UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

<table>
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<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
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<tbody>
<tr>
<td>Proposal Submitted By: Tracy B. Citeroni</td>
<td>Date Prepared: 09/15/2013</td>
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<tr>
<td>Course Title:</td>
<td>Food Justice</td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>SOCG 320</td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed: 3
Prerequisites: SOCG 105 The Social World

Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)

NO X YES

Date of first offering of this new course: FALL SEMESTER, year 2014
Proposed frequency of offering of the course: annually
List the faculty who will likely teach the course: Citeroni

Are ANY new resources required? NO X YES

Document in attached impact statement

This new course will be (check all that apply):
Required in the major
General Elective
Elective in the major X
General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: Sociologists study food in order to puzzle through the complicated questions of fairness, equity, justice, and all human beings’ inherent right to nourishment and sustenance. What would a ‘just’ food system look like? What social groups are advancing this cause in contemporary society? How successful have their efforts been? What can/will we do to contribute to this process? How will we adequately, healthily, and sustainably feed others and ourselves?

COURSE HISTORY
Was this course taught previously as a topics or experimental course?

YES X NO

Course Number and Title of Previous Course Semester Offered Enrollment
SOCG 371F: Food & Justice Fall 2010 19
SOCG 371F: Food & Justice Summer 2012 8
SOCG 371F: Food & Justice Fall 2012 21

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: ___________________________ Date: ___________________________
CCC Chair Approval: Tim ODonnell Date: 10-23-13
UCC Chair Approval: ___________________________ Date: ___________________________
1. Rationale -

A course exploring problems of our contemporary food system (in relation to production, transportation, distribution, and consumption) and the social movements that have emerged to confront them fits perfectly with the rest of our curriculum in the sociology major. This course complements the long-standing focus of our existing curriculum on social inequality (classes such as Stratification, Social Change, Race, Gender) and helps to consolidate our emerging expertise on urban and environmental sociology (Urban, Environmental, Social Welfare, Community Power). It rounds out my own focus on health and the body (Medical, Global Health, Body) and is an obvious follow-up to the freshman seminar I created on Environmental Justice. The Food Justice class also naturally lends itself to being an elective for the new Social Justice minor.

My requirement that students familiarize themselves with and study food justice organizations and actions in the local community provides an effective bridge between the UMW classroom and Fredericksburg at large. This social commitment enhances students’ standing in the local community and provides them with crucial organizing and research skills. I have been impressed by students’ engagement with the topic and the eagerness of some to extend their learning about food justice and principles of social action to other settings.

Food is a significant social issue of late, both within sociology and for the public at large. Consequently, student interest in this type of class is increasing markedly. Each time I have taught the course, I have had a longer waiting list of students. I anticipate strong and consistent demand for it in the future.

While the Food Justice course is a natural fit for sociology majors and students already interested in environmental sociology and environmental science, I have found that it also appeals to students concentrating in neither. In those cases, students engage with the subject matter and grapple with tough questions about fairness in our food system in the true spirit of the liberal arts. They use the course to bolster their knowledge about food in their communities and to embrace their role as active, informed citizens.

2. Resource Impact – This course requires no new library, space, budget or technology resources.

3. Sample Syllabus -
Food is elemental. It is necessary for our very survival. Eating food is a biological drive. Food is also integral to our social relations. Beyond the basic survival drive, why do we eat what we do, when we do, and with whom we do? The society into which we are socialized largely shapes our taste preferences and structures our daily eating habits.

As sociologists, we study these patterns with interest. We also extend our examination of food and society to encompass larger patterns of food production and distribution. We critically analyze how these practices of production and distribution create conditions of excess and scarcity for different social groups. We interrogate practices of the food industry that impact people’s access to and tendency to consume certain foods. We ask about the relationship between the food people eat and their health. We inquire as to the environmental impact of various cultural diets. We scrutinize the political dimensions of food production, distribution, and consumption.

This seminar is titled Food & Justice. By choosing this title, I mean to insist that in exploring the multitude of questions related to food in society, we must also always do so with the intent to confront head-on problems of injustice. We study food in order to puzzle through the complicated questions of fairness, equity, justice, and all human beings’ inherent right to nourishment and sustenance. What would a ‘just’ food system look like? What social groups are advancing this cause in contemporary society? How successful have their efforts been? What can/will we do to contribute to this process? How will we adequately, healthily, and sustainably feed others and ourselves?

To this end, the readings in this course are designed to give us the necessary background information to tackle tough sociological questions about food and society that we face today.

Class Format and Dynamics

I strongly believe in active, participatory learning. In my opinion, the best learning and teaching environment is created through constant interaction and exchange of ideas. Together, we will work to generate a space that fosters analysis, reflection, and critique, and that allows for informed discussion and debate.

Our class sessions will be divided up into several activities:

a. Discussion of assigned reading material to be organized by student leader
b. Briefings by students on local/regional food justice activities
c. Occasional films and discussion
d. Visits from local/regional actors/stakeholders in the food system

Assignments (see descriptions below)

Class participation 20%
Discussion leadership 10%
Briefing on food justice activities 10%
Exam 1 30%
Exam 2 30%

Required Reading Material

Food Justice (2010) by Robert Gottlieb
Cultivating Food Justice: Race, Class & Sustainability (2011) edited by Alison Hope Alkon & Julian Agyeman

Tentative Schedule of Topics and Reading Assignments

Week 1 (Aug 28, 30)
T: Introductions, planning, ‘What is your relationship to food?’ discussion
R: Gottlieb Intro (“Taking Root”) & Chapter 1 (“An Unjust Food System”)

Week 2 (Sept 4, 6)
T: Gottlieb Chapter 2 (“Accessing Food”) & Chapter 3 (“Consuming Food”)
R: Watch and discuss “Harvest of Shame”

Week 3 (Sept 11, 13)
T: Gottlieb Chapter 4 (“Food Politics”) & Chapter 5 (“The Food System Goes Global”)
R: Watch and discuss “What’s on Your Plate?”

Week 4 (Sept 18, 20)
T: Gottlieb Chapter 6 (“Growing Justice”) & Chapter 7 (“Forging New Food Routes”)
R: Watch and discuss “Food, Inc.”

Week 5 (Sept 25, 27)
T: Gottlieb Chapter 8 (“Transforming the Food Experience”) & Chapter 9 (“A New Food Politics”)
R: Watch and discuss “King Corn”

Week 6 (Oct 2, 4)
T: Gottlieb Chapter 10 (“An Emerging Movement”)
R: Watch and discuss “We Feed the World”

Week 7 (Oct 9, 11)
T: EXAM 1
**Fall Break**

Week 8 (Oct 18)
R: Briefings

Week 9 (Oct 23, 25)
T: Alkon & Agyeman Introduction and Chapter 2 (“A Continuing Legacy”)
R: A&A Chapter 3 (“From Past to Present”)

Week 10 (Oct 30, Nov 1)
T: A&A Chapter 5 (“From Industrial Garden to Food Desert”)
R: A&A Chapter 6 (“Farmworker Food Insecurity…”)

Week 11 (Nov 6, 8)
T: A&A Chapter 7 (“Growing Food and Justice”)
R: A&A Chapter 9 (“Environmental and Food Justice”)

Week 12 (Nov 13, 15)
T: A&A Chapter 10 (“Vegans of Color, Racialized Embodiment…”)
R: A&A Chapter 11 (“Realizing Rural Food Justice”)

Week 13 (Nov 20)
T: Watch and discuss “The Garden”

Week 14 (Nov 27, 29)
T: A&A Chapter 14 (“Food Security, Food Justice, or…”)
R: A&A Chapter 15 (“Conclusion”)

Week 15 (Dec 4, 6)
T: Remaining Briefings
R: EXAM 2

**Final Exam: December 13th 3:30-6:00 p.m.**

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**Briefings on Food Justice Actions:** You will brief the class on some specific aspect of the local, regional, global food system related to that day’s readings. The goal is to familiarize yourself and the rest of the class with one part of the food system and/or one specific group/action that is attempting to move us in the direction of a more just and democratic food system. What part of the food system are you examining? How is it relevant to the big sociological questions we are tackling in the seminar? How successful has this group been? Is this group/action something that has been or could be implemented in the local Fredericksburg community? Your briefing will take 15 minutes.

**Visits from actors in local food system:** You are encouraged to invite people who work in the local food system to visit our class and talk with us about the work they are doing. These actors may come from the organization with whom you are working, or they may simply represent issues that are of interest/concern to you. This person could be a grocer, farmer, social worker, chef, volunteer, activist, guerilla gardener, etc. Use your own sociological imagination! Bringing a food system actor to our class will count towards the ‘briefings’ portion of your grade.