**Course Description**

Food and farming systems are inextricably linked with the political, economic, social, and ecological structures in the US. A bite of an apple is directly connected to the climate and soil where the orchard grew; the wild and domesticated bees that pollinated the flower; the people who pruned the apple tree, managed the pests, and picked the apple; the people and machines that washed, sorted, packed, stored, and transported it; and the businesses that may have bought and sold the apple until it reached you; and the circumstances that made it possible for you to purchase, store, prepare, and eventually eat the apple, and dispose of the waste. Going deeper, that apple is also connected to historical questions of land ownership, labor and immigration policies, science and technology, plant breeding, cuisine and dietary advice, global apple markets, and on and on.

In this course, we will grapple with this complexity by examining some key shifts in American food & farm history. Starting with indigenous foodways prior to colonization and ending with contemporary food movements, we will make several stops in between to look at colonial agriculture, shifts caused by industrialization, and the cultural politics of eating. Throughout, we will examine three overarching themes:

- **Complexity in Systems:** How do farming, food systems, and the environment mutually shape one-another? What are the key points of key interconnection?
- **Social Inequality:** How are these systems enmeshed with social hierarchies, such as gender, race/ethnicity, and class (and others)?
- **Change and Persistence:** How have the dynamics of food/farm systems changed or persisted over time? In what ways does the past shape current conditions and possibilities for the future?
**Course Policies & Approaches to Learning**

**Active Learning**
This course will incorporate active learning strategies, meaning that you will be asked to participate in the learning process through a variety of individual and small group activities that involve writing, talking, problem solving or reflecting. This can sometimes feel a bit uncomfortable or frustrating if you are used to an instruction model where students are passive recipients of knowledge. Despite this potential discomfort, research indicates that active learning techniques lead to improved critical thinking and interpersonal skills as well as increased retention and transfer of information.

**Diversity and Collegiality**
The course will benefit from diverse viewpoints, experiences, and approaches to learning. At times, we will deal with difficult subject matter and it may feel uncomfortable. We will strive for a free exchange of ideas while being mindful of the ways that our identities are bound up in social hierarchies and power dynamics in the wider world. Together as a class, we will develop ground rules to help guide us as we address difficult material head on, and in ways that both encourage difference of opinion and honor each person’s full humanity. This course should be a place where it is okay to take intellectual risks and make mistakes. It is also okay to call attention to when members of the class (including me) make mistakes. When we do so, I ask that we try to practice “calling in”, rather than “calling out”, so we can move forward together.

**Attendance**
The course relies on the participation and contributions of each student, so please make every effort to attend class. If there are unavoidable circumstances that cause you to miss class (such as verified illness), please notify me as soon as possible and provide documentation. You should contact fellow students about what you missed in class.

**Late Work**
I will accept assignments up to 3 days after the due date. However, for each day an assignment is late and unexcused, I will deduct 2.5% from the grade for that assignment. In cases where unavoidable circumstances arise (such as verified illness), let me know as soon as possible and we can discuss alternative arrangements depending on the situation.

**Electronic Devices in Class**
Research suggests that taking notes by hand has greater benefits for learning than doing so on a computer. If you do use a laptop or tablet in class, please be mindful of the potential for these devices to be a distraction for yourself, other students, and me as the instructor. If it seems that an electronic device is detracting from the learning environment, I may ask you to put it away. Please switch cell phones to vibrate/silent during class.

**Required Texts**
The following books are required:
- Deborah Fitzgerald, *Every Farm a Factory* (New Haven: Yale University Press, 2010)

We will also read excerpts from other books, academic articles, and popular media, all available via Moodle. As you read (or watch/listen to) the assigned texts, it’s a good idea to take notes on the author’s key arguments, supporting points, and questions the readings raise for you. These will help you prepare for class discussions, the reading responses/replies, and any quizzes.
**Assignments & Grading**

**Participation (250 pts)**
Your engagement and participation is crucial to the success of this course. You are expected to attend every class, complete the readings, and actively participate. If it seems like folks aren’t doing the reading, there may be occasional pop quizzes where you can use your notes, but not the readings themselves. If you tend to be uncomfortable speaking in class, prepare a good question or two. This can be every bit as valuable as a long oration.

**Readings Responses and Replies (200 pts)**
You will post brief Reading Responses 8 times (4 by Feb 28th). Each should be 200-300 words and be posted to the Moodle forum by 10:00 pm on the day before we discuss the reading in class. In each response, you should briefly summarize and evaluate the key arguments from a reading. (See Moodle for tips for writing an effective post.)

Replies should be approximately 100-150 words and include thoughtful engagement with a classmate’s response and the course material. Post 4 Replies throughout the semester (2 by Feb 28th). These should be posted by 12:00 pm on the day we discuss the readings in class.

These posts are informal writing opportunities and will be graded based on your critical engagement with the class material and concepts. I will not deduct points for punctuation, grammar, or prose as long as the points are understandable. If I can see you’re thinking, you’ll earn points.

**Reflection and Analysis Essays (total of 200 pts)**
The (1) Food Story, (2) Experience Reflection, and (3) Past is Present essays ask you to reflect on the ways the course material is related to your own life, an experience you will have outside class, and current events in the news, respectively. These are be 1-2 pages, single-spaced. See Moodle for full descriptions.

**Research paper & supporting assignments (total of 350 pts)**
The research paper (5-6 pages, single-spaced) should be on a topic of your choice that deals with some aspect of the historical relationship between the environment, farming, food, and society. Your topic could fall into the category ‘I can’t believe this wasn’t on the syllabus’ or it could be a deeper dive into a topic already on the syllabus. The paper must draw on a range of sources.

Several smaller assignments will build towards the final paper:
- Research question discussion: A brief presentation that explains your research paper topic, your specific research question, and why it is valuable, interesting or important.
- Bibliography with annotations: Prepare a tentative bibliography of the ten most promising sources you have identified, including short annotations for the 4 most important sources.
- Paper for Peer Review: A complete and polished draft.
- Peer Feedback: You will meet in small groups to provide feedback to colleagues on their draft research papers, and receive feedback on yours.
- Final Paper: A carefully edited and thoughtfully revised final version of the research paper.

Detailed descriptions of each will be posted on Moodle.

### SUMMARY

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<td>Participation</td>
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<td>Reading Responses &amp; Replies</td>
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<td>Past is Present essay</td>
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<td>Research Project</td>
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Note: If you believe there is an error in a grade you receive, you may submit a written appeal within 24-72 hours of receiving the grade. Please write out an argument with supporting evidence (be as specific and professional) for why you believe you deserve a different grade, and submit this via email.
Accessibility & Accommodations
I am committed to cultivating an inclusive learning environment. If you encounter barriers to learning that I can mitigate, please let me know as soon as possible. If you need disability related accommodations, contact the Disability Services office (disabilityservices@macalester.edu or 651-696-6874) to discuss your individual needs.

Academic Integrity
You are expected to maintain the highest standards of honesty in your college work. Forgery, cheating, and plagiarism are all serious violations. Plagiarism can be intentional, as when a student knowingly submits someone else’s work as their own, but plagiarism also occurs when writers cite information incorrectly or incompletely, even if it is unintentional. It is very important for you to make sure you understand how to properly cite sources. If you are unsure how to do so, please ask me and/or take advantage of the support available through the library and the MAX Center.

Additional Resources
• DeWitt Wallace Library: www.macalester.edu/library
• MAX Center tutoring: www.macalester.edu/max/
• Mental Health and Wellness: Mental health challenges are incredibly common. If you are struggling, please reach out. There are a variety of resources that provide different levels of support on campus. www.macalester.edu/healthandwellness
• Sexual Violence Prevention and Support: I strive to be a supportive, non-confidential resource for those impacted by sexual violence. I can also provide contact information for confidential resources on campus. www.macalester.edu/violenceprevention

Food, Agriculture & Society Concentration
This course contributes to the FAS concentration. The FAS concentration is an interdisciplinary minor consisting of 3 core courses, 2 supporting courses, and an internship. More information at https://www.macalester.edu/fas/

Call me “Hannah”
Please feel free to address me by my first name if you are comfortable.

I use she/her/hers pronouns.

Getting in Touch
Talking with students is one my favorite parts of teaching! I’m happy to chat during my office hours (Tues/Thurs, 1-2pm, Olin-Rice 158a), after class, or by appointment.

You can also ask questions by email. I make every effort to reply within 24 hours on weekdays.
Tentative Reading Schedule (See Moodle for Up-to-Date Schedule)

Week 1: Introduction and overview
- Thurs, 1/24
  - No readings

Week 2: Setting the state & Indigenous foodways (83)
- Tues, 1/28 (50)
- Thurs, 1/30 (33)
    - (b) Styles, Bonnie. (2011). Animal Use by Holocene Aboriginal Societies of the Northeast. (p.449-462, rest of chapter is optional)

Week 3: Colonial New England (83)
- Tues, 2/5 (43)
  - Donahue, The Great Meadow, Chapter 3 (p.54-73) & part of Chapter 7 (p.155-179)
- Thurs, 2/7 (40)

DUE: Food Story, Feb 7th by 10:00 pm.

Week 4: Plantation agriculture, slavery, race (103 + 33min)
- Tues, 2/12 (50 + 33min audio)
- Thurs, 2/14 (53)

Week 5: Empire, food, land (105)
- Tues, 2/19 (62)
- Thurs, 2/21 (43)
Tentative Reading Schedule (See Moodle for up-to-date schedule)

**Week 6: Emerging cities & Emerging food science (98)**
- Tues, 2/26 (54)
- Thurs, 2/28 (44)

*DUE: 4 reading responses & 2 replies on or before Feb 28th*

**Week 7: Milk (118)**
- Tues, 3/5 (63)
- Thurs, 3/7 (55)
  - DuPuis, Nature's Perfect Food, Chapters 4-5 (p.67-121)

*DUE: Past is Present Essay, March 7, 10pm*

**Week 8: Milk & Research Topic Discussions (85)**
- Tues, 3/12 (85)
  - DuPuis, Nature’s Perfect Food, Chapters 6-9 (p.125-209)
  - Recommended: DuPuis, Nature’s Perfect Food, Chapter 10 (p.210-240)
- Thurs, 3/14
  - Research topic discussions - no readings

*DUE: Research Topic Discussion (in class)*

**Week 9: Industrial farming (128)**
- Tues, 3/26 (74)
- Thurs, 3/28 (54)
  - Fitzgerald, *Every Farm a Factory*, (p.75-128)

*DUE: Annotated Bibliography, March 28 by 10pm*

**Week 10: Research Week**
- Research meetings
- No readings

**Week 11: Industrial eating, Vitamins / Green revolution (78)**
- Tues, 4/9 (~60)
- Thurs, 4/11 (18)

**Week 12: Food & cultural encounters (64 + 24m audio + 17m video)**
- Tues, 4/16 (29 + 24 min audio)
TENTATIVE READING SCHEDULE (SEE MOODLE FOR UP-TO-DATE SCHEDULE)

Week 12 (cont.): Indigenous resilience
• Thurs, 4/18 (35 + 17 min video)
  o LaDuke, Winona. "Seeds of Our Ancestors, Seeds of Life" TEDx Talk. [https://www.youtube.com/watch?v=pHNle72eQc](https://www.youtube.com/watch?v=pHNle72eQc)

Week 13: Contemporary alternative agri-food movements (65)
• Tues, 4/23 (24)
• Thurs, 4/25 (41)

DUE: Research Paper (first version), Friday, April 26 by 6pm

Week 14: Topic TBD by students / Course wrap up
• Tues, 4/30
  o Hunger, Obesity, GMOs, Mad cow & Gender, Race & Veganism...

DUE: Peer Review Feedback, May 1st by 10:00 pm
• Thurs, 5/2
  o No readings

DUE: Research paper (final version), May 11th by 12:30pm