

PsTL 1525W
First-Year Inquiry: Multidisciplinary Ways of Knowing
(4 credits)

Food for Thought...and Action

Wednesdays, 10:10-12:05, Science Teaching & Student Services 118
Mondays, 10:10-12:05, Science Teaching & Student Services 420A (Jensen)
Mondays, 10:10-12:05, Science Teaching & Student Services 432B (Stebleton)
Mondays, 10:10-12:05, Appleby Hall 3 (Peter)

University of Minnesota
Fall 2010

Instructors: Murray Jensen, Gary Peter, Mike Stebleton

Offices: Jensen, Burton Hall 259A; Peter, Burton Hall 259; Stebleton, Burton 253

Office Hours: Jensen, by appointment; Peter, MW 12:30-1:30, TTH 1:30-2, and by appointment;
Stebleton, MW 12:30-1:30 and by appointment

Telephone numbers: Jensen, 612-624-3496; Peter, 612-626-0433; Stebleton, 612-625-2110

e-mail addresses: msjensen@umn.edu, peter901@umn.edu, steb0004@umn.edu

Written materials (assignments, etc.) can be left in **206 Burton Hall**; if you leave work at Room 206, be sure to give your work to a staff person when Room 206 is open during daytime business hours (no later than 4 p.m.) so that it may be stamped and delivered to my mailbox. Do not leave it under the door for someone to pick up.

Course Description

It's clear that food plays an integral part in our daily lives, but how much do you know about that burger you just ate? Will a healthy diet help you live longer? Is fast food really that bad for you? How does food bring people together? How is food production and safety regulated by the government? In this course, team taught by a biologist, a social scientist, and a lawyer, we'll examine food through a variety of perspectives to come to a better understanding of its impact on our world. Using writing, discussion, oral and video presentations, we'll consider the following question: How can you, either individually or working with others, make a difference by educating yourself and others about where food comes from and how to make informed choices about what you eat? At the end of the semester, students will work in small groups to present a final Capstone Project on a food-related subject to the larger College of Education and Human Development academic community. Resources used in the course will include films, articles on current food-related topics, and the books *In Defense of Food*, *Food, Inc.*, and *Food Rules*. Students will also read *Prisoner of Tehran*, the Common Book for all sections of the First Year Inquiry course, to explore the relationship of food to family and community.

Required Texts

- Marina Nemat, *Prisoner of Tehran*
- Michael Pollan, *In Defense of Food*
- Michael Pollan, *Food Rules*
- Karl Weber, ed., *Food, Inc.*

In Defense of Food, Food Rules and *Food, Inc.* are available at the University of Minnesota Bookstore, amazon.com, or another online bookseller. Your instructor will provide you with a copy of *Prisoner of Tehran*.

Other Materials

- Readings available online via Moodle (more about using Moodle will be covered in class).
- Additional materials to be handed out in class.

The CEHD First-Year Experience

College is more than classes. The CEHD First Year Experience includes coursework, advising, and campus engagement events that provide a strong foundation of knowledge, skills and resources that will carry you forward into a successful college career. This year you will learn to approach important questions from multiple perspectives through reading, writing, listening, and speaking. You will grow as a person through interactions with fellow students, instructors and Student Services staff. You will join new communities, reflect on who you are in relation to others, and build a path toward graduation. Our goal is to integrate these aspects of college so that you might see them working together to give you the best possible support as you move forward at the U.

What is 1525W: First Year Inquiry and how does it contribute to the CEHD First-Year Experience?

All PSTL 1525W classes share some common features. Every FYI course is team taught by two or three instructors from different academic disciplines. All sections of the course are guided by the question: How can one person make a difference? All FYI students will read *Prisoner of Tehran*, and all FYI students will attend the speaker events in conjunction with the book. Finally, all FYI students will collaborate with classmates to complete a “Capstone Project” and participate in the Capstone Event with the CEHD community at the end of the semester. These shared features, as well as the particulars of your section of the course, are designed to engage you with important issues in the world today and to introduce you to essential college practices, skills and resources.

How does StrengthsQuest contribute to the CEHD First-Year Experience and 1525W?

Each 1525W recitation section has a Student Services staff person who will come to class at various times during the semester to co-facilitate workshops with your instructors. StrengthsQuest is a tool for exploring your strengths and developing these in ways that will enhance your success in and outside of the classroom and propel you forward on your career path. In addition to class activities and SQ-related homework, you will attend at least one meeting with your academic advisor.

PSTL 1525W Student Development and Learning Objectives

The University of Minnesota expects graduating students to have acquired skills that extend well beyond content knowledge. You can find complete lists of all Student Development Objectives <http://www.sdo.umn.edu/> and Learning Objectives <http://www.slo.umn.edu/> online. In this course, we will intentionally concentrate on a handful of these outcomes.

Student Development Outcomes

Responsibility/ Accountability – Students will

- Adjust to the faster pace, higher expectations, and greater personal responsibility of college.
- Follow through on commitments; understand and accept consequences when he or she does not follow through on commitments.
- Take responsibility for their role in contributing to a civil, respectful environment.

Appreciation of differences – Students will

- Recognize the value of interacting with individuals with backgrounds, perspectives, and ideas different than their own.
- Critically examine own values and beliefs as a result of engaging with different perspectives.

Student Learning Outcomes

Communicate effectively – Students will

- Demonstrate confidence and competence to communicate effectively with different audiences (academic, personal, public, peer) in a variety of forms (oral, visual, performance, and written).
- Effectively determine audience, purpose, and form in specific communication contexts.

Effective citizenship and life-long learning – Students will

- Critically examine the role and responsibility of an individual in shaping his/her environments.
- Use multiple perspectives and multidisciplinary lenses when addressing complex issues.
- Evaluate own strengths, interests, and weaknesses in order to set and attain academic, career, and life goals.
- Work effectively with others.

Writing Intensive Requirement

This course is designated as a writing intensive course. This means that class time will be devoted to working through, discussing and honing the writing process in order to produce effective writing. A combination of low-stakes and formal writing assignments are designed to give you opportunities to practice writing in different contexts and to experiment with idea development through writing activity. We will use a variety of tools (workshop, peer review, student-instructor conferences) to do revision of the formal writing assignments in the course. Learning how to do effective revision – re-seeing your writing and making changes to it to build its effectiveness – is an essential part of becoming a skilled writer.

Class Activities and Assignments

Attendance, Participation, and In-Class Writing; 60 Points

Each Wednesday, in the large class, a short reflective writing exercise will be given and collected by the instructors. This exercise may include questions on assigned reading, your reaction to some other important question involving the subject of the day, or some other writing. These assignments are

designed to facilitate your learning, ensure that you are keeping up on the reading, and *ensure that you are attending class on a regular basis*. Missing one Monday or Wednesday class will not result in any penalties, but additional absences beyond one will result in reduction in points. If your absences become frequent (three or more), your small group instructor may recommend that you withdraw from the course. If university-sponsored travel (for example, participation in athletics or other activities) requires you to be absent, it is your responsibility to let your small group instructor know your schedule as soon as possible at the beginning of the semester and to consult with him in advance about work that you will miss on days you will not be in class.

Food Journal and Paper; 30 points

To help you understand your own food habits and your relationship to what you eat and why, your first assignment will be to keep a Food Journal for several consecutive days and to complete a one to two page paper on this experience. More details about this assignment will be provided in class.

Response Papers; 60 Points

You will write two Response Papers, each worth 30 points. One Response Paper will discuss one of the readings in *Food, Inc*; the other will be about a food-related film. You will also make a group presentation to your classmates on the film that you viewed and lead the class discussion. More details about these assignments will be provided in class.

Food Memoir Paper (3-4 Pages); 60 Points

We all have memories about food. For this paper, you will select one memory of a food-related experience that has important meaning to you. More information on this assignment will be given in class.

FYI Reflective Journals on Moodle; 30 Points

Three times throughout the semester you will be asked to respond in writing to questions about your progress and experience in the FYI class. These responses, each worth 10 points, will be uploaded to the Moodle site for the course. More details will be provided in class.

Field Trip to a Local Farmers Market and Reflection Paper; 60 Points

On Saturday, September 18, or Saturday, September 25, you will be exploring a local farmers market and documenting your observations. There are three markets in the area that you may visit: the Mill City Farmers Market near the University of Minnesota campus; the farmers market near the Basilica of St. Mary (near downtown Minneapolis); and the farmers market in the Lowertown neighborhood of downtown St. Paul. Information about locations and times will be provided on the course Moodle site. Please be sure that you are available on one of these Saturday mornings to participate in this activity. The visit will take approximately one hour, and in exchange for your attendance and participation, we will **not** have regular class on Wednesday, November 24 (the day before the Thanksgiving holiday). The instructors will provide more information about the schedule and logistics of this activity, including options for transportation. You will be required to write a short paper (2-3 pages) reflecting on your experience; additional details will be provided in class.

Individual Capstone Paper (minimum 6 Pages); 100 Points

For this assignment, students will undertake an individual written research project based on an important issue related to food. Example topics could include eating disorders, food and religion, food and combat, running a restaurant, food as a motivator, and many others. The project will require you to use a range of academic sources and to address the issue from a variety of perspectives. This project will enable you to develop your ability to evaluate and document appropriate sources and to take a position that you support through evidence. More information about this assignment will be provided later in the semester.

Midterm (75 points) and Final Exam (75 points)

Format and details about these examinations will be discussed in class. Both exams will cover information from texts, lectures, and activities done in large and small group classes.

Group Capstone Project and Presentation; 100 Points

Students will work in groups of 3-4 to create a 60-second public service announcement that incorporates key concepts across disciplines, e.g., science, psychology, sociology, law, and literature, on an issue related to Michael Pollan's *Food Rules*. When developing their projects, students will be encouraged to consider carefully both message and media. Your group will be required to make a public presentation featuring your project at the end of the semester. More information about this assignment will be provided later in the semester.

Advising Component; 50 Points

CEHD Student Services has collaborated with faculty teaching this course to create an online resource that acts as a guide to co-curricular opportunities and your responsibilities as a student. It also includes resources in CEHD and around the U that help support you, especially during this first year. The course related components are the following: 1) participating in several sessions with Student Services staff; 2) complete the StrengthsQuest tool and corresponding homework assignments; 3) attending at least one meeting with your academic advisor. Participation in and completion of items 1-3 is required if you wish to earn the 50 points assigned for this portion of your overall grade.

Summary of Assignments, Grading, and Grading Breakdown

Your final grade will be based on the following work:

Attendance, Participation, and In-Class Writing	60 Points
Food Journal and Paper	30 Points
Response Papers (2)	60 Points
Food Memoir Paper	60 Points
FYI Reflective Journals on Moodle	30 Points
Farmers' Market Visit and Paper	60 Points
Advising Component	50 Points
Individual Capstone Paper	100 Points
Midterm Exam	75 Points
Final Exam	75 Points
Group Capstone Project and Presentation	100 Points
	700 points total

95% -100 A
92% - 94 A-
90% - 91 B+
85% - 89 B
83% - 84 B-
80% - 82 C+
70% - 79 C
60% - 69 D
59% and below F

Class Policies and Procedures

Participation

We encourage students to express a wide range of viewpoints in class, and we also expect students to be attentive and respectful listeners when others are speaking. A student who is a good “participator” comes to class prepared, contributes readily to the discussion but doesn’t dominate it, and makes thoughtful contributions that advance the discussion, shows interest in and respect for others’ views, and participates actively in small groups. Active and enthusiastic participation on the part of all class members is important not just for its own sake; it is important because it makes for a more rewarding learning experience for everybody—instructors included. We are aware that, for some students, speaking up in class can be difficult, but we encourage you to take the opportunity to practice expressing your ideas in what we hope will be a safe, comfortable, and supportive learning environment for everyone.

Lap Tops, Cell Phones, and other Distractions

To help ensure a productive, constructive, and distraction-free learning environment, using laptop computers during class time is not permitted unless you are otherwise instructed. Use of cellular phones, pagers, MP3 players, and similar devices during class time, including for picture taking and text messaging, is not permitted. You must turn off and put away all phones and pagers BEFORE class begins, and leave them off during class. Also, please do not bring newspapers or other unrelated reading to class.

Late Policy

One half letter grade will be deducted for each business day an assignment is late unless there are extenuating circumstances you have discussed with your small group instructor ahead of time. Work turned in seven days past the due date without extenuating circumstances will NOT be accepted and will receive zero credit.

Office Hours

In our experience, students who take advantage of individual consultation on their work generally do better than students who don’t. If your small group instructor thinks that you might benefit from additional help outside of class, he may suggest that you visit during office hours, though we strongly encourage you to do so on your own if you have questions, are having difficulty, or would like feedback on how you are doing in the class. If you are unable to see your small group instructor during scheduled times, please let him know and to figure out another time.

The Writing Center

Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies. SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with non-native speakers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612.625.1893. In addition, SWS offers a number of web-based resources on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project. See writing.umn.edu/sws/quick_help.htm.

E-mailing Assignments

Written assignments will not be accepted via e-mail; you must hand in a hard copy of your work. If you are absent on a day written work is due, please bring it to your instructor's office or to Room 206, Burton Hall.

University Policies

Student Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. The Student Conduct Code is available at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. Disability Services determine appropriate accommodations through consultation with the student. See the instructor for information about contacting Disability Services or call DS Student Services at 626-1333.

Harassment

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help. Contact the Department Chair, 206 Burton Hall, 626-8705, or the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 624-9547.

Complaints Regarding Teaching/Grading

Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter

with the Department Chair, 206 Burton Hall, 626-8705, who will attempt to mediate. Failing an informal resolution, the staff in the PSTL departmental office will facilitate the filing of a formal complaint.

Complaints Regarding Advising

Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to CEHD Student Professional Services, 110 Wulling Hall, 625-6501.

University Grading Standards

A - achievement that is outstanding relative to the level necessary to meet course requirements.

B - achievement that is significantly above the level necessary to meet course requirements.

C - achievement that meets the course requirements in every respect.

D - achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see below).

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization) a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Scholastic Dishonesty

Scholastic dishonesty is defined by the Office for Student Conduct and Academic Integrity as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement”. Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

Plagiarism

Plagiarism occurs when students turn in work that is not their own. According to the Office of Student Conduct and Academic Integrity, when you “present the ideas, words, and work of someone else as your own, you have plagiarized. Any information, data, or expressions coming from someone else or another source must be properly cited by you. If there is any doubt in your mind regarding what needs to be cited, it is your responsibility to seek clarification from the instructor.” More information on plagiarism is available at <http://www1.umn.edu/oscai/integrity/student/index.html>.

Credits and Workload Expectations

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade in the course. For example, a student taking 15 credits should require approximately 45 hours of work each week.

Absence for Religious Observance

The University of Minnesota permits absences from class for participation in religious observances.

Students who plan to miss class must:

1. Inform instructors of anticipated absences at the beginning of the semester;
2. Meet with instructors to reschedule any missed labs or examinations; and
3. Obtain class notes from other students.

Instructors are required to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations.

E-Mail Communications

University-assigned student e-mail accounts (x.500) are the University's official means of communication with all students. You are responsible for all information sent to you via your University-assigned e-mail account. If you choose to forward your University e-mail account, you are still responsible for all the information, including all attachments, sent to your University e-mail account. We frequently send group e-mail messages to the class with reminders, changes in assignments, and other information, so it is important that you check your e-mail often so that you stay up to date on what is going on in class, especially if need to be absent.

**PSTL 1525W First-Year Inquiry: Multidisciplinary Ways of Knowing
Food for Thought...and Action**

University of Minnesota
Fall 2010

**TENTATIVE COURSE SCHEDULE
ARTICLES AND TOPICS SUBJECT TO CHANGE!**
Articles will be provided on the course Moodle site.

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>FOOD AND THE BODY</p> <p>WEEK ONE Wednesday 9/8</p> <p>LARGE</p> <ul style="list-style-type: none"> • Introductions to the course/syllabus, the instructors, each other • Multidisciplinary approaches • Introduce Food Journal Assignment 		<ul style="list-style-type: none"> • REFLECTION #1 (SUBMIT ON MOODLE)
<p>WEEK TWO Monday 9/13</p> <p>SMALL</p> <ul style="list-style-type: none"> • Review syllabus/assignments • Food and You: Who's in Control? • Peer Review, Food Journal Paper draft 	<ul style="list-style-type: none"> • Read "Without Cafeteria Trays, Colleges Find Savings" • Read "A University Takes Aim at Obesity" 	<ul style="list-style-type: none"> • FOOD JOURNAL PAPER <u>FIRST DRAFT DUE</u>; BRING TWO COPIES
<p>Wednesday 9/15</p> <p>LARGE</p> <ul style="list-style-type: none"> • Food and Biology • "Third Place" • Introduce Farmers' Market Visit and Paper (9/18 or 9/25) 	<ul style="list-style-type: none"> • Have Part 1 <i>In Defense of Food</i> read • Read "Grower-only Farmer's Markets: Public Spaces and Third Places" 	<ul style="list-style-type: none"> • FOOD JOURNAL PAPER <u>FINAL DRAFT DUE</u>

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>WEEK THREE Monday 9/20</p> <p>SMALL</p> <ul style="list-style-type: none"> • StrengthsQuest Session #1 • Third Place/Farmers' Market 	<ul style="list-style-type: none"> • Read "Questions for a Farmer" (FI) pp. 197-207 • Read Maring, "Produce to People" (FI) pp. 263-273 • Read "Mini Farmers Markets Thrive in Low-Income Minneapolis Neighborhoods" 	<ul style="list-style-type: none"> • Responses to Discussion Questions
<p>Wednesday 9/22</p> <p>LARGE</p> <ul style="list-style-type: none"> • Multidisciplinary Approaches: Obesity 	<ul style="list-style-type: none"> • Have Part 2 <i>In Defense of Food</i> read 	
<p>WEEK FOUR Monday 9/27</p> <p>SMALL</p> <ul style="list-style-type: none"> • StrengthsQuest Session #2 • Obesity continued • Peer Review, Farmers' Market Paper draft 	<ul style="list-style-type: none"> • Read Ambinder, "Beating Obesity" 	<ul style="list-style-type: none"> • Responses to Discussion Questions • FARMERS' MARKET PAPER <u>FIRST DRAFT</u> DUE; BRING TWO COPIES
<p>Wednesday 9/29</p> <p>LARGE</p> <ul style="list-style-type: none"> • Film, <i>Food, Inc</i> (first half) • Multidisciplinary Analysis of Fast Food Culture 	<ul style="list-style-type: none"> • Have Part 3 <i>In Defense of Food</i> read • Have <i>Food Rules</i> read (entire book) 	<ul style="list-style-type: none"> • FARMERS' MARKET PAPER <u>FINAL DRAFT</u> DUE
<p>WEEK FIVE Monday 10/4</p> <p>SMALL</p> <ul style="list-style-type: none"> • Discuss <i>Food Rules</i> 		<ul style="list-style-type: none"> •

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>Wednesday 10/6</p> <p>LARGE</p> <ul style="list-style-type: none"> • Film, <i>Food, Inc</i> (second half) • Introduce Film Analysis Reaction Paper 	<ul style="list-style-type: none"> • Read FI, pp. 3-43 (Part I) 	<ul style="list-style-type: none"> • REFLECTION #2 (SUBMIT ON MOODLE)
<p>WEEK SIX Monday 10/11</p> <p>SMALL</p> <ul style="list-style-type: none"> • Follow up to <i>Food, Inc.</i> 	<ul style="list-style-type: none"> • FI articles to be assigned 	<ul style="list-style-type: none"> • FOOD, INC REACTION PAPER DUE
<p>FOOD, COMMUNITY, AND RELATIONSHIPS</p> <p>Wednesday 10/13 LARGE</p> <ul style="list-style-type: none"> • Guest speaker TBA • StrengthsQuest Session #3 	<ul style="list-style-type: none"> • Read Hirshberg, “Organics-Healthy Food and So Much More”(FI) pp. 47-64 	
<p>WEEK SEVEN Monday 10/18</p> <p>SMALL</p> <ul style="list-style-type: none"> • Present Film Discussions 		<ul style="list-style-type: none"> • FILM ANALYSIS REACTION PAPER DUE
<p>Wednesday 10/20</p> <p>LARGE</p> <ul style="list-style-type: none"> • Introduction to Food Memoir Assignment 	<ul style="list-style-type: none"> • Read “Coming Home Again” and “I Was a Baby Bulimic” 	

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>WEEK EIGHT</p> <p>Monday 10/25</p> <p>SMALL</p> <ul style="list-style-type: none"> • StrengthQuest Session #4 • Discuss <i>Prisoner of Tehran</i> 		
<p>Wednesday 10/27</p> <p>LARGE</p> <ul style="list-style-type: none"> • Introduce Individual Capstone Assignment 		<ul style="list-style-type: none"> • MIDTERM EXAMINATION
<p>WEEK NINE</p> <p>Monday 11/1</p> <p>SMALL</p> <ul style="list-style-type: none"> • Discuss <i>Prisoner of Tehran</i> 	<ul style="list-style-type: none"> • YOU SHOULD HAVE READ ALL OF <i>PRISONER OF TEHRAN</i> READ BY THIS DATE 	<ul style="list-style-type: none"> • FOOD MEMOIR, <u>FIRST DRAFT</u> DUE
<p>Wednesday 11/3</p> <p>LARGE</p> <ul style="list-style-type: none"> • Food, Power, and Social Justice Issues • Clips from <i>Fresh</i> • Introduce Group Capstone Assignment • Library Research Review 	<ul style="list-style-type: none"> • Read Ehrenreich, “Nickel and Dime” • Read Rodriguez, “Cheap Food: Workers Pay the Price” (FI) pp. 123-148 • Read Schlosser, “Unsafe at Any Meal” 	<ul style="list-style-type: none"> • FOOD MEMOIR, <u>FINAL DRAFT</u> DUE
<p>WEEK TEN</p> <p>Monday 11/8</p> <p>SMALL</p> <ul style="list-style-type: none"> • Discuss <i>Prisoner of Tehran</i> 		

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>Wednesday 11/10 LARGE</p> <ul style="list-style-type: none"> • <i>Prisoner of Tehran</i> 	<ul style="list-style-type: none"> • MARINA NEMAT VISIT; ATTENDANCE AT BOTH FYI STUDENT EVENT AND EVENING PUBLIC EVENT REQUIRED 	
<p>WEEK ELEVEN Monday 11/15</p> <p>SMALL</p> <ul style="list-style-type: none"> • Individual Conferences – Individual Capstone Paper 		<ul style="list-style-type: none"> • INDIVIDUAL CAPSTONE PAPER <u>FIRST DRAFT</u> DUE AT CONFERENCE WITH YOUR SMALL GROUP INSTRUCTOR DURING THIS WEEK
<p>FOOD, POLITICS, AND TAKING ACTION</p> <p>Wednesday 11/17</p> <p>LARGE</p> <ul style="list-style-type: none"> • Town Hall Case Study Exercise • Food Zoning • Video production guidelines 	<ul style="list-style-type: none"> • Pollan, “Off the Couch and into the Kitchen” • Steinhauer, “Fast-Food Curb Meets With Ambivalence in South Los Angeles” 	
<p>WEEK TWELVE Monday 11/22</p> <p>SMALL</p> <ul style="list-style-type: none"> • Meet in Capstone groups • Food and Current Events 	<ul style="list-style-type: none"> • Readings TBA 	<ul style="list-style-type: none"> • INDIVIDUAL CAPSTONE PAPER <u>FINAL DRAFT</u> DUE

CLASS CONTENT	HAVE READ FOR THIS CLASS	WHAT'S DUE ON THIS DAY
<p>Wednesday 11/24</p> <p>LARGE NO CLASS – THANKSGIVING HOLIDAY</p>		
<p>WEEK THIRTEEN Monday 11/29</p> <p>SMALL</p> <ul style="list-style-type: none"> • World Hunger 	<ul style="list-style-type: none"> • <i>Food, Inc.</i> pp. 149-208 	
<p>Wednesday 12/1</p> <p>LARGE</p> <ul style="list-style-type: none"> • Feeding the World and Having a Local Impact • Guest speaker: Second Harvest Food Bank 	<ul style="list-style-type: none"> • <i>Food, Inc.</i>, pp. 65-90 	<ul style="list-style-type: none"> • REFLECTION #3 (SUBMIT ON MOODLE)
<p>WEEK FIFTEEN Monday 12/6</p> <p>SMALL</p>	<ul style="list-style-type: none"> • <i>Food, Inc.</i> pp. 209-261 	
<p>Wednesday 12/8</p> <p>LARGE</p> <ul style="list-style-type: none"> • Present Group Capstone Projects in class 		<ul style="list-style-type: none"> • GROUP CAPSTONE PROJECTS
<p>WEEK SIXTEEN Monday 12/13</p> <p>SMALL</p>		<ul style="list-style-type: none"> • FINAL EXAM
<p>Wednesday 12/15</p> <p>LARGE</p> <ul style="list-style-type: none"> • CAPSTONE PUBLIC PRESENTATION; ATTENDANCE AND PARTICIPATION REQUIRED! 		

