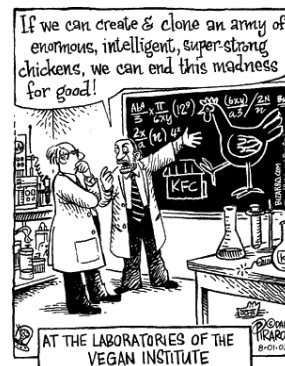


ANT 267: Food, Agriculture and Sustainability
Spring 2025, MWF 10:30 — 11:20 am, Cunningham 109

Prof. Eriberto P. Lozada Jr.
Office: Chambers B285
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Office Hours: M,W,F 9:30-10:30 am or by appointment
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This course introduces how food practices and farming shape societies and its environmental and economic impacts on the world. Foodways and farming will be examined from the perspective of sustainability; this is not a survey of nutritional or dietetic sciences. The course will begin with a general overview of the food studies and sustainability literature from an interdisciplinary perspective.



This course is structured along the lines of **community-based learning**. This means that students will apply the lessons learned from the classroom to issues that affect our local community. In groups, we will work with community leaders to develop and execute various projects. Such experiential learning reinforces the understanding of theoretical and methodological issues, while also benefiting the community.

Learning Outcomes

1. Work in teams to generate interdisciplinary knowledge and solutions to problems involving human and environmental factors.
2. Communicate knowledge about sustainable food and farming in forms that are appropriate for audiences in both academic and non-academic contexts.
3. Develop a systems-based approach to issues of sustainability that includes human, economic, social, and environmental concerns.
4. Develop research and analytical skills through formulating research questions, collecting and analyzing data, and presenting results.
5. Engage in community-based service and research through partnerships with local organizations.

Course Readings

There is no textbook required for purchase; assigned books and articles will be available on Moodle. Note that the groups will also be assigning readings for 2 class sessions, based on what they are reading for the community project.

Course Requirements

The most important work in this course is to be prepared for each seminar meeting; this means having thoroughly read the material and being prepared to discuss particular points from the

reading. Readings are due on the day listed in the class schedule. Your engagement with the material is vital for the success of this learning experience.

Class Participation: 10%

Active participation requires that each student come to class prepared, having read the assigned material before class. We will not necessarily overview the readings, but will expect you to be ready to engage in active discussion about the impact of the conclusions reached, strengths and weaknesses of the methodology used by the author(s), and its application to your project or your own situation.

Response/Reflection Papers: 10%

Approximately each week, students will write a brief **ungraded** reaction or summary about an idea prompted by the readings (for the first six responses) and as reflections on what you've done for your community project (for the last four responses). They should be emailed to me before the class meets on the days that they are due; I will have a handout, but in short, you should not spend more than 15 minutes writing this reflection - you get full credit by submitting ten of them. LATE SUBMISSIONS WILL NOT BE ACCEPTED.

Review Essay: 15%

This assignment is designed to help you overview the foundational literature on food and culture. This will be a take-home essay, due prior to class on **14 February 2025**. No outside reading is expected or desired for this assignment. I will have a handout with a list of suggested topics.

Community Project (total 65%: group project, 25%; literature review, 10%; individual journal 10%; group poster 10%; project summary group write-up 10%):

Successful completion of the community project is the central focus of this class. Students will be divided into various groups that will work with community leaders on a particular project. I will have more handouts during the semester on various aspects of the project. I have also assigned class periods for group meetings. Note that one of the places you can meet as a group is the classroom itself; I will be in the classroom to answer questions and help the groups with their projects. Once students have been assigned to a project, students will as a group examine the academic and professional literature that will help them understand the wider context of the project, possible approaches/solutions to the problem, and other relevant issues. This is worth 10% of the grade. During the course of the project, students will also individually journal their work – this is also worth 10% of the grade, and will be submitted twice – once in the middle of the term for my ungraded review, and once in the end. Performing the project itself is worth 25% of the grade, and will be based on the assessment conducted by the community leader. Groups will also prepare a poster (10%) and a project summary group write-up (10%). Once groups have been formed, students will need to be able to work cooperatively with each other – this is vital to the successful completion of the group project. A significant portion of your grade is based on a group grade; in real life, success is based on being able to work with other people and contribute to the group's goals. But since I am not with you when you work as a group, your group project grade will be determined by peer evaluation using CATME (as well

as the individual submissions). The community partner will help me determine the merits of your group project (which is the 25% part).

[Sample Final Project 1](#)

[Sample Final Project 2](#)

Submission of Writing Assignments: All assignments must be submitted to me electronically. You can do this in two ways: as an email attachment or a shared link to a Google Drive Folder or Google file. If you have any questions about how to submit assignments, please see me individually.

Generative AI Statement

Generative AI tools—software that creates new text, images, computer code, audio, video, and other content—are widely available. Well-known examples include ChatGPT, Claude, and Gemini for text and DALL-E and Midjourney for images. This policy governs all such tools, including those released during our term together.

You may use generative AI tools for work in this course however you see fit. If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Please cite the tool according to the guidelines for citing computer software, as outlined in the designated style guide. Additionally, please include a brief description of how you used the tool.

If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out-of-date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations. Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.

It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. Although you have wide latitude to determine how you use generative AI tools in this course, you must be wary of unintentional plagiarism or fabrication of data. Misuse or unauthorized usage may constitute a violation of the Honor Code. Please communicate with me if there is any confusion regarding its usage for assignments, assessments, or any other coursework.

Please maintain integrity, for your learning, your personal character, and academic record.

Grading System:

Grades will follow the college system using the 4.0 scale (i.e., A=4.0, A-=3.7, B+=3.3, etc. – see the college catalog) and weighted for each assignment as described above.

Student Support:

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources by emailing AADR@davidson.edu. It is best

to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

If you are feeling stressed, worried, or down at any point during the semester or notice signs of emotional distress in someone else, you are encouraged to seek support. You can visit my office or reach out to the following campus resources:

Dean of Students Office 704-894-2225

Counseling Center 704-894-2300

Chaplains Office 704-894-2423

Health Services 704-894-2300

Academic Support Services 704-894-2294

- If you need to talk to someone immediately between the hours of 5 pm and 8 am, call 704-894-2300 and choose option 2 for a free and confidential conversation with a trained counselor, available 24/7.

All work is subject to the Davidson College Honor Code as stated in the student handbook.

Class Schedule (subject to change)

Wed, 22 Jan	Introduction: Community-Based Learning Class	
Fri, 24 Jan	Foundational Readings on Food Reading: Watson and Klein 2019; Green 2021	Foundational Readings
Mon, 27 Jan	Reading: Barthes article, Bourdieu article	
Wed, 29 Jan	Reading: Goody article, Mintz article Assignment: Response Paper Due	
Fri, 31 Jan	Reading: Appadurai 1988; Narayan 1995 (Group Selection Due on CATME)	
Mon, 3 Feb	Reading: Barndt 2001; Schlosser 2001	
Wed, 5 Feb	Reading: Counihan 2012; Allison 1991 Assignment: Response Paper Due	
Fri, 7 Feb	Reading: Williams-Forsen & Walker 2012; Reese 2020	
Mon, 10 Feb	Reading: Leitch 2003; Campbell and Veteto 2015	
Wed, 12 Feb	Reading: Hathaway 2016; Veteto & Lockyer 2008 Assignment: Response Paper Due	
Fri, 14 Feb	Community-based Learning Reading: CBL reflection readings Assignment: Review Essay Due	
Mon, 17 Feb	Reading: Sutton 2017; Trubek et.al. 2017 Event: Chef Cristina Martinez, The Golden Handmade Tortilla (Hance Auditorium, 4:30pm)	
Wed, 19 Feb	Indigenous Foodways, Food Justice and Sustainability Reading: Zeunert 2018; Mares & Pena 2011 Assignment: Response Paper Due	ENV & Food Justice
Fri, 21 Feb	Reading: Zogry 2021;	Indigenous foodways
Mon, 24 Feb	Group project flex time (Fuji will be in the office for meetings with groups)	Chambers B285
Wed, 26 Feb	Reading: Hoover 2019; IHE article ; Lewis 2021; Assignment: Response Paper Due	
Fri, 28 Feb	Reading: Podcast: Brooke Bauer on Ben Franklin's World, https://benfranklinsworld.com/episode-353-brooke-bauer-women-and-the-making-of-catawba-identity/	
Mon, 3 Mar	Group project flex time Assignment: Project Outline Due	
Wed, 5 Mar	Reading: Cote 2016; Pierotti & Wildcat 2000 Assignment: Response Paper Due	Indigenous food sovereignty

Fri, 7 Mar	No Class - Fuji will be at Rollins College for a conference Assignment: Project Log due	
10-14 Mar	Spring Break	
Mon, 17 Mar	Reading: Grey and Patel 2015; Rowe et.al. 2024	IFS production review
Wed 19 Mar	Reading: Dower & Gaddis 2021 Note: Michaela Goade has two events on this day: 1) <i>The Art of Storytelling</i> , 11:30am - 12:20pm, 900 Room (with lunch, RSVP rostremlau@davidson.edu) 2) <i>Climate and Environmental Justice</i> , 7pm, Sprinkle Room	Indigenous – cooperatives, seed rematriation
Fri, 21 Mar	Reading:Herrighty & Hill 2024	
Mon, 24 Mar	Group project flex time	
Wed, 26 Mar	Reading: Green 2018	
Fri, 28 Mar	Reading:Guthman 2011 Assignment: Project Literature Review due	
Mon, 31 Mar	Group project flex time Wearn Lecture: Dr. Max Liboiron, " Being a Scientist Means Taking Sides ," Monday, March 31 at 5:30 p.m., VAC Semans Lecture Hall.	
Wed, 2 Apr	Reading: ▶ Three Sisters: Companion Planting of North Ameri... Cryan et.al. 2024 Assignment: Response Paper Due	
Fri, 4 Apr	Reading: ▶ Food sovereignty: Valerie Segrest at TEDxRainier Green 2008 (on Moodle)	
Mon, 7 Apr	Group project flex time Handout: Poster Preparation	
Wed, 9 Apr	Reading: Common Ground ▶ Reweaving a Catawba Ecology - Southern Piedmo... Assignment: Response Paper Due Note: If you want to throw a pie at my face, go to the Union amphitheatre after class at 11:30.	
Fri, 11 Apr	Reading: Fungal infection of corn and management strategies ▶ Managing Corn Earworm Damage ▶ FUSARIUM FUNGI IN MAIZE	
Mon, 14 Apr	Group project flex time	

Wed, 16 Apr	Reading: https://www.tandfonline.com/doi/full/10.1080/09614524.2017.1294653#d1e159 ; https://www.journals.uchicago.edu/doi/epdf/10.1086/703337 Assignment: Posters due	
Fri, 18 Apr	April Break	
Mon, 21 Apr	April Break	
Tue, 22 Apr	Reading: https://journals.sagepub.com/doi/10.1177/1367877917733541	
Wed, 23 Apr	Reading: • Introduction & Results of The Driving Factors of Food Waste in Chinese Urban Households: A Qualitative Study Based on Grounded Theory https://login.proxy048.nclive.org/login?url=https://www.proquest.com/scholarly-journals/driving-factors-food-waste-chinese-urban/docview/3085061525/se-2?accountid=10427 • Learning, Food, and Sustainability in the School Curriculum https://link.springer.com/chapter/10.1057/978-1-137-53904-5_4 • Video: Food Waste: Breaking the habit https://www.youtube.com/watch?v=pN-6VT2qME • Optional: Trayvolution Food Waste Podcast (a.k.a., the reason we don't have trays in Commons) Assignment: Response Paper Due We will also be doing course surveys in the second half of the class; please bring your computers!.	
Fri, 25 Apr	Reading: • Abstract & results of THE URI FREE FARMERS' MARKET AND FOOD ACCESS AMONG COLLEGE STUDENTS • Abstract, Lay Summary & Preface of Food waste to food 'cycling': the reinstatement of natural law for the "future taste of our homelands • Optional: Management of Food Waste Streams at Davidson College: Research and Mitigation	
Mon, 28 Apr	Group project flex time	

Wed, 30 Apr	Reading: Farmer perspectives about cover crops by non-adopters Assignment: Response Paper Due	
Fri, 2 May	Reading: A “Win-Win” for Soil Conservation? How Indiana Row-Crop Farmers Perceive the Benefits (and Trade-offs) of No-Till Agriculture	
Mon, 5 May	Group project flex time	
Wed, 7 May	Group project final review/discussion Assignment: Final Project Log due	
Thu, 8 May	VMC Research and Creative Works Symposium Logistics Schedule/Location	
Mon, 12 May	Assignment: Final group project submission due (no extensions - senior grades due 14 May)	