

Environmental & Sustainability Studies 5558
Food for Health, Justice, & Sustainability – ENVST Capstone
Mondays & Wednesdays 4:35 – 7:35
First half fall semester August 19 – October 2, 2024
GC 3660 or specified field locations

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Office Hours: Happily by appointment

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Projects Coordinator: Sarah Tabak

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Office Hours: Happily by appointment

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Required Materials

We will read two primary course texts this semester and have additional articles available through CANVAS. Both of these texts are available online through the U library at no additional cost to you.

1. Alkon, Alison, and Julie Guthman. *The New Food Activism*. 1st ed. Berkeley: U of California, 2017. Web.
2. Trauger, Amy. *We Want Land to Live*. 1st ed. Vol. 33. Athens: U of Georgia, 2017. *Geographies of Justice and Social Transformation Ser.* Web.

Course Description

Food movements are playing an increasingly vital role in the development, promotion, and success of justice, sustainability, and health movements throughout our society. From "eat local" and Community-Supported Agriculture practices to garden-related voluntourism and "food freedom" bills, eating itself has become a merging of the personal and the political that can either reject or embrace a commitment to justice, sustainability, and health. In this course, students will explore political and economic factors that affect a just and sustainable food system, consider how our food choices promote or discourage justice and sustainability, and navigate the ways that our food cultivation, preparation, and consumption is related to healthy lifestyles. And there will be cooking, canning, and field trips to local farms and restaurants. This is a community-engaged learning class.

Course Outcomes

By the end of this course, you will be able to:

- Apply skills in food cultivation and preparation;
- Explain approaches to food justice embedded in local urban agriculture;
- Analyze human and non-human exploitation resulting from global-industrial food systems;
- Evaluate approaches for justice, ecological sustainability, and health in individual, community, and national food initiatives.

Teaching and Learning Methods

This course will be very experiential in nature. We take many field trips and will often work on community projects or activities in small groups during class meetings. Course meetings will begin with a discussion of the readings and build on concepts from previous class sessions. Community-based research projects are also a key element of our work together. This is a community engaged learning course.

Course Schedule

Meeting date	Topics	Readings for following week	Assignments due Thursday
M 8/19	Course introduction	Preface & Introduction to The New Food Activism pp. vii – 27; Chapter from Josh Viertal on Canvas	
W 8/21	FT - BUG Farms & Og-Woi		Reading response 1
M 8/26	Slow Food Experience	NFA Part 2: Chs 5, 6 and 7 Working for Workers	
W 8/28	Farmworker Health in Utah – Talula Pontuti - Discussion/CEL		Reading response 2
M 9/2	Labor day – No class meeting	NFA Part 3 Collective Practices ch 8, 9 and 10	
W 9/4	FT IRC New Roots Redwood		Reading Response 3 Slow Food Video
M 9/9	Discussion/CEL	NFA Part 3 Collective Practices and Conclusion chs 11, 12 and 13	
W 9/11	FT -Punk Rock Farm Harvest		Reading Response 4
M 9/16	Discussion/CEL	We Want Land to Live Chapters 1 and 2	
W 9/18	FT - Canning @ WCG		Reading Response 5
M 9/23	Discussion/CEL	We Want Land to Live Chapters 3 and 4	
W 9/25	FT -Green Team Farm WCG		Reading Response 6
M 9/30	Discussion/CEL Finish recording presentations	We Want Land to Live 5, 6 and 7	
W 10/2	FT -Presentations @ CLC		

*FT - Field trips begin @ 5 on location and end at 7:15 @ location

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Choices for Academic Success

Assignments

Participation /Citizenship.....30%

Class sessions are predominantly interactive with a heavy emphasis upon collaborative efforts. As a consequence, in-class activities for which points are assigned cannot be “made up” outside of class time after

that fact. Absences for parts of class sessions (i.e., arriving late, leaving early) will be used in the calculation of participation. Because we are a small and mobile class, you are required to notify instructor in advance if you will be late or absent so we can effectively attend your needs and class experiences.

Reading / experience responses.....30%
Each week you will be asked to respond to a discussion prompt about the readings and field experiences. These responses will demonstrate your careful consideration and integration of the field experiences and readings. These will be graded through a rubric available on canvas.

Community Connections/Solidarity.....25%
There are many community efforts related to course content. You will share an experience in the form of working with/for a community group and reflect upon that experience in terms of how it enhanced your understanding of or appreciation for **two or more** of the course outcomes. Experiences and reflections will be shared in class in a final presentation and graded through a rubric available on canvas.

Slow Food Video.....15%
Slow Food Movement suggests that social change can't happen without the community that preparing and sharing a meal can bring. Please get together with at least two other classmates to create a meal and tell it's story. (Recall the Viertal quote, "Most of the food we eat has a story behind it that we are ashamed to tell." – are there elements of your meal you are proud or ashamed of?) In your groups, you will produce a 5-minute video of this experience as described on canvas.

University Policies

1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments will only be permitted as required by Policy 6-100(III)(O). If you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.'

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should not be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>

3. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 383 South University Street, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. Academic Misconduct Statement. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>
5. Drop/Withdrawal Policies. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.
6. Other important information to consider including:
 - a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
 - b. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
7. Supports for Students. Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.
8. Basic Needs Student Support Statement. Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.