

<b>ORIGINATOR'S SECTION:</b>														
<b>1. College:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b>  Spring 2018	ENVS 390-5												
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
<b>4. Course abbreviation and Number:*</b> ENVS 464														
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> <u>Food Politics and the Environment</u>														
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) Food Politics Environment														
<b>7. Number of Units:</b> <u>3</u>														
<b>8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</b>  Interdisciplinary study of agrifood systems and food sovereignty movements in domestic and global contexts with specific interests in their goals, strategies, and outcomes through the methods and materials of ethnography, agroecology, and political ecology. <i>Cannot be taken for credit by students who received credit for ENVS 390-5</i>														
<b>9. Why is this course being proposed?</b>  While there are many courses at CSUSM that focus on food and food production, there is currently no course the specifically focuses on food sovereignty. The concept of food sovereignty seeks to understand how vulnerable communities work to define and control their own food and agriculture systems. The University's Sustainability General Plan's has an emphasis on Food, and Dining Services, and this course would offer students the opportunity to gain a theoretical and historical understanding of how different people around the world pursue sustainability while working to strengthen the university's sustainability goals. Further, this course will expand the course offerings in the Environmental Studies major.														
<b>10. Mode of Instruction*</b> For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab		
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Lecture	3	C-2												
Activity														
Lab														
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>														
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?                      (including first offering)														
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course                      and check "yes" in item #22 below.														
<b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Walker  
 RP \_\_\_\_\_  
 PS \_\_\_\_\_  
 BY: \_\_\_\_\_

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 APR 13 2018

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* ENVS 390-5

20. How often will this course be offered once established?\* Yearly

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:

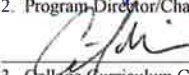
22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Anthropology Discipline	Konane Martinez <u>see original for signature</u> Signature	_____ Date	<input checked="" type="checkbox"/> Support	_____ Oppose
Political Science Discipline	Stephen Nichols <u>see email</u> Signature	_____ Date	<input checked="" type="checkbox"/> Support	_____ Oppose
Economics Discipline	Ranjeeta Basu <u>see email</u> Signature	_____ Date	<input checked="" type="checkbox"/> Support	_____ Oppose

**SIGNATURES : (COLLEGE LEVEL) :**

**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
see original for signature  
 2. Program Director/Chair \_\_\_\_\_ Date 4/13/18  
  
 3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
 4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

16. Prerequisite(s):  Yes  No

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* ENVS 390-5

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**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No

If yes, please specify:

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Anthropology Konane Martinez Konane Martinez 11-17-17  Support  Oppose  
 Discipline Signature Date

Discipline \_\_\_\_\_ Date \_\_\_\_\_  Support  Oppose  
 Signature Date

**SIGNATURES : (COLLEGE LEVEL) :**

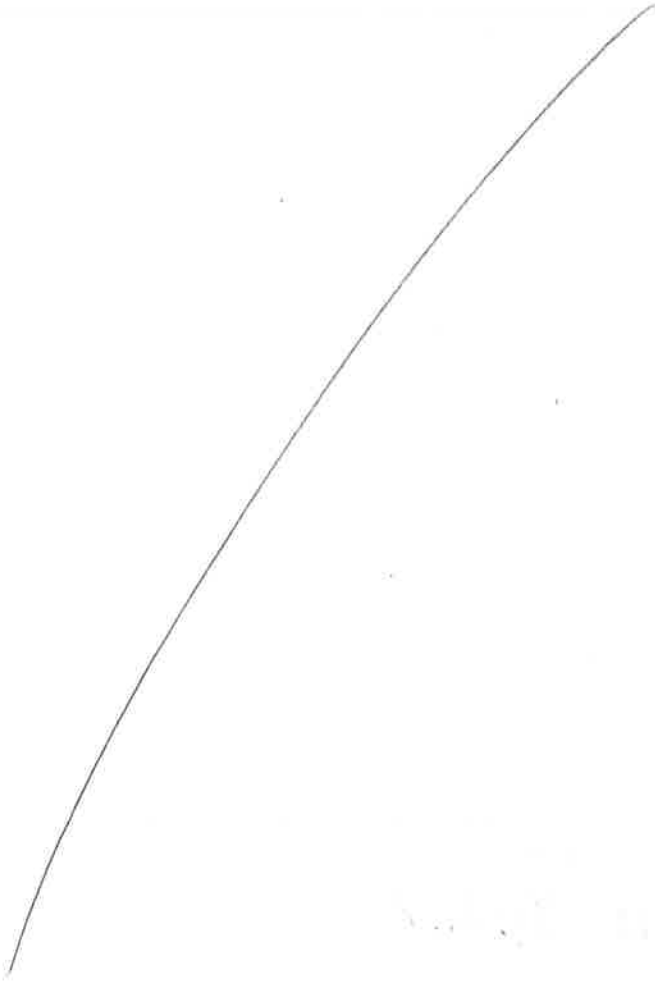
**(UNIVERSITY LEVEL)**

Gabriel Valle  
 1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
 2. Program Director/Chair [Signature] 12/7/2017  
 \_\_\_\_\_ Date \_\_\_\_\_  
 3. College Curriculum Committee [Signature] 4/13/18  
 \_\_\_\_\_ Date \_\_\_\_\_  
 4. College Dean (or Designee) [Signature] 4/13/18  
 \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

original ENVS 464



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**From:** Gabriel Valle  
**Sent:** Thursday, April 12, 2018 8:49 AM  
**To:** Carrick Williams; Angela Baggett  
**Subject:** FW: ENV5 new course approval

Hi again Angela and Carrick,

Here is the response and approval from Stephen Nichols for ENV5 305 and 464.

Gabriel

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**From:** Stephen Nichols <[snichols@csusm.edu](mailto:snichols@csusm.edu)>  
**Date:** Tuesday, March 27, 2018 at 7:09 AM  
**To:** gvalle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Subject:** Re: ENV5 new course approval

Hi Gabriel,

They look like great courses – PSCI has no objections.

Thanks,

Steve

--

Stephen M. Nichols, Ph.D.  
Associate Professor and Chair  
Department of Political Science  
California State University San Marcos  
333 S. Twin Oaks Valley Road  
San Marcos, California 92096

P (760) 750-8086

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**From:** Gabriel Valle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Date:** Monday, March 26, 2018 at 3:25 PM  
**To:** Stephen Nichols <[snichols@csusm.edu](mailto:snichols@csusm.edu)>  
**Subject:** ENV5 new course approval

Hi Steve,

Earlier in the semester I submitted a few courses for the Environmental Studies Program to CAPC. However, I recently heard back from Carrick Williams, and the committee advised that I also get Political Science Dept approval for ENV5 305 "Resilience and Society" and ENV5 464 "Food Politics and the Environment."

I have attached the syllabus and C-Form for your viewing. Either way, can you send me an email letting me know if you approve or disapprove of the proposed courses.

Thank you,

Gabriel

--  
Gabriel R. Valle PhD  
Environmental Studies  
California State University, San Marcos  
333 S Twin Oaks Valley Rd,  
San Marcos, CA 92096

Angela Baggett

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**From:** Gabriel Valle  
**Sent:** Thursday, April 12, 2018 8:47 AM  
**To:** Carrick Williams; Angela Baggett  
**Subject:** FW: ENVS new course approval

Hi Angela and Carrick,

The forwarded email is Ranjeeta Basu's response and approval of ENVS 464.

Gabriel

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**From:** Ranjeeta Basu <[rbasu@csusm.edu](mailto:rbasu@csusm.edu)>  
**Date:** Tuesday, March 27, 2018 at 10:30 AM  
**To:** gvalle <[gvalle@csusm.edu](mailto:gvalle@csusm.edu)>  
**Subject:** RE: ENVS new course approval

Great courses. Yes, Economics approves.

Ranjeeta

Ranjeeta Basu  
Chair, Department of Economics  
California State University San Marcos  
333 S Twin Oaks Valley Road  
San Marcos, California 92096

**From:** Gabriel Valle  
**Sent:** Monday, March 26, 2018 3:19 PM  
**To:** Ranjeeta Basu <[rbasu@csusm.edu](mailto:rbasu@csusm.edu)>  
**Subject:** ENVS new course approval

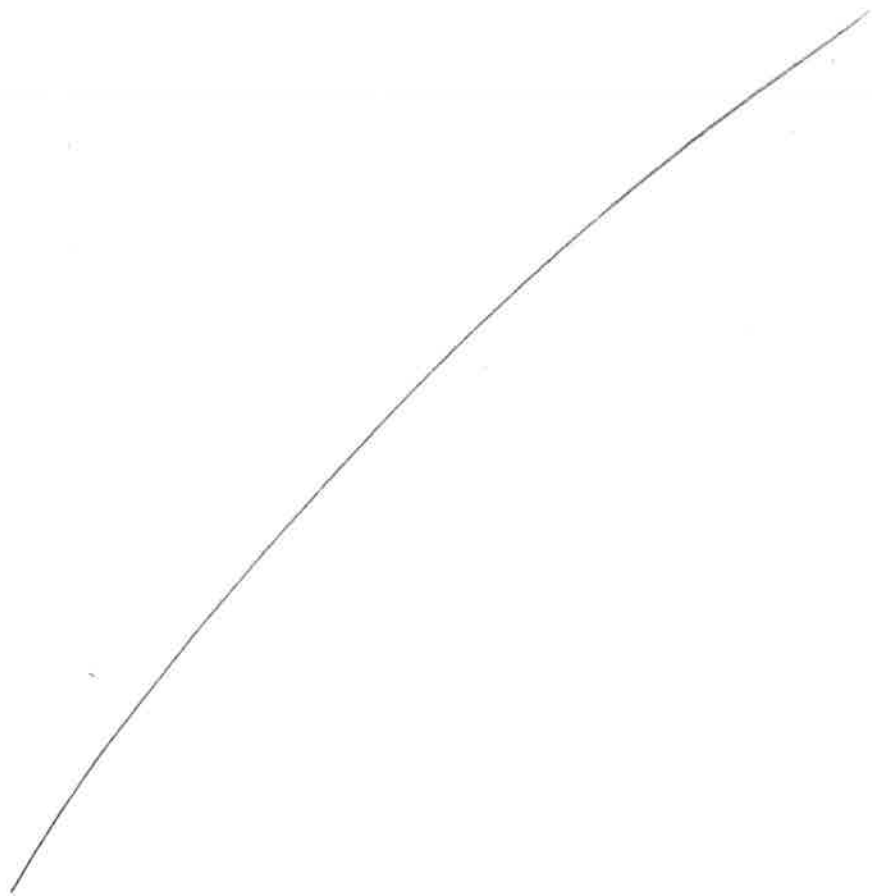
Hi Ranjeeta,

Earlier in the semester I submitted a few courses for the Environmental Studies Program to CAPC. However, I recently heard back from Carrick Williams, and the committee advises that I also get Economics Dept approval for ENVS 464 "Politics of Food and the Environment."

I have attached the syllabus and C-Form for your viewing. Either way, can you send me an email letting me know if approve or disapprove of the proposed course.

Thank you,

Gabriel





**ENVS 464**  
**Food Politics and the Environment**

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**Class description:**

In recent years, the growing awareness of the destructive nature of our food system has called into question the very foundation of industrial food production. The emergence of these developments have questioned the cultural, economic, and political forces that have altered the natural environment, changed the human relationships to nature and food, and influenced the formation of the global society in which we live. Food, and the industrialization of food, is part of a larger historical project of inequality. Food Sovereignty movements cut across issues such as; farmers, farmworkers, land access and ownership, food workers, hunger, health, urban agriculture, autonomy, and climate change. Today, health disparity, income disparity, and access to land are tightly woven together. Food sovereignty is as much about changing systems of production as it is about the transformation of meaning of our food. This course will examine the production, preparation, and consumption of food as it pertains to issues such as poverty and inequality; health and access; science and knowledge; power and privilege; and agency and social transformation. We will be able to identify how the structures and institutions that continually limit access to healthy and affordable food in our communities do not occur in isolation, but rather are part of a continuation of institutional inequality.

**Course Learning Objectives:**

By the end of this course students will be able to:

1. Identify and describe food sovereignty issues and solutions
2. Assess how different political, social, cultural, and disciplinary perspectives frame problems and solutions of food sovereignty
3. Compare and contrast different local and global responses and social movements pertaining to food sovereignty
4. Evaluate the effectiveness of various strategies used by communities in pursuit health and equity

**Teaching Philosophy:**

Critical Pedagogy: This class is your class. I consider myself a co-learner and facilitator of the learning process in this course, and I need your participation and contribution to accomplish that. In this class, we will take a critical approach to environmental studies through critical reading, thinking, self-reflection, and respectful dialogue. I believe learning occurs through collaboration with others. I expect you to be open to and respectful of others' experiences and perspectives, but most importantly to be critically reflective of your own perspectives and opinions. I do not expect you to agree with all the voices put forth in this class, but I ask that you seek to gain an understanding of other perspectives, ideas, and ways of thinking about the world and sustainability. I also expect you to reflect on your own biases (we all have them) and how your biases influence your reading and discussion experiences.

I value following student interests and needs as much as possible. This means that the course is continually evolving as we co-create it with our collective insights, interests, and knowledge.

Applied Learning and Research: I believe that the best learning occurs when students and instructors are able to make connections between theory and practice. Direct hands-on experience deepens ones understanding of course materials (i.e. readings and lectures) and places the concepts of the curriculum into the context of “real-life” situations. I incorporate experiential learning through in-class and out of class activities that will help challenge students to become culturally aware and civically engaged.

### **Outline and Description:**

- Week 1: Introduction to sustainability and sustainable foods
- Week 2: Introduction to the concepts of food justice and food sovereignty
- Week 3: Food production and empire
- Week 4: Food and labor in the colonial Americas
- Week 5: Producing insecurity and the colonial legacy of the industrial food system
- Week 6: Racialization and food systems
- Week 7: Food regimes and the crisis of food
- Week 8: Social, cultural, environmental consequences of the standard American diet
- Week 9: Globalization from below, the roots of food sovereignty and peasant movements
- Week 10: Food sovereignty in the developed world
- Week 11: Food sovereignty and the pursuit of community controlled outcomes
- Week 12: Goals and outcomes: farming methods and seed saving
- Week 13: Goals and outcomes: culturally appropriate foodways
- Week 14: Community organizing and social movement
- Week 15: Diets, food, and health
- Week 16: Finals

### **Required Texts:**

1. Trauger, Amy. 2017. *We Want Land to Life*. Athens, GA: University of Georgia Press.
2. Peña, Devon G., Luz Calvo, Pancho McFarland, and Gabriel R. Valle. 2017. *Mexican-Origin Foods, Foodways, and Social Movements: Decolonial Perspectives*. Fayetteville, AR; University of Arkansas Press.

### **Recommended Texts:**

3. Calvo, Luz and Catriona Esquibel. 2015. *Decolonize Your Diet: Plant-Based Mexican American Recipes for Health and Healing*. Vancouver, BC: Arsenal Pulp Press.

### **Students will be evaluated based on the following:**

1. **Contribution:** 30 pts.  
A portion of this class will be based on discussions, activities, and group projects. I have labeled this category as contribution instead of participation because we will be learning from each other in this course and you are required to contribute your ideas, thoughts, questions, perspectives, and experiences to the class. It is essential that you be present in both body and mind to create a positive learning environment for you and everyone. You will be evaluated on your contribution through occasional in-class assignments, online discussion forums, and by demonstrating your engagement with the readings, thoughtful questions, and willingness to engage respectfully with others.

Please keep in mind that because this class relies heavily on student contributions and group work. You will be missed when absent. Your experience and the overall course will be better if you are an active participant and to be an active participant you need to be present.

2. **Reading Responses:** 70 pts. (10 pts. each)

These will let me know what you are getting out of the reading, what you find interesting, and what might need more explanation. These responses also let me know how you are comprehending and synthesizing course content.

- a. Each critical response is based on the previous 2 weeks of reading. Each response should be approx. 300-500 words. Due on CC Fridays, by 11:59pm.

3. **Discussion Forum:** 10 pts.

Throughout the semester there will be several discussion forums for students to respond to. Each response should be a well throughout out paragraph that encourage more thought providing ideas and questions for the class. Individual responses will not be graded, rather grades will be based on your overall contribution throughout week 1-8 and 9-16.

4. **Op-Ed Essay:** 40 pts.

Throughout the semester we have read several op-ed pieces, now it is your turn to give it a try. the project is designed to promote awareness and civic participation. Your op-ed will be based on current events related to food sovereignty, and include an application of the concepts we are learning in class. This will let you form an opinion on a current issue, and make a strong, persuasive argument for your point of view, backed up by factual evidence. 800-1000 words.

5. **Final Project:** 60 pts.

A synthesis project, based on a food politics topic of your choice. This project is your opportunity to explore your specific interests in more depth. Be creative and find creative ways to express your project - it can be in the style of a traditional research paper or a case study (8-10 pages or 2,000-2,500 words). It could also be a creative or community-based exercise with a reflection paper, or it may include cooking, gardening, or volunteering in a food related industry or organization. It may be a community cook book reviving traditional foods. The limit is your imagination. Add photos, videos, or foods into these projects to make them more personal. *More details will be provided as well as frequent group and prof discussions.*

Breakdown:

Paper	40 pts
Presentation	20pts
Total	60pts

**Per the University Credit Hour Policy:** Students enrolled in face to face courses should spend at least six hours per week engaged in study for the class. Further, *students should note that the All University Writing Requirement mandates each student write 2500 words in this three-unit course.* This is satisfied through writing assignments, exams and your final research paper (see above for specifics).

**Technology:** I *do* allow the use of laptops and tablets, but I ask those who wish to use them be mindful that technology can be distracting for other students. If the use of computer or other devices becomes distracting, I may alter my policy as necessary.

Please *turn off or silence your cell phone* and put it away for the entirety of the class. If you must make a call or text, please leave the classroom. Be respectful of your classmates.

**Cougar Courses:** You are expected to check Cougar Courses and your email associated with your Cougar Courses account so that I can communicate with each of you electronically. All materials should be *typed and double-spaced with 12pt font using Times New Roman font*.

**Unless otherwise indicated, all assignments are due electronically using Cougar Courses.** All assignments are due and should be uploaded to the Cougar Courses webpage unless they are scanned notes or other written materials including in-class activities, field notes, sketches etc.

**Late work and absence:** In order to maximize the benefit to you, I am committed to correcting your work and getting you feedback in a timely fashion. For these reasons, **I do not accept late work**. If you are going to miss a class, a workshop, or a deadline for a valid and *documentable reason*, please do everything you can to let me know in *advance* so that we can arrange whatever alternate means may be necessary to fulfill the course requirements.

**Plagiarism:** Plagiarism is copying any work – written, visual art, music – and presenting it as your own original work. When you include the words, ideas, art, or music of another person in your class assignments, you must fully acknowledge your sources by naming the source artist/author and publication. Plagiarism will not be tolerated in any form, and students found plagiarizing will receive a “0” for the assignment and will be referred to the CSUSM administration.

**Academic Honesty:** Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

[https://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

**ADA Statement:** Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu) Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.