

**FOOD JUSTICE, COMMUNITY, AND PEACE
PECS/SFS/ENV 350
GUILFORD COLLEGE**

Faculty:	Professor: Dr. Zulfiya Tursunova Instructor: Theo Baker Email: tursunovaz@guilford.edu Office: King Hall, 028C or 227 (Conflict Resolution Resource Center) Office phone: 336 - 316 - 2416
Course Number:	PECS/SFS 350
Location:	Virtual
Day & Times:	Tuesdays, Thursdays, 1 – 3 pm
Office hours:	Tuesday: 10.00 - 11.00 am Thursday 10.00 – 11 am (Zoom, Google hangout)

COURSE DESCRIPTION

The course aims to explore concepts of food justice and social action that are embedded in food security and food sovereignty. The paradigm of food sovereignty reinforces the right of peoples to healthy and culturally-appropriate food produced through ecologically sustainable methods, and their right to determine their own food and agricultural systems. The heart of this paradigm is to reclaim decision-making power in the food system and represent authentic food sovereignty. This course examines problems of maldevelopment, agricultural system production, its changing structure and its impact on labor, family structure, household dynamics, gender relations, changing identities of femininities and masculinities, migration, and rural development. Community food sovereignty is vital in examining the food systems’ geography, its production, distribution, consumption, power relations, access, and equity at local, regional, and global levels. History, laws and regulations, demography, environment, trade, and market domains that may enhance and/or reduce people’s choices and opportunities influence food systems. We will examine small, medium, and large-scale industrial farming, Indigenous knowledge systems, cultural food practices, health, food insecurity, livestock production, economics and globalization, poverty, and community gardening.

What is unique about this course is that students will design their social action through the lenses of critical race and social change theories considering power, gender, ethnicity, race, age, generation, class, social status, marital status, household status, and location (rural/urban, center/periphery). Students learn about the food systems, and theories of social change as well as choose and lead their own campaigns by defining a social problem, developing concrete, quantifiable solutions (i.e., demands) and applying it. A milestone of the social action campaign is that students will have an opportunity to enact policy (rule, norm, or practice of an institution) on campus or in the community.

The course applies interdisciplinary lenses through the integration of concepts derived from peace and justice, feminist, development, geography, political ecology, sociology, ecosystem science, and food and nutritional ecology studies.

The objectives

The participants of the course examine community food systems and global relations to corporate agro-food systems and carry out their own social action to transform the community food production and distribution systems. The course aims to empower students to reclaim food by going through the

issue development process (identifying demands and targets) and launching social action campaigns you are passionate about.

Methodology

This course is based on experiential and transformative learning paradigms. Therefore, the professor will use interactive teaching methods based on the idea that democratic practices play a crucial role in the transition toward more democratic societies. The instructor will apply active inquiry student-initiated learning, problem-solving, cooperative learning, writing and reading processes and alternative assessments methods. My presentations, discussions, group work, videos, field trips and guest speakers will be integrated to contribute to the learning process. Students are expected to reflect on the reading materials and connect academic scholarship to existing community service experiences and social issues in classroom discussions. *Please bear in mind that students are required to read all materials and prepare written assignments prior to the class when such readings and/or assignments are due as part of the academic requirements.*

COURSE WORKLOAD

This is a four-credit course that requires you to complete at least 25 hours of social action work for the class. Students are expected to prepare readings, assignments, and meet with the professor.

REQUIRED TEXTS

Required and/or recommended readings on food justice are provided.

Scott Myers-Lipton, *CHANGE! A Student Guide to Social Action*, ISBN: 9781138297296, ISBN: 9781612057279. The e-book is available at the Hege library.

<https://ebookcentral.proquest.com/lib/guilford-ebooks/detail.action?docID=6840789>

COURSE ASSIGNMENTS AND EVALUATION

	Assignments	Points	Deadlines
1.	Portfolio 1	5%	
2.	Portfolio 2	5%	
3.	Portfolio 3	10%	
4.	Portfolio 5	10%	
5.	Portfolio 6	10%	
6.	Portfolio 7	10%	
7.	Portfolio 8	10%	
8.	Portfolio 9 and social action log and reflection	10%	
9	Group binder	10%	
10.	Campaign presentation and mural board	10%	
11.	Participation	10%	ongoing
	Total	100%	

PORTFOLIO

You are expected to complete portfolios on your own by demonstrating and integrating your social action experience. Twenty-five hours of social action outside the classroom are required to complete the course.

Binder

A description of the binder will be provided and this assignment will be part of the group effort.

Campaign presentation and mural board

Students give a group presentation on their social action campaign. In addition, you are required to complete the mural board.

PARTICIPATION/ATTENDANCE

Participation will be assessed throughout the semester in class and on Canvas. Class attendance and participation is not only **mandatory** but also **central** for achieving learning outcomes. The evaluation of your participation in the class will be based on the key concept of the **Medicine Wheel**. Medicine wheel has been used in Indigenous communities for generations through teachings and wisdom for peace, health and well-being of All. It embodies the key Four directions, stages of life, elements of nature, animals, ceremonial plants, and aspects of life. The four directions of aspects of life include: spiritual, emotional, intellectual, and physical.

1. *Intellectual/Mental* (thinking) – demonstrating mastery of the material, concepts, analysis and synthesis, good decision-making skills, creativity, problem-solving, conflict resolution and transformation, not giving up to peer pressure and making right choices.
2. *Physical* (movement) – demonstrating appropriate behavior, being on time, demonstrating cross-cultural understanding of navigating space, body language and communication, taking notes, cell phone off (unless requested).
3. *Emotional* (feeling) – controlling anger and negative emotions, positive attitude, empathy, support, and emotional intelligence, communicating and asking questions at a proper time.
4. *Spiritual* – honoring everyone’s identity, respecting all things, demonstrating love and human dignity to all.

Given these four aspects of life, your participation in every class will be evaluated: Intellectual – 5 points, physical – 5 points, and emotional and spiritual – 5 points (15 points). The culminate average will be provided for the final participation grade.

Attendance at Guilford College and this course

It is the responsibility of any student who misses two sessions during the semester to confer with the instructor to see whether he or she should continue the course. Please also be aware that, as per Guilford College rules, two absences are considered withdrawing from the course. Students missing six-plus days may be administratively withdrawn from the course. Students need to be mindful and aware of how many classes they are missing and that I will, depending on my discretion, administratively withdraw students who have missed six or more classes.

You should attend every class and come to class on time. You are expected to arrive a few minutes early to assure you are on time. **Three “late arrivals” or leaving class early equal an absence**. There are no excused or unexcused reasons for being absent. Absence will reduce your final

grade in the following way:

- 1 class absent = 3 points off your final calculated total grade**
- 2 classes absent = 6 points off your final calculated total grade**
- 3 classes absent = 9 points off your final calculated total grade**
- 4 classes absent = 12 points off your final calculated total grade**
- 5 classes absent = 15 points off your final calculated total grade**

Be aware, this means that these points will be deducted from your final total grade. So absences can have a profound impact on your final grade in this course.

MAKE UP ABSENCE POLICY

If you missed a class, make up for your absence by writing a 3-page reflection paper on the reading assigned for the class you missed. You are expected to: 1) Summarize key concepts (half a page); 2) specify the author’s arguments and different perspectives offered (1 page); Provide personal perspective (1 page); and Apply knowledge to your personal and professional life (half a page). The purpose is to catch up with missed classes and materials and become familiar with key approaches in Peace and Conflict Studies (Cover page - 1 page, content - 3 pages, and references – 1 page, double-spaced).

GRADING POLICY

You will be evaluated according to the following grading criteria:

- “F” Failing Work.
- “D” Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade.
- “C” Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the “facts” and involves memory w/o critical reflection.
- “B” Ability to explain how facts are related to one another according to explanations currently held in the field. It reflects the ability to use the interpretive skill of seeing the relationships between practice and theories. Here, one knows not just the results of methods or theories, but can reproduce the logic which established the results.
- “A” Demonstration of independent analysis, original insight, and creativity. Such a level can be reached through critical examination of the current theories; integrating and applying the course’s theoretical concepts on personal, community, and national levels; and ability to examine and evaluate future trends in the field.

GRADING SCALE

The following grading scale will be used:

A 93-100	B+ 87-89	C+ 77-79	D 60-72	F ≤ 59
A- 90-92	B 83-86	C 73-76		
	B- 80-82			

Plagiarism and academic misconduct

PLAGIARISM is an act of academic dishonesty in which a student submits another person’s published or unpublished work fully or partially. The acts of plagiarism include but not limited to the following such as not making references, footnotes, or endnotes to scholarly work, phrases, thoughts, arguments, diagrams, tables, calculations, and other sources; submitting the identical paper for more than one course

to instructors; and submitting similar or almost identical work by two or more students when the work was supposed to be carried out independently.

Students should acquaint themselves with Guilford College Academic Regulations and Policies related to plagiarism, cheating, exam impersonation, classroom regulations, grading, transcript, grade appeals, penalties linked with academic misconduct and the procedures by which claims of academic misconduct are examined and disciplinary measures are taken. The college requires that you include and abide by the following statement in all work you turn in “I have been honest and have not observed any dishonesty”. Below are the consequences for violations:

First offense: F or zero on the assignment

Second offense: F in the course

Third offense: F in the course and Suspension or Dismissal from Guilford College

Ignorance of the regulations and policies regarding academic integrity is not a valid excuse for violating them. The college observes a strict policy on academic dishonesty, and this course will abide by this policy.

Communication: I encourage students to ask course and assignment-related questions in class or during office hours. If you decide to email me your questions, I will respond the same day if possible or within two days if it is the weekend or I am away.

Late assignments. Assignments turned in late will NOT be accepted. However, if you turn in the assignment late only ONCE, I will deduct 10 points from your final grade on that assignment. Please turn in your papers on time, otherwise, it counts for zero.

Laptops and electronic devices: Cell phones should be turned off and stowed prior to entering the classroom. Use of electronic devices for non-course related activities (web surfing, social media, texting, etc.) will result in a zero for attendance that day. Audio or videotaping of class is NOT allowed in this course (unless instructed).

Canvas: This course uses Canvas (a course/learning management system similar to Blackboard, WebCT, etc.). Please make sure you regularly check the Canvas site for course material and announcements. If you are registered for the course, you should be automatically “enrolled” in its Canvas site. If you are having any problems with Canvas, make sure to solve them early in the semester – failure to do so may negatively impact your grade.

Office hours: I am happy to meet with you so feel free to drop by during my office hours or to make an appointment outside those hours (including virtual hours). My office number is 336-316-2416 (or ext. 2416) and my office is located in King Hall 028C. Students are expected to talk to me if they are having problems with the class. It is important to let me know about the problems while they are affecting you and not at the end of the semester. I am available during my office hours or by appointment to discuss any problems that you are facing. You are strongly encouraged to discuss your concerns with me – conflict avoidance is not a legitimate strategy for our course together (or for many relationships for that matter). Also, please inform me about any learning needs you may have so we can make arrangements to meet them.

Accommodations: Guilford College complies with the [American with Disabilities Act](#) by providing a process for disclosing disabilities and arranging for reasonable accommodations. The policy can be found online at: [Disability Resources](#). Students who require accommodations must complete a disabilities disclosure form and submit it to the Dean for Campus life. The disability services committee will decide which accommodations are granted, and the student will then meet with the appropriate specialist. It is the student’s choice to disclose difference/disability information to individual instructors.

However, only students who provide their instructors with an Accommodations Agreement (commonly known as a 504) can receive accommodations.