

San José State University
College of Social Sciences/Department of Geography
GEOG 120, Food Supply & Agricultural Systems, Fall 2017

Course and Contact Information

Instructor:	Gina Bacigalupi
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Office Hours:	In Person: MW 9-10am and also by appointment Virtual (via email or Zoom): Th 1:30-2:30pm and also by appointment
Class Days/Time:	Tasks due to Canvas by 3pm on Thursdays; New modules available midday on Fridays
Prerequisites:	Upper division standing or instructor consent
LAST DAY OF CLASS:	Friday, December 8 th , 2017 (You will get a final set of tasks on this date)
FINALS DAY:	Wednesday, December 20 th , 2017 (Your final project materials will be due by 11pm to Canvas)

Course Description

For thousands of years, cultures engaged in traditional and subsistence agricultural techniques, which were inherently sustainable. Technology historically helped globalize food, which can be viewed as positive. However, because of various causes we will cover during the semester, the “produce enough for your family and some for your neighbor” way of farming gave way to heavy machinery, off-farm inputs, dependency on fossil fuels, monocultures, and ultimately natural resource degradation. Technology is very much a part of current agricultural systems and will most definitely shape the future of world food production.

The way we will view this course is through multiple lenses. Yes, it is at its heart a geography class but taking into account that we will be discussing food, we must additionally consider the fields of history, politics, and technology. Think of the course as a bit of a journey where we will discover how, why, and where agriculture originated, what factors shaped culinary patterns and traditions, how different foods found their ways into our diets, as well as having fun unearthing some mysteries and unknown facts about food.

In addition to looking at the past, we will spend time looking at the present as well as the future. Food security and hunger issues are very real at all levels, local to global. We will look at projections and food supply estimates by leaders in the field and weigh possible remedies.

Learning Outcomes

Course Learning Outcomes (CLO)

Upon successful completion of this course students will have:

1. gained an understanding of how food and agriculture have shaped history, society, and culture and how food and agriculture have in turn been shaped by geography
2. obtained an awareness of how and where key and common food staples originated and spread worldwide
3. learned how better navigation and transportation led to the globalization of food
4. discovered how big agribusiness made our food system unsustainable and changed the way we eat
5. evaluated and compared options about how to solve the world's food crises while considering various solutions
6. taken a look at efforts being made to regain control of our food system, to try to make it sustainable once again, and to encourage others to be a part of how food gets to the table
7. come away with a more in-depth knowledge of a country of your choosing's culinary history, tradition, and culture while examining geography's role in this

Information Literacy Learning Outcomes

1. An information literate student determines the nature and extent of the information needed. The information literate student defines and articulates the need for information, as well as identifies a variety of types and formats of potential sources of information.
2. An information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base. Students summarize the main ideas to be extracted from the information gathered, articulates and applies criteria for evaluating both the information and its sources, and synthesizes main ideas to construct new concepts.
3. The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Required Texts/Readings, Materials

Textbooks:

- Citivello L. 2011. Cuisine and culture: a history of food and people. 3rd edition. Hoboken(NJ):Wiley. 436p. ISBN-13: 978-0470403716; ISBN: 0470403713
- Gardner B. Global food futures: feeding the world in 2050. New York(NY):Bloomsbury Academic. 242p. ISBN-13: 978-057851550

Other Readings:

- Additional readings will be assigned and available on Canvas.
- If you would like to purchase the supplemental texts we will be using for your own personal libraries, you are welcome to but not required to for this course
 - Cope S. 2014. *Small batch: pickles, cheese, chocolate, spirits, and the return of artisanal foods*. Lanham(MD):Rowman & Littlefield. 235p.
 - Denker JS. 2015. *The carrot purple: and other curious stories of the food we eat*. Lanham(MD):Rowman & Littlefield. 315p.
 - *We will use this text frequently.
 - Fuller G, Reddekopp TM. 2016. *Delicious geography: from place to plate*. Lanham(MD):Rowman & Littlefield. 263p.
 - Voss KW. 2014. *The food section: newspaper women and the culinary community*. Lanham(MD):Rowman & Littlefield. 243p.
- Abbreviations used in the calendar, referring to the above texts:
 - C&C = Cuisine & Culture
 - GFF = Global Food Futures
 - Carrot Purple = ...self-explanatory!
 - Delicious Geog = ...another pretty obvious one
 - Small Batch = ...again, obvious
 - Food Section = ..hopefully no confusion here
- See more information about weekly readings below

Other materials:

- Access to a computer with the Internet, Microsoft Word, and Microsoft PowerPoint
- Current SJSU Library account

Course Requirements and Overview of Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

For this class, all assignments are to be completed by the individual student unless otherwise specified.

Canvas:

Canvas is, as you know from perusing our course website, the platform for our online course. If you are new to Canvas or new to online courses, please make full use of the help and information guides available on our course site (and any others available through the Help portal on the left-hand pane of Canvas). Knowing how to submit assignments, post discussions, find readings and quizzes, and read instructor comments are key.

General Notes about Submitting Assignments & Assignment Formatting:

All assignments will be submitted via Canvas, either on the Discussion Board or through an assignment portal. The Discussion Board and any assignment portals will close at 3pm each Thursday. Please aim to submit BEFORE 3pm Thursday to avoid and protect yourself against any potential technical difficulties.

Any assignment submitted through an assignment portal should be typed in Microsoft Word using 12pt Times New Roman font, 1-in margins all around, and double-spacing. Failure to do follow these formatting instructions will result in an automatic 10% reduction in points for that assignment.

Any ideas that are not 100% yours MUST be properly cited. Of the following, please choose and use the citation method you are most comfortable with: APA, CSE, MLA, Turabian.

Overview of Tasks & Assignments

The calendar posted on Canvas should give you an overview of tasks for that week. By midday each Friday, you will receive a new module that gives specific instructions about what to read and what tasks to complete, in addition to any materials needed for that week.

Expect to do a fair amount of reading and video watching. Without an in-person component, it is up to you to learn content on your own. In order to help facilitate this, the instructor will provide a weekly update with a summary of the previous week and overview of what to expect for that week's module. This will either be in a "Page" form or video at the beginning of the module. You will need to start with this update before completing your weekly tasks. While the instructor might occasionally supplement weekly content with a few PowerPoint slides, this course is mainly lecture-free.

DO NOT WAIT UNTIL THE LAST MINUTE TO COMPELTE WEEKLY TASKS.

Weekly Readings:

Each week (with the exception of Week 1), you will have a set of readings. One of the 2 required texts will be used along with supplemental material. This may come from one of the texts listed above or it may be an article (or multiple articles). The amount of reading varies each week so please plan well and smartly how/when you're going to get it all done. In the calendar, the page range or amount of pages is given for most readings to help give you an idea of what's ahead. Supplemental readings will be scanned and posted within the appropriate weekly module.

Weekly Videos:

With the exception of Week 1 & 16, you will have videos to watch that correlate with and complement the week's readings. Links and length will be provided for each in their appropriate weekly module. Some will be on YouTube while for others, we will use the streaming service Kanopy, provided to us by the SJSU Library. For Kanopy videos, you will need to log in using your SJSU Library (aka SJSUOne) account.

In addition to a few standalone videos/films, we will use 3 main video series:

- Food: A Cultural Culinary History Series
Each episode averages around 30mins. It is lecture-style.
- Supersizers Go...
Each episode (broken up into 6 parts) averages about 60mins total. Very light-hearted, funny, admittedly a bit silly at times but gives some very interesting facts and information about food.
- Hidden Killers
Each episode averages about 50mins total. Engaging, informative look at the dangers of food and

technology during various historical time periods.

Weekly Quizzes:

To help ensure you are keeping up with the material, there will be a weekly quiz (except for Week 1). Each quiz will be 10-20 questions and worth 10 points. You will have 2 attempts, no time limit. Quiz content will largely focus on the week's readings but may include some questions from the videos. Your assigned reading/video materials should be your ONLY resource(s) referenced. Quizzes will open when each module is released each Friday and close at 3pm each Thursday. No make-ups.

Weekly Discussions & Response Comments:

Students are required to participate in discussions so we may benefit from the group's interaction on every course topic. Each week (including Week 1!), you will have at least one discussion prompt to answer. Please make sure to answer all parts of the prompt(s) in order to receive maximum credit. Discussions will be used to connect readings, videos, and even opinion (well-reasoned, please). Each discussion response should be no less yet no more than 1-2 paragraphs (think 5-10 sentences). For full credit, a response should be well-thought out, well-written, accurately relate to the week's material, and answer all aspects of the prompt(s). In addition to providing your own weekly response on the Discussion Board, please comment on at least 1 other classmate's response. This response comment should be thoughtful (not just something like "I agree" or "good job") and be no more than 3-4 sentences.

Current Events:

For our last 3 modules, you will be in charge of finding a current event relating to the week's topic(s). This will include areas like food supply, food security, agricultural land use, food deserts, nutrition, obesity, diabetes, or other related issues. You will need to find a popular media article from a respectable source (i.e. New York Times, BBC, etc), read it, and summarize it. Additional specifics will be given at the beginning of the appropriate module.

Country Culinary Project:

In Week 5's module, you will receive full instructions and a rubric, but here is an overview in the meantime: As your culminating experience for this course, you will select a country (no repeats, so be thinking of a few options) to research its culinary history, flavor inspirations, food production, while exploring geography's influences on these elements.

This project is two-fold:

- Using at least 5 college-level sources, you will compile and write up your research in a minimum of 5 (full) double-spaced pages (excluding works cited). It would be wise to do some initial research to make sure there is enough pertinent information out there on the country you would like to study before officially choosing it.
- You will select and make a dish from your chosen country. You will video record it in a "cooking show" style format. Think of it as getting class credit for making dinner one night! Keep the dish fairly simple – this will be easier on you and your pocketbook.

Check-in Survey:

You will have 2 brief surveys to take about the course, one in Week 8, one at the very end of the course. If you answer all of the questions with respectful responses, you will receive full credit. These surveys are just to see how everyone is doing with the course, if there are areas of concern, issues with the material, what's working, what suggestions you have, etc.

Grading Policy

Your final course grade will be based on your assignments, quizzes, discussion responses, and project. Each week, you will get a detailed explanation of the tasks at hand. It is your responsibility to ask questions about the instructions and/or the rubric prior to submitting written material. Claiming you didn't understand what was expected is not an excuse.

It is your responsibility to ask the instructor if you do not fully understand how a portion of an assignment was evaluated. Please see the guide in the Start Here module on Canvas for how to read instructor comments.

Grade Scale:
A = 93%-100%
A- = 90%-92%
B+ = 87%-89%
B = 83%-86%
B- = 80%-82%
C+ = 77%-79%
C = 73%-76%
C- = 70-72%
D = 60-69%
F = < 60%

Please note: Grades will not be curved. It is up to the discretion of the instructor whether to bump up a student's grade at the end of the semester. Quality of work, general improvement, and evident effort may be taken into consideration when considering a grade bump. It is also up to the instructor's discretion whether or not to give an A+.

Also, according to [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf>, "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades."

Overview of Points Available

Assignments	Points
Personal Profile	10
Weekly Discussion (16 x 10pts)	160
Weekly Discussion Comments (16 x 5pts)	80
Weekly Quiz (15 x 10pts)	150
Current Events (3 x 10pts)	30
Country Culinary Project	100
Check-in Survey (2 x10pts)	20
TOTAL	550*
(*subject to change, based on any calendar changes)	

Exams:

There will be no midterm or final exam, just weekly quizzes and a final project.

Late Work:

It is **NOT** accepted, so please get your assignments in on time. If you have extenuating circumstances, please speak with the instructor. For instance, if you are ill, please notify the instructor; you will need to provide a doctor's note.

Extra Credit:

It may be offered but there is no guarantee, so do not plan on it. If extra credit is offered, think of it as a buffer, not as a way to avoid doing assigned work.

Online Classroom Protocol

Please be courteous to your instructor and classmates when composing your discussion responses. Strong opinions are fine but they, like any viewpoints, need to remain respectful and be backed up with logical reasoning and critical thinking.

Bottom line: Treat instructor and classmates with respect. Be considerate of others.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her (i.e. during a "Zoom" office hours session). You must obtain the instructor's permission to make audio or video recordings. See [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. **Cheating on quizzes or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.** If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of all instructors involved.

The instructor will use the Turnitin feature on Canvas for all submissions.

Resources for Students

There are many resources on campus available to you. Some examples include: Accessible Education Center (if you have a documented disability or think you might have a disability, please make an appointment with them right away so that you can receive accommodations: <http://www.sjsu.edu/aec/>), SJSU Peer Connections Center, the College of Social Science Access Center, SJSU Writing Center, SJSU Counseling and Psychological Service, SJSU Student Health Center, the Academic Success Center, and many places to use or get help with technology. See the [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/> for more info, contact or come see me.