oral communication.

Course Assignments
1. 2 Exams (10% first exam; 15% final exam): Midterm Exam Week 7 and Final Exam scheduled by ASU. Short answer, true/false, multiple choice exams.

2. Food Diary (20% of total grade) (Due Week 8). Diary plus 2 page typed analysis
   a. Keep a detailed food diary of what you eat per day. Then engage in the 2 types of analysis listed below. Use the Coffee Book as your exemplar
   b. Analysis 1: Investigate the ingredients and (supply chain) source of one food commonly consumed in your diet across:
      i. Identify the food and, if applicable, its ingredients.
      ii. Explain where the food (and ingredients) most likely came from.
         For instance, the place of origin for produce (e.g., grapes) is usually labeled (e.g., California). Try to discover how, for instance, grapes are produced in California by googling “California grapes.”
iii. Consider the social relations that are involved in the production of your food product. For instance, how is migrant labor involved in the production of grapes?
iv. Explain what you learned about the source of your product and, if relevant, its processing. For instance, how and where are chickens raised and processed?

Analysis 2: Evaluate the nutritional content of the food you eat across your 1 week food diary in relation to the quantity of fresh fruits and vegetables, the degree of “processed” food, and the variety of foods consumed.

i. Consider the sustainability of the food production systems involved in producing this food.

ii. Examine the social relations involved in this food’s consumption. For instance, where and with whom you consume this food. For instance, do you eat while driving or do you eat with friends or family?

More detailed instructions will be provided.

3. Advocacy Assignment (20% of total grade): Week 12. Working in groups of 2 students will prepare an argumentative brief. The assignment will be completed as a power-point presentation that can be uploaded to blackboard for other students to read and compare arguments.

a. Students will prepare a pro or con argumentative brief on one of the issues listed below. This project requires students to research their topics and understand the issues pertaining to them. Students should be familiar with the arguments and evidence made on both sides of the issue they adopt. Students will prepare power point presentations that describe the issue they are investigating and summarize their pro or con positions.

i. Pro/Con: The role of genetic engineering in promoting sustainable agriculture and the challenges of GMO.

ii. Pro/Con: The benefits or drawbacks of local food production as public policy and the social challenges involved in more local food production.

iii. Pro/Con: The role of the state in regulating food quality standards for food for children and the role of education in promoting “healthy” eating and lifestyles.

4. Capstone Assignment (35% of total grade): This assignment spans all “food” related courses students are currently enrolled in. Trace a philosophy, spirituality, and political economy of a food item, food-event, or a food type, in one of its perennial, global, complex as well as conflicting dimensions. This is your final portfolio project. (Any use of media is acceptable, e.g., a 30 minute power-point presentation of about 15 slides or standard 8-10 pp. essay, double spaced, one inch margins). Submit the full graded (marked) portfolio along with the final project – due electronically on the assigned final project due day.

CLASS ACTIVITIES AND READINGS
Week 1: Introduction: Introduction to the Course

Pimbert (2010). Toward food sovereignty: Reclaiming diversity and citizenship
Introduction and Chapter 1

Key questions: What challenges exist for food production? What are the issues?

Week 2: Food and Civilization: Traditional Agriculture

Carroll, Sean (2010, May 2010). Tracking the Ancestry of Corn Back 9,000

Agriculture, 33:66–84, 2009

Key questions: How did people “create” food through cultivation? How did a
 technological innovation such as the plow promote greater food production and
 how did this technology produce new challenges for food cultivation?

Weeks 3 and 4: Resource Limits and Population Growth

National Geographic: On Oil
The end of cheap oil

National Geographic: On Food
The Global Food Crisis: The end of plenty By: Bourne Jr., Joel K., National
http://ngm.nationalgeographic.com/2009/06/cheap-food/bourne-text

Scientific American: Could Food Shortages Bring down Civilization
May 2009. summary available at
http://www.scientificamerican.com/article.cfm?id=civilization-food-shortages

National Geographic: Human trends food and water
http://www.nationalgeographic.com/earthpulsec/food-and-water.html

National Geographic: On Water
Water Pressure
http://ngm.nationalgeographic.com/ngm/0209/feature1/
Key Questions: What are the key resource issues challenging future food production?

Weeks 5 & 6: Contemporary Food Production and Challenges

Pimbert Chapter 2 “The Making of Multiple Crises in Food, Agriculture, and Environment”


Key questions: The world’s population is growing yet pressing problems are arising stemming from the world’s current “food production regime.” What is the nature of this regime? Identify its characteristics. What are the social, environmental, and political challenges pertaining to current and future food production regimes?

Week 7: Food Issues: Biofuels and Food Prices

Daniel De La Torre Ugarte and Lixia (2006). Is the expansion of biofuels at odds with the food security of developing countries? Biofuels, Bioproducts, and Biorefining.

Key question: Cheap oil may be declining and biofuels are widely viewed as a suitable supplement. However, biofuels may create food shortages in the developing world and cause food prices to rise globally. Evaluate these conflicting challenges.

Week 8: Sustainability in Developing World


*Key Questions: This week's readings summarize environmental, social, and political challenges for food production in the developing and developed world. Summarize these challenges and anticipate solutions (which will be developed in weeks 10-14)*

**Week 10: Food Issues: Bioengineering Challenges and Promises**
GMO and Sustainability, Monocultures, and Health Issues


*Key Questions: What are the promises and perils of contemporary bioengineering practices and products?*

**Week 11: Food Sovereignty?**

Pimbert Chapters 3 “Food Sovereignty: A Citizen’s Vision of a Better World”


*Key Questions: What is food sovereignty and what are its promises for the developing world? What challenges does it face?*

**Week 12: US: Regulating Food Quality and Safety**
Diet, Obesity, Food Safety, and Worker Safety


Films: *King Corn & Our Daily Bread & Food Incorporated*

*Key Questions: What challenges exist to the safety and quality of food in the U.S.? How is obesity linked to our dietary regimes? Should government regulation be increased for food quality?*

**Week 13: Food Democracy and Slow Food Movement**

Pimbert Chapter 4. The role of local organisations in sustaining local food systems, livelihoods and the environment.


*Key Questions: What opportunities and challenges do local food production and slow food pose?*

**Weeks 14 and 15: Capstone Presentations**

Pimbert Part III Chapters 5-7
Multimedia Publication: Towards food sovereignty: Reclaiming autonomous food systems

‘Towards Food Sovereignty’ is an online book with full color photo illustrations and linked video and audio files. It describes the ecological basis of food and agriculture, the social and environmental costs of modern food systems, and the policy reversals needed to democratize food systems. The photos, video clips and audio recordings show farmers, pastoralists, indigenous peoples, fisherfolk, food workers and consumers all working to promote food sovereignty - highlighting the importance of locally controlled and diverse food systems to sustain both people and nature.

NOW AVAILABLE: Part I (chapters 1-3), Part II (chapter 4) and chapters 5 and 7 of Part III are available for download.

TABLE OF CONTENTS

PART I (Chap. 1 - 3): ANOTHER WORLD IS POSSIBLE FOR FOOD AND AGRICULTURE
(Download PDF)

Chapter 1. Local food systems, livelihoods and environments
1.1. Food systems and livelihoods
1.2. The ecological basis of food systems

Chapter 2. The making of multiple crises in food, agriculture and environment
2.1. The social costs of modern food systems
2.2. The environmental costs of modern food systems

Chapter 3. Food sovereignty: a citizens’ vision of a better world
3.1. La Vía Campesina and the concept of food sovereignty
3.2. Food sovereignty: an alternative paradigm for food and agriculture
   Enabling national policies and legislation
   Enabling global multilateralism and international policies

PART II (Chap. 4) : LOCAL ORGANISATIONS AT THE HEART OF FOOD SOVEREIGNTY (Download PDF)
Chapter 4. The role of local organisations in sustaining local food systems, livelihoods and the environment

4.1. Introduction
4.2. Local adaptive management of food-producing environments
   4.2.1. The use of sophisticated environmental indicators to track and respond to change
   4.2.2. The use of diversity to reduce risks and mitigate impacts of natural disasters and long-term environmental change
4.3. Local organisations and people’s access to land and food
   4.3.1. Locally-developed rules for resource access and use
   4.3.2. Local organisations and access to land
   4.3.3. Local organisations regulating access to food
4.4. Nested organisations and the management of dynamic complexity
4.5. Federations, networks and organised policy influence
4.6. The need to strengthen local organisations for food sovereignty
   4.6.1. Beyond the Millennium Development Goals (MDGs)
   4.6.2. Beyond the Millennium Ecosystem Assessment and international conservation
   4.6.3. Concluding remarks

PART III (Chap 5 - 9): TRANSFORMATION FOR FOOD SOVEREIGNTY (Chap. 5 and 7 available)

Introduction

Chapter 5. Reclaiming citizenship: empowering civil society in policy-making (Download PDF)
5.1. Learning from history to re-invent active forms of citizenship
5.2. Building local organisations
5.3. Strengthening civil society
   5.3.1. Building upon synergies between the government and society
   5.3.2. Collaboration between local and external civil society actors
   5.3.2. Independent pathways from below
5.4. Methodologies for citizen participation in policy processes
5.5 Nurturing citizenship
   5.5.1. Learning to engage in high quality processes of deliberation and inclusion
   5.5.2. Ensuring safeguards for quality and validity
   5.5.3. Learning to expand information democracy

Chapter 6. Social inclusion and building countervailing power (Forthcoming)

Chapter 7. Transforming knowledge and ways of knowing (Download PDF)
7.1 Transforming knowledge
   7.1.1 Beyond reductionism and the neglect of dynamic complexity
   7.1.2 Overcoming myths about people and environment relations
   7.1.3 Decolonising economics
7.2 Transforming ways of knowing
7.2.1 Inventing more democratic ways of knowing
7.2.2 Re-enchanting the world through self-reflective and holistic ways of knowing
7.2.3 Enabling contexts for social learning and action

Chapter 8. Agro-ecology and eco-literacy as a basis for the design of resilient food systems (Forthcoming)

Chapter 9. Deepening democracy