

FST 304: Farm to Fork

Credit Hours: 4

Lecture:

Day and Time

Building and Room

Culinary Laboratory:

Day and Time

Building and Room

Instructors:**Class: Evan Weissman, Ph.D.**

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Culinary Lab: Chef Bill Collins

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Office Hours: by appointment

Prerequisite: None

Course Description

First-hand exploration of alternative food systems, including culinary theory and practice. Topics in contemporary food issues examined through systems perspective and practical applications. Includes field trips and cooking laboratory.

Course Overview

In this course we explore key features of the food system, from farm to fork. Using both in-class learning and hands-on engagement we develop a better understanding and appreciation of efforts to build community-based food systems. The course engages current debates on alternative food systems, the various efforts of consumers, producers, and other food system actors to build networks that embody alternatives to the conventional food system through production, marketing, distribution, and consumption. In this course we participate in a community supported agriculture (CSA) program as consumers. A CSA is an alternative food system whereby a group of consumers (often called members or shareholders) purchase a “share” of a farm’s harvest at the beginning of a growing season and in return receive a weekly box of seasonal produce and other food items (e.g., eggs, cheese, meat). Consumers get to enjoy seasonal, fresh, and local produce and farmers gain a ready market and steady cash flow. Moreover, CSAs facilitate the development of relationships between farmers and consumers while building community-based food systems that support local economies. As a class we join a local CSA as a tool to facilitate the development of culinary skills necessary to participate in alternative food systems and to better understand and appreciate alternative food systems through direct engagement.

Learning Outcomes

At the completion of this course students will be able to:

- Identify the defining features of alternative food systems
- Appreciate the complexity of everyday food experiences
- Understand community-based food systems
- Discuss the social, political, economic, and environmental dimensions of different food systems
- Analyze the complexities of developing community food systems
- Explore efforts to build a community food system in Central New York

The cooking laboratory is designed to help students develop an appreciation for food and food systems, teach students the basics of culinary arts, and help students gain knowledge and skills in the kitchen.

At the completion of the laboratory experience students will be able to:

- Demonstrate basic food/sanitation practices and kitchen safety
- Differentiate the products of different food systems
- Identify foods and ways to properly prepare and cook those foods
- Plan and properly execute meals
- Appreciate the culinary arts
- Develop culinary skills necessary for participating in community food systems

Required Materials

1. Allen, Patricia. 2004. *Together at the Table: Sustainability and Sustenance in the American Agrifood System*. University Park, PA: The Pennsylvania State University Press.
2. Bittman, Mark. 2012. *How to Cook Everything, The Basics*. Hoboken, NJ: Wiley.
3. Pollan, Michael. 2006. *The Omnivore’s Dilemma*. New York: Penguin Press.
4. Readings accessed via Blackboard
5. Appropriate dress per dress code (see below) and lock for locker use during lab

We will utilize email and blackboard during this course (<http://blackboard.syr.edu>). Please monitor the site, as you are responsible for anything posted or sent via email.

COURSE REQUIREMENTS

Evaluation		Grade Scale	
Class Participation/Attendance	200	94 – 100%.....	A
Reading Reflections 10 @ 50	500	90 – 93.9%.....	A-
Meal Plan and Flyer	200	87 – 89.9%.....	B+
Final Lab Practical	100	83 – 86.9%.....	B
Total Points.	1000	80 – 82.9%.....	B-
		77 – 79.9%.....	C+
		73 – 76.9%.....	C
		70 – 72.9%.....	C-
		65 – 69.9%.....	D
		64.9% or below.....	F

Class Participation and Attendance (200 points)

Student participation and full attendance is important for a successful semester, as class and lab time will include lectures, discussion, and hands-on engagement (cooking and eating). Class attendance will be taken during each class *and* lab meeting. Readings will be completed as assigned BEFORE class and students are expected to participate fully in discussions by presenting meaningful comments and questions derived from the readings. The participation grade is based on the *quantity* and the *quality* of a student’s participation, with quality being determined by engaged participation in class and overall preparedness (see grade rubric below). In order to be prepared for class, students need to be *active* readers (e.g., taking notes, jotting in the margin, asking questions, analyzing the argument, looking up any unfamiliar words, etc.). Students must participate fully in the cooking laboratory by following rules and regulations and by engaging and completing the weekly in-lab assignment (cooking).

Each unexcused absence results in a 10-point grade deduction; late arrival to class 5 points. Excused absences must be supported with appropriate documentation and effort must be made to notify me in

writing in advance. Among the reasons absences are considered excused include but are not limited to: participating in university authorized activity (e.g., sporting event), death or major illness in a student's immediate family, illness of a dependent family member, religious holiday, serious injury or illness, or interview for job or graduate school which cannot be rescheduled. Participation and attendance are worth 200 points of your final grade. Point value will be as follows:

180-200 points

Student completes all readings before class and always comes to class fully prepared, arrives on time and stays the full length of the class. Student is always attentive and is a regular, active participant in discussion as demonstrated through informed questions and comments. Student follows all kitchen rules and procedures, is always prepared for lab, and completes weekly lab assignments.

160-179 points

Student completes most readings and usually comes to class fully prepared. Student is always attentive and actively participates in discussions. Student often speaks in class but usually asks questions rather than offers substantive comments and/or is not always informed. Student almost always follows kitchen rules and procedures, is usually prepared for lab, and completes weekly lab assignments.

140-159 points

Student is occasionally unprepared and does not always complete the assigned readings. Student sometimes arrives late or leaves class early. Student rarely engages class discussion. Engagement of student indicated lack of proper presentation or attentiveness. Student regularly follows kitchen rules and procedures, is usually prepared for lab, and/or sometimes has trouble completing weekly lab assignments.

130-139 points

Student is unprepared for class and is inattentive. Student rarely engages in class discussion and demonstrates lack of involvement. Student asks unnecessary or inappropriate questions. Student often breaks kitchen rules and procedures, is often unprepared for lab, and has difficulty completing weekly lab assignments.

Below 129 points

Student does not attend class and/or displays total disengagement when in attendance. Student's behavior may have a negative impact on class. Student flaunts kitchen rules and procedures, is rarely prepared for lab, and fails to complete weekly lab assignments.

Cell Phones and Laptops

Cell phones and laptops may not be used in class. Cell phones are to be turned off (not vibrate) in class and/or left at home. Your final participation grade will be lowered a full letter if you use a cell phone in class without permission. No warnings.

Reading Reflection Papers (500 points)

Ten times throughout the semester you are required to submit a critical reflection paper corresponding to the reading assigned for that day. Reflection papers are short *critical* reactions to the readings (1-2 double-spaced pages or 300-500 words). You are *not* to summarize, but to engage the readings through specific questions or issues you find particularly interesting.

Reflection papers are a simple way for students to demonstrate they have completed the assigned reading and they help students prepare for class discussions. You may include questions about the readings; thoughts on the arguments made in the reading (e.g., agree/disagree with the author); or write about any issues the reading makes you think about. Be sure to focus on one or two specific questions/issues; you do not need to include everything from the reading.

Reading Questions

Use the following questions to help you read and *guide* your reflection papers. Please do not answer the questions directly but use one or two as jumping off points for your reflections. Questions to consider while reading and writing reflections include: what are the issues raised by the reading; what questions do you have about the reading; what sort of evidence does the author provide to make his or her argument; do you agree or disagree with the author, why or why not?

Due dates for reading reflections are indicated on course schedule. Reflection papers are worth 50 points each, for a total of 500 points of your final grade.

Meal Plan and Informational Flyer (200 points)

Farm to Fork culminates in the development of a meal plan (inclusive of protein, starch, and vegetable) and accompanying informational flyer (information on CSAs in general, news on the specific farm we belong to, and details on the different food items in the weekly share). As you will see during the course of the semester, CSA shares usually include a newsletter, information on the farm or food, and/or recipes for that week's produce. Students are asked to develop a meal plan and informational flyer that could be distributed with a CSA share. More information and a detailed handout on this project will be distributed during the semester. The meal plan and flyer is worth 200 points of your final grade.

Final Lab Practical (100 Points)

Farm to Fork will culminate in a final lab practical, held in the lab on the last day of class. You will be asked to prepare a meal and discuss the culinary process. Details will be provided in class two weeks prior to the final practical.

CLASSROOM POLICIES

Safety

Report all injuries, regardless of severity, to the instructor immediately.

Dress Code

Because we are working in kitchens, students are expected to come to the lab portion of the course properly dressed. The dress code ensures food is handled in a sanitary manner and protects students while working in kitchens.

- Long pants only. No shorts or skirts.
- Minimum 3/4 length sleeves on shirts.
- Chef's hat or baseball cap.
- Sturdy, low heeled, skid resistant, leather shoes with a closed toe.
- Long hair pulled back.
- Clean and trim nails.
- No dangling jewelry.

Clean aprons and side towels will be provided each lab session. Personal belongings can only be placed in lockers during lab. **Students must have a personal lock, which must be removed after each lab.**

Late Work & Make-Up Policy

Assignments will be deducted 1/2 letter grade for each day late. I alone reserve the right to accept late assignments without penalty. If I excuse a late assignment I must be notified in advance and all requests must be supported with appropriate documentation.

Academic Conduct

It is expected that **RESPECT** will be shown to all faculty and classmates at all times.

Cheating in any form will not be tolerated, nor is assisting someone to cheat. The submission of any work in this class is taken as a guarantee that the thoughts and expressions are the student's own unless properly cited. If you break this policy on any assignment you will, at a minimum, receive a failing grade for that assignment and will likely receive a failing grade for the course.

Plagiarism and cheating will NOT be tolerated. Students caught cheating or plagiarizing will FAIL the assignment and possibly the ENTIRE COURSE.

UNIVERSITY POLICIES

Academic Integrity Statement

Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation "Violation of the Academic Integrity Policy." Students should review the Office of Academic Integrity online resource "Twenty Questions and Answers About the Syracuse University Academic Integrity Policy" and confer with instructors about course-specific citation methods, permitted collaboration (if any), and rules for examinations. The Policy also governs the veracity of signatures on attendance sheets and other verification of participation in class activities. Additional guidance for students can be found in the Office of Academic Integrity resource: "What does academic integrity mean?"

Related Links:

- The Academic Integrity Policy:
<http://academicintegrity.syr.edu/academic-integrity-policy/>
- Twenty Questions and Answers about the Academic Integrity Policy:
<http://academicintegrity.syr.edu/faculty-resources/>
- What does academic integrity mean?:
<http://academicintegrity.syr.edu/what-does-academic-integrity-mean/>

Religious Observances Policy

SU's religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes. For fall and spring semesters, an online notification process is available through MySlice/Student Services/Enrollment/My Religious Observances from the first day of class until the *end of the second week of class*.

Disability Statement

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations

may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

You are also welcome to contact me privately to discuss your academic needs although I cannot arrange for disability-related accommodations. If you have authorized disability-related accommodations you should provide me with a current Accommodation Authorization Letter from ODS and review those accommodations with me at the beginning of the semester.

Course Schedule

BB – Blackboard
Bold – Assignment

Note: Class meets twice weekly (2 X 80 minute blocks)
Lab meets once weekly (1 X 150 minute block)

Date and Reading	Topic
Week One	
Class 1	Course Introduction
Class 2 Reading: Pollan, Introduction	Why Study Food
Lab	Kitchen Introduction
Week Two	
Class 1 Reading: Bittman, Parts I AND II	Cooking
Class 2 Readings: Berry, “The Pleasures of Eating” (BB)	Eating Reflection #1 Due
Lab	Introduction to CSA Box
Week Three	
Class 1 Reading: Pollan, Chapters 1-3	Industrial Corn
Class 2 Reading: Pollan, Chapters 4-6	Industrial Meat Reflection #2 Due
Lab	Conventional Foods
Week Four	
Class 1 Reading: Pollan, Chapter 7	Fast Food
Class 2 Reading: Allen, Chapter 1	Alienation and Agency Reflection #3 Due
Lab	A Tale of Two Tomatoes
Week Five	
Class 1 Reading: Kurlansky, “The Food Chain that Links Us” (BB)	Commodity Chains
Class 2 Reading: Schlosser, “The Chain Never Stops” (BB)	Labor Reflection #4 Due
Lab	Value-Added

Course Schedule (continued)

Date and Reading	Topic
Week Six	
Class 1 Reading: Pollan, Chapters 8-9	Big Organic
Class 2 Reading: Pollan, Chapter 10-14	Grass-Fed Reflection #5 Due
Lab	Field Trip to Farm
Week Seven	
Class 1 Reading: Araghi, “The Great Enclosure of our Times” (BB)	Peasant Production
Class 2 Reading: N/A	Farming
Lab	Grain
Week Eight	
Class 1 Reading: Pollan, Chapters 15-16	The Omnivore’s Dilemma
Class 2 Reading: Pollan, Chapter 17	Meat Ethics Reflection #6 Due
Lab Note: Alternative options available for students with ethical or religious objections to processing meat.	Meat
Week Nine	
Class 1 Reading: Allen, Chapter 2	Agro-Food Alternatives
Class 2 Reading: Allen, Chapter 3	Alternative Institutions Reflection #7 Due
Lab	Fair Trade
Week Ten	
Class 1 Reading: Pollan, Chapters 18-19	Hunting & Gathering
Class 2 Reading: Pollan, Chapter 20	The Perfect Meal Reflection #8 Due
Lab	CSA Box

Course Schedule (continued)

Date and Reading	Topic
Week Eleven	
Class 1 Reading: Allen, Chapter 4	Discourses & Practices
Class 2 Reading: Allen, Chapter 5	Ideologies
Lab	Cultural Foodways
Week Twelve	
Class 1 Reading: Allen, Chapter 6	Power and Participation
Class 2 Reading: Allen, Chapter 7	Food System Localization Reflection #9 Due
Lab	Field Trip to Market
Week Thirteen	
Class 1 Reading: Viertel, "Beyond Voting with your Fork" (BB)	Beyond Voting with your Fork
Class 2 Reading: Allen, Chapter 8	Food Politics Reflection #10 Due
Lab	Eating Politically
Week Fourteen	
Class 1 Reading: Allen, Chapter 9	Building Sustainable Systems
Class 2 Reading: Bittman, Part III	Participation
Lab	Final Practical

Additional Readings

The following articles are required reading and are all accessed via the course blackboard site. They are to be completed for class on the days indicated in the schedule above.

Araghi, Farshad. 2001. "The Great Enclosure of our Times: Peasants and the Agrarian Question at the End of the Twentieth Century." Pp. 145-160 in Magdoff, Buttel, & Foster (eds.), *Hungry for Profit: The Agribusiness Threat to Farmers, Food and the Environment*. New York: Monthly Review Press.

Berry, Wendell. 1989. "The Pleasures of Eating." *Center for Ecoliteracy*. Retrieved April 19, 2013 (<http://www.ecoliteracy.org/essays/pleasures-eating>).

Kurlansky, Mark. 2007. "The Food Chain that Links Us." *Time*, June 14. Retrieved April 19, 2013 (http://www.time.com/time/specials/2007/article/0,28804,1628191_1626317_1632247,00.html).

Schlosser, Eric. 2001. "The Chain Never Stops." *Mother Jones*, July/August.

Viertel, Josh, 2012. "Beyond Voting with your Fork: From Enlightened Eating to Movement Building." *Food First Backgrounder*.