**Touring the Food System – Thinking Global, Experiencing Local**

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**Course Description**

Food -- while a basic life necessity, the process by which a meal makes it to a plate is quite complex. We eat globally, the positive and negative impacts of which are felt locally, even here on campus. This course takes you on a tour of the food system -- the production, distribution, retailing, consumption and disposal of food -- with stops along the way covering the rules that govern the system and contemporary issues of hunger and food insecurity. This course is, in part, experiential, with in-class and out of class activities that help students reflect on the food system and their role in it. The class is structured to develop and challenge students’ thinking through activities, readings, lectures, interaction with guests, and structured discussion.

**Course Objectives -** Upon successful completion of this course, students will be able to:

* Describe the components of the food system.
* Explain how components of the food system affect one another.
* Understand on how global food system trends impact local conditions.
* Reflect on the complexity and multi-dimensionality of the food system.
* Apply information about the challenges of, and solutions to, current problems in the food system.

**Contact Hours** - 110 minutes per week

**Course Materials**

Most readings come from the *Food System Primer* made available, for free, from the Johns Hopkins Center for Livable Future: <http://www.foodsystemprimer.org/>. All additional articles and reports are available on Carmen or via a link on the syllabus.

**Grading -** Satisfactory/Unsatisfactory. A “Satisfactory” grade is equivalent to a grade of C or better. An “Unsatisfactory” grade is equivalent to D or E. Rubrics and further instructions for the following assignments are located on Carmen.

***Class Participation (21%)*** - Class participation is a critical part of this class. Class participation includes coming to class prepared (having read and thought about the assigned materials) and participating in in-class discussions and exercises. Each class session is worth 3% for a total of 21%.

***Weekly Take-home exercises (24%)*** *–*For weeks 2-7, instructions for a take-home exercise are posted on Carmen. These questions are designed to reinforce and build on key concepts from the reading materials and to engage students in critical thinking about the materials. Contributions are due PRIOR to the next class session. Each of the six exercises is worth 4% points for a total of 24%.

***Kroger Field Trip and Report (25%)*** *-* The purpose of this activity is to provide students with an opportunity to explore the food retail environment and consider the implications of this environment on individuals, families and communities.

***Food Citizen Action Project (30%)*** *-* Students will identify a food system problem and design a policy intervention to address it. This culminating project has students apply what they have learned from prior lessons, and empowers them to create change.

**Weekly Schedule**

**Week 1 - Eating the globe**

In-class activity: Movie viewing, *Fresh*

Readings: *The Food System* (<http://www.foodsystemprimer.org/the-food-system/>); Review Glossary of Food Systems. Department of Urban and Regional Planning. University of Wisconsin Madison: <http://foodglossary.pbworks.com/w/page/31253712/FrontPage>

**Week 2 - Touring the food system – Growing**

In-class activity: Where in the world is my meal produced? Mapping food production.

Readings: *Food Production* (<http://www.foodsystemprimer.org/food-production/>)

**Week 3 - Tour stop – Rules of the system (policy)**

In-class activity: Farm Bill Debate

Readings: *Food Policy* (<http://www.foodsystemprimer.org/food-policy/>); Wilde, Parke. 2013. Lecture. <http://glennschool.osu.edu/food-policy/>

**Week 4 - Touring the food system – Processing**

In-class activity: Guest speaker, Tony DiNovo, DNO Produce

Readings: *Food Processing* (<http://www.foodsystemprimer.org/food-processing/>); Explore these infographics: <https://msu.edu/~howardp/infographics.html>

**Week 5 - Touring the food system – Distribution & Retailing**

Class activity: Field trip to Kroger

Readings: *Food Distribution* (<http://www.foodsystemprimer.org/food-distribution/>);

**Week 6 - Tour stop – Hunger and food insecurity**

In-class activity: Healthy Food Access Game

Readings: *Hunger and Food Insecurity* (<http://www.foodsystemprimer.org/food-and-nutrition/hunger-and-food-insecurity/>); USDA Economic Research Service. 2009. Access to Affordable and Nutritious Food: Measuring and Understanding Food Deserts and Their Consequences. [Read the Report Summary] [http://www.ers.usda.gov/publications/ap-administrative-publication/ap-036.aspx#.U8Qr6vldXTo](http://www.ers.usda.gov/publications/ap-administrative-publication/ap-036.aspx" \l ".U8Qr6vldXTo)

**Week 7 – Thinking Locally – Reflecting on our work and making plans**

In-class activity: Role playing, Food in your Community

Readings: Holt-Giménez, Eric. Food Security, Food Justice, or Food Sovereignty? *Food First Backgrounder.* Institute for Food and Development Policy: <http://foodfirst.org/wp-content/uploads/2013/12/BK16_4-2010-Winter_Food_Movements_bckgrndr-.pdf>; Civic Agriculture (available on Carmen)

**Academic Misconduct Policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info\_for\_students/csc.asp).

**Mental Health Statement**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit advocacy.osu.edu. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.**

**Student Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.  To establish reasonable accommodations, I may request that you register with Student Life Disability Services.  After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.