**IDH2930 (1G62)**

**Animal, vegetable, miracle: a year in food life**

**Fall 2017**

**Mondays 9th Period, Room 117 Little Hall**

**INSTRUCTOR**

**Dr. Constance Shehan**

**Contact Info:** cshehan@ufl.edu, 273-0392, 304 Ustler Hall

**Office Hours*:***Mondays 3:00 to 4:00 in Library West (room to be announced) and by appointment

**COURSE DESCRIPTION**

This course centers on ***Animal, Vegetable, Miracle: A Year of Food Life***, by Barbara Kingsolver. It is an autobiographical account of Kingsolver and her family’s decision to move from urban (and water deprived) Arizona to a rural area of Virginia, in the southern part of Appalachia. The family (which also includes two daughters) jointly decided to abandon what they called the “industrial food pipeline” and pledged to only eat food they grew themselves or bought from their neighbors. If the food they wanted wasn’t available locally, they would go without it. (The book is organized around the changing seasons and the various types of food that are available in each. Thus, the family could not eat vegetables or fruit that weren’t “in season” in their area).

Kingsolver’s husband, Steven L. Hopp (who taught environmental studies at Emory) contributed to the scientific foundation of the book, providing facts and figures about the negative consequences of factory farming on people (consumers as well as workers), on animals, and on the Earth. Camille Kingsolver, the teenaged daughter of Kingsolver and Hopp, also contributed to the book by providing essays about her experiences of adjusting to the rural way of life and its deep ties to nature. Scattered throughout the book are recipes the family developed for their new way of eating. The book – and the course – focus on the benefits of eating locally as well as the negative impact of factory farming on the environment. It also examines the ways in which two generations of the family learn to change their way of life from a fast-paced, urban existence to a slower paced, earth- and community-based connection to the changing seasons.

**COURSE OBJECTIVES**

**Content Objectives:**

* 1. Introduction to sustainability issues, particularly those raised in regard to factory farming
  2. Overview of life in rural communities, including farming and relationships among neighbors
  3. Overview of the cultural or symbolic meaning of food and meals to families.

**Communication Objectives**

1. Practicing “deep” and proactive reading
2. Effectively communicating summaries of key readings and participating in discussions of key readings, through written assignments and oral presentations

**Critical Thinking Objectives**

1. Understanding the relationships between individual/household actions and environmental impacts. (This involves the ability of individuals and their families/household, through their consumption patterns, *to positively contribute to sustainabilit*y)

**TEXT**

*Animal, Vegetable, Miracle: A Year in Food Life.* Barbara Kingsolver, with Steven L. Hopp and Camille Kingsolver

The material in the book will be supplemented/complemented by several documentaries (e.g., *Food, Inc*; *GMO/OMG*; and *Food Chains*) and brief readings which will involve in-class discussion and analysis. These will be noted on the Canvas web site.

**ASSIGNMENTS AND REQUIREMENTS**

1. Attendance and participation in class discussions.

**Each class period attended is worth 2 points (for a maximum of 30)**. Participation will typically involve some kind of short in-class assignment as well as discussion.

1. Leading one class period’s overview and discussion. (More information is provided on the Canvas web-site). **Worth maximum of 25 points.** Peer review will be provided for this assignment, in addition to my evaluation.
2. Three reflection papers. (More information is provided on the Canvas web-site). **Maximum points for each paper: 15 (for a total of 45)**

The assignments for the class will highlight experiential-based learning (e.g., visiting local farmers’ markets in two seasons – late summer and late fall; a video food diary for an average week in their lives; a dinner at a local farm-to-table restaurant; volunteer hours at a food pantry; a visit to a local farm.) Each of these experiences will be accompanied by a 500-word reflection paper. (The goal is for each student to choose three of the “real world” experiences offered throughout the semester, writing a total of 1500 words.)

**GRADING SCALE AND ASSIGNMENT SUMMARY**

***Total Possible Points = 100 points***

Attendance and Participation = 30 points

Leading One Class Session = 25 points

Three Reflection Papers = 45 points

**Grade Calculation**

A = 94 to 100 points

A- = 89 through 93.99 points

B+ = 86 through 88.99 points

B = 84 through 85.99 points

B- = 79 through 83.99 points

C+ = 76 through 78.99 points

C = 74 through 75.99 points

For grades below 74 points, letter grades will be based on corresponding percentages

[*https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

*\*Please note: An earned grade of “C-*” *will not be a qualifying grade for major, minor, Gen. Ed., or basic distribution credit.*

**ACADEMIC HONESTY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**Students with Disabilities**

Please do not hesitate to ask for accommodation for a documented disability. Students requesting classroom accommodation must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the Instructor when requesting accommodation. Please ask the instructor if you would like any assistance in this process.

**STUDENTS IN DISTRESS**

Your well-being is important to the University of Florida.  The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need.  If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress.  A nighttime and weekend crisis counselor is available by phone at 352-392-1575.  The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center.  Please remember that asking for help is a sign of strength.  In case of emergency, call 9-1-1.

**Other Policies, Rules, and Resources**

1. *Attendance and Make-up Policy*: Requirements for class attendance and assignments are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

* In the case of an absence due to participation in an official university activity, observance of a religious holiday, performance of a military duty, or any other university-approved absence (e.g., jury duty) which the student knows about in advance, the student is expected to notify the instructor of the conflict *before the assignment is due*, and if possible at the start of the semester.

1. *Common Courtesy*: Cell phones and other electronic devices must be set to vibrate mode during class.
2. *Counseling Resources*: Resources available on-campus for students include the following:
3. University Counseling and Wellness Center, 3190 Radio Rd, 392-1575;
4. Student Health Care Center, 392-1161; and
5. Dean of Students Office, 202 Peabody Hall, 392-1261, umatter.ufl.edu.
6. Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**WEEKLY SCHEDULE**

Please Note: This schedule may be adjusted as necessary, with as much advance notice as possible.

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| **DATE** | **TOPIC/READING** | ASSIGNMENT |
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| August 21 | Introduction to Course and to Each Other | Watch: <https://www.youtube.com/watch?v=CdsFAiDEluU>  <https://www.youtube.com/watch?v=oBOxJStq9k8> |
| August 28 | Identifying the United States’ Food Problem/Sustainability | Read Chapter 1: “Called Home” |
| September 4 |  | NO CLASS – LABOR DAY  **Alternative:** Attend Downton Farmer’s Market on Wednesday, **September 6** |
| September 11 | Understanding Seasonal Growing and Eating | Read Chapter 2: Waiting for Asparagus |
| September 18 | Science and Modern Agriculture | Read Chapter 3: Springing Forward;  Chapter 4: Stalking the Vegetannual |
| September 25 | Family Farming in Appalachia | Read Chapter 5: Molly Mooching; Chapter 6: The Birds and the Bees; and Chapter 7 Gratitude |
| October 2 | Eating Well: The Pace and Price of Good Food | Read Chapter 6: Growing Trust |
| October 9 | The Meaning of Food: Sharing with Friends, Family, and Neighbors | Read Chapter 9: Six Impossible Things Before Breakfast; Chapter 10: Eating Neighborly |
| October 16 | Going Back to the Future of Food | Read Chapter 11: Slow Food Nations |
| October 23 | Dealing with Abundance | Read Chapter 12: Zucchini Larceny; Chapter 13: Life in a Red State |
| October 30 | Preparing for the Winter | Read Chapter 16: Smashing Pumpkins |
| November 6 | Don’t Name Your Food: Eating Animals | Read Chapter 14: You Can’t Run Away on Harvest Day |
| November 13 | Food Tourism | Read Chapter 15: Where Fish Wear Crowns |
| November 20 | Feast Before the Famine | Read Chapter 17: Celebration Days |
| November 27 | Prepared for the Non-Growing Season | Read Chapter 18: What Do You Eat in January  Chapter 19: Hungry Month |
| December 4 | The Cycle Begins Again | Read Chapter 20: Time Begins |