

Class Time:	Tuesday, 2:00-4:50 p.m.	
Location:	Phelps Stokes, Room 204	
Professors:	Peggy Rivage-Seul	Chad Berry
Offices:	Phelps Stokes 206	Bruce 128
Office Hours:	M, 1-4; T, 10-12, 1-2; W, 1-3	Always in my office; call 3140 for an appointment convenient for you.
CPOs:	1963	2166
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### Catalog Description

#### **GSTR 410: Senior Seminar in Contemporary Global Issues**

As a capstone experience for General Education, GSTR 410 invites students to synthesize and integrate their learning by using their developing abilities to reason, research, and communicate to investigate aspects of a significant issue for the world today. Each section explores a topic determined by the instructors, and each section is structured to model broadly multi-disciplinary approaches needed to understand complex problems. Each

section involves faculty working closely with students' independent research leading to presentation of a project to others in the course. Prerequisite: GSTR 310, 332, and senior standing.

#### **Course Description, GSTR 410C**

Food is an ideal topic to explore in a liberal arts setting because we can approach the topic from multiple disciplines. This course examines food from a variety of interdisciplinary and global perspectives, with special attention given to the role that women play in global food economies. Topics to be covered include food and feminism, the rise of the fast food industry, food consumption and health issues in the USA, genetically modified foods, local food movements, organic food production, and the connection between food policies in the United States the problem of world hunger.

#### **Student Learning Outcomes**

Successful students will:

1. learn about global food issues from diverse disciplinary approaches;
2. recognize and appreciate distinct disciplinary approaches, their strengths, limits, and contributions to integrative understanding of food;

3. learn to build upon, use, and synthesize previous learning in General Education, elective disciplines, and major field of study in pursuing thinking about the subject of food;
4. learn to engage in independent, multi-disciplinary inquiry, and research into a complex, contemporary issue concerning food;
5. learn to develop an informed position on an issue concerning food and formally present orally the results of research to scholarly peers and faculty.

### **Texts and Materials**

Texts, available for purchase in the bookstore:

Frances Moore Lappé, *Diet for a Small Planet* (New York: Ballantine, 1971);  
Frances Moore Lappé, Joseph Collins, Peter Rosset, *World Hunger: Twelve Myths*, 2<sup>nd</sup> ed. (New York: Grove, 1998);  
Paula S. Rothenberg, *Beyond Borders: Thinking Critically about Global Issues* (New York: Worth, 2006).

A number of other readings are on reserve in Hutchins Library.

Films: *Business of Hunger*  
*The Future of Food*  
*Life and Debt*.

### **Course Requirements**

#### **Class Attendance and Participation**

This is a seminar and requires our joint presence and participation. Contributions from each participant are necessary to help us all understand and learn from diverse viewpoints. We expect you to be present, prepared, thoughtful, willing to share your ideas, and able to listen to others' views. We expect perfect attendance for all class meetings, particularly since we meet only once per week. If you do anticipate not being present, we expect you to let us know by phone or email before the particular class session. Absences will result in a lower class participation grade. Chronic absenteeism will result in failure for the class.

#### **Thorough preparation for class**

During the plenary portions of the course, there will be reading that must be done carefully before class. On occasion, there will be quizzes. At other times, you'll be asked to complete study guides. You will also be asked to participate in Blackboard assignments. At every class, we'll expect your oral contribution to class. Your participation grade for this course will be based on your oral contributions and your demonstrated leadership as a group participant.

#### **Research Project**

The core of this seminar is your individual research project, giving you the chance to dig deeply into a question that interests you around the very broad topic of food. The seminar is designed to help you identify a topic and question, conduct research, and share your findings with us all. The finished research project should be 18-25 pages and should draw on 8-12 varied sources.

Your project may take the form of an academic research paper, literature review, webpage, service-learning activity, documentary, creative work, or another

form approved by the instructors. We'll discuss possibilities during our initial explorations.

There are several due dates that will help you develop your research through several stages.

- Topic and question: you'll draft a proposal with working bibliography for the research you'd like to pursue. **Due March 11.**
- You'll meet regularly with individual course faculty, one of whom will serve as your primary mentor, and with 3-4 peers.
- You'll prepare progress reports on your research. **(These will be due during our April small-group meetings.)**
- You'll draft your project and submit it for peer review to your group; you'll give peer review to drafts of others in your group. **Due April 21.**
- You'll submit a revised final draft of your research project. **Due May 6.**
- Working with your peer group, you'll prepare a presentation of your findings. **Due May 6.**

### Evaluation

Your final grade will be based on the following:

Daily class participation		10 percent
Class preparation (quizzes, study guides, discussion board, reflections, etc.)		30 percent
Research project		60 percent
Proposal (draft & final)	10 percent	
Draft of project	10 percent	
Formal peer reviews & progress reports	10 percent	
Final draft of project	20 percent	
Collaborative presentation	10 percent	
<b>Total</b>		<b>100 percent</b>

### Grade Scale

A(100-92%)	B+(89-88%)	C+(79-78%)	D+(69-68%)
A-(91-90%)	B(87-82%)	C(77-72%)	D(67-62%)
	B-(82-80%)	C-(71-70%)	D-(61-60%)

### Course Policies

#### Late Work

Timely completion of work is crucial to give you sufficient time to reflect on new assignments. It is particularly valuable for very large assignments such as the required research project in our course. Late work will be accepted with one grade-level reduction per late day.

#### Blackboard

Blackboard will be used to share reading assignments, collect writing assignments, and foster communication outside of class among other things. Please self-register as soon as possible. If you have not used Blackboard before, make sure to

familiarize yourself with the system. The College's overview of Blackboard can be found at <http://www.berea.edu/iss/it/blackboard.asp>.

### **Computer**

This course requires the use of your computer for Blackboard access and for writing assignments and presentations. You are responsible for keeping your computer in working order. If you have computer problems caused by nonacademic use of your computer (i.e. downloads of music, movies, games, etc), we will not be sympathetic. Remember, you have access to other computers on campus (i.e. the library). We will not change deadlines or accept late work due to inoperable computers. It is a good idea to backup your work (to disc, CD, or flash drive) in case your computer malfunctions.

### **Other electronics**

As a courtesy to your classmates, cell phones must be turned off during class. If you have a legitimate need to receive a call during class (i.e. a medical emergency, etc.), you should put your phone on silent and leave the room to take the call. Other electronic devices are not allowed in the classroom without permission.

### **Academic Honesty**

Plagiarism is a crime that harms the individual and the institution. You are expected to do your own work and to credit appropriately the ideas and words of others. Please review Berea College's policy on academic honesty (<http://www.berea.edu/vplsl/studenthandbook/rightspolicies.asp>). This policy will be strictly followed in this course.

## **Sources of Support for Your Work**

### **Faculty**

Both of us are here to support your learning. If you try to contact us by phone or email we will do our utmost to reply by the end of the business day. You are also encouraged to meet with us in our offices.

If you need any special accommodations for this class, please contact one of the instructors and the Berea College Special Needs Services office (Bev Penkalski, ext. 3150).

### **Classmates**

The seminar functions as a learning community. We urge you to invite feedback and help from classmates and to provide support for others' learning.

### **Learning Center**

The Learning Center (Draper 106, ext. 3404) is a valuable resource for all students. At the Learning Center you can

- Schedule an hour to work privately with a student or faculty consultant.
- Meet with experienced and certified consultants, many of whom are familiar with issues related to English as a Second Language.
- Develop an ongoing relationship with a consultant who will be familiar with you and your learning style.
- Work on your writings and research project from brainstorming to finishing the final draft.

- Get information on reading and study skills and practice your presentation.

### Calendar

Please remember that this is a tentative calendar and is such subject to change. Know, however, that if something does change, you'll have ample and clear notice.

**Feb. 12**      **Class activity: Global Reality Meal**

**Feb. 19**      **No class meeting.**

**Homework due at 5:00 p.m.:** (Place on the table outside Peggy's office, Phelps Stokes, 206). Using your own profile in the global reality meal, complete the following research assignment:

1. Explain more about your political and economic context (documented by careful research);
2. What are the politics of food in your country? Specifically, what are your country's chief agricultural products? What do you export? What do you import? Are your products subsidized? Who owns the land in your country? Where do the seeds come from? What is your typical diet? How does the country's currency (stability or instability) affect your ability to eat? How does one measure happiness in your culture?

**Note:** We are looking for a 5-7-page typed response (Times 12 pt., 1.5 spacing) with evidence of your thoughtful probing into the person you represented in class on Feb. 11. This is not a creative assignment; rather, we are looking for your hard investigation into the reality of your character.

**Feb. 26**      **"Globalization and the Politics of Food"**

**Homework due:** Each student will be assigned one chapter from chapters 1-6 in *Twelve Myths* to read for today's class, as well as one from chapters 7-12 to read for March 4. Here are the assignments:

Student	Chapters	Chapters
Adkins, Meagan L.	1	7
Blanton, Kimberly D.	2	8
Caddell, Melissa J.	3	9
Citizen, Nicholas R.	4	10
Connor, Alan R.	5	11
Cook, Ginny O.	6	12
Corry, Stephanie J.	1	7
Egan, Craig S.	2	8
Fugate, Joshua A.	3	9
Fugate, Loren G.	4	10
Greene, Margaret L.	5	11
Horton, Erinn M.	6	12
Kilcoyne, Heather L.	1	7
Kulangara, Jyoti S.	2	8
Lipscomb, Santana E.	3	9
Long, Ashley N.	4	10
Lyons, Rachel A.	5	11

Noah, Joshua E.	6	12
Pence, Alicia D.	1	7
Pinson, Nicholas S.	2	8
Reid, Megan M.	3	9
Ruble, Charla N.	4	10
Rutledge, Barbara K.	5	11
Schleiff, Meike J.	6	12
Whitehouse, Helen D.	1	7
Sherman, Alysia N.	1	7
Sloan, Julianne J.	2	8
Soto, Luis F.	3	9
Thompson, Marina A.	4	10
Thornsbury, Alexander J.	5	11
Walters, Shawn M.	6	12
West, Lawrence V.	1	7

Read your designated chapters in Lappe's *Twelve Myths* and prepare to teach your assigned myth of hunger; be sure to use specific examples from different countries as you teach your myth. Also read pp. 472-544 from Part 7 in *Beyond Borders* and complete study guide.

In-class schedule:

1. Lecture on Colonialism and Neo-Colonialism (2:00-2:35)
2. Student teaching of myths 1-6 (2:35-3:20)
3. Processing myths (3:20-3:30)
4. Break (3:30-3:45)
5. Film: *Business of Hunger* (3:45-4:15)
6. *Beyond Borders* discussion (4:15-4:50).

#### **March 4 "World Economic Organizations and the Politics of Food"**

**Homework due:** Complete readings assigned above (chapters 7-12) in *Twelve Myths* and prepare to teach assigned myths; read pp. 412-70 (all of Part 6) in *Beyond Borders* and complete study guide.

In-class schedule:

1. Lecture on Green Revolution (2:00-2:20)
2. Student teaching of myths 7-12 (2:20-3:00)
3. Three small groups discuss "Beyond the Myth of Hunger: What Can We Do" (3:00-3:30)
4. Film: *Life and Debt*, Phelps Stokes Auditorium (3:30-5:00)

Out of class:

1. Discussion of *Beyond Borders* readings in a threaded/graded discussion in Blackboard).

#### **March 11 "The Future of Food"**

**Homework due:** Read pp. 545-60 in *Beyond Borders* and complete study guide. **Research Proposal due in class at 2:00.**

In-class schedule (Author Paula Rothenberg will join us in class today):

1. Discuss *Beyond Borders* in three groups (2:00-2:30)
2. Film: *The Future of Food* (2:30-4:00)
3. Process film and proposals: (4:15-4:50).

**March 12 Peanut Butter and Gender** *Beyond Borders'* author, Paula Rothenberg on "Feminism Then and Now"

**March 18 "The Politics of Food and Feminism"**

**Homework due:** In Hutchins you will find several articles on reserve. Please read and prepare for a quiz on the following essays:

1. "UP, UP, UP" and "Supersize Me" (Chapters 1 & 6 from Greg Critser's *Fatland*);
2. "The Potato" (Chapter 4 from Michael Pollan's *Botany of Desire*);
3. "Power Steer" (Michael Pollan, *NYT* March 31, 2002) (Chad will email this to each of you);
4. "Order the Fish," (Eric Schlosser, writing in *Vanity Fair*);
5. "Stealing Nature's Harvest," by Vandana Shiva (we will provide you a copy of this).

Read and respond (two typed pages Times 12 pt., 1.5 spacing) to "Take Back the Kitchen" (Rivage-Seul essay).

In-class schedule (Susanna Lein will join us):

1. Quiz on readings (2:00-2:15)
2. Small-group discussion of readings
3. Reconvene for additional discussion
4. Break
5. "Feminism's Fourth Wave"

**March 25 "The Politics of Food: The Political is Personal"**

**Homework due:** Read "The Pleasures of Eating" (Wendell Berry in *What are People Good For?*) and "Lily's Chickens" (Kingsolver in *Small Wonder*) and write a reflection (3 pages) in which you explain your own manifesto regarding food. Make sure that you engage with relevant portions from today's readings.

In-class schedule: We'll gather at Salamander Springs Farm, owned by Susanna Lein.

**Please note: Between now and the end of the semester, you will meet with either Drs. Rivage-Seul or Berry in small groups of 3-4 each week. During these meetings, we will discuss your progress on the independent research portion of the course. Remember, final projects are due**

**April 1** Spring Break

**April 8** Small-group meetings.

**April 15** Small-group meetings.

**April 22** Small-group meetings. First draft of project due to peer group.

- April 29** Small-group meetings.
- May 6** Final draft due.
- May 13** Poster presentations to community: “The Splendid Table.”