

**NCLC 102: Global Networks and Communities: Food and Sovereignty  
Mason Cornerstones, Fall 2010**

<p>Week 1 Oct 25-28</p>	<p>Overarching questions for the week :</p> <ul style="list-style-type: none"> <li>• What is globalization? And what are some of the different experiences of globalization?</li> <li>• What produces/makes possible these experiences?</li> <li>• What are the ways of looking at/thinking about globalization, and why do we use the lens of food?</li> </ul>		
	<p>Learning objectives:</p> <ul style="list-style-type: none"> <li>• Recognize that globalization is an uneven and an unequal process; we experience it differently, and our experiences are determined by our positions in the global power structures</li> <li>• Illustrate that globalization is a multi-dimensional process, at once cultural, economic, political, and social.</li> </ul>		
	<p>Class Activities:</p>	<p>Readings and Texts:</p>	<p>Assignments:</p>
<p>Mon 10/25</p>	<ul style="list-style-type: none"> <li>- Syllabus review</li> <li>- Groups assigned</li> <li>- Assign Food Book</li> </ul>	<p>Wilk, "Home Cooking in the Global Village," pp 1-8, 14-18</p> <p>Koeppel, <i>Banana</i>, pp xi-xix</p>	<p>In-class writing on global networks and communities</p>
<p>Wed 10/27</p>	<ul style="list-style-type: none"> <li>- Film: <i>Eat, Drink, Man, Woman</i>—opening scene</li> <li>- Video: <i>Ilha das Flores</i></li> <li>- Discuss films + readings</li> <li>- Discuss group contracts</li> <li>- Group formation activity</li> </ul>	<p>Friedman, "Lexus and the Olive Tree"</p> <p>Robins, "Encountering Globalization"</p> <p>Koeppel, <i>Banana</i>, pp 3-48</p>	
<p>Thu 10/28</p>	<ul style="list-style-type: none"> <li>- Discuss assigned reading</li> <li>- Class demo on PebblePad</li> </ul>	<p>Castells, "The Network Society," 1-16</p>	<p>Food Book Topics Due</p>

Week 2 Nov 1-4	Overarching questions for the week:		
	<ul style="list-style-type: none"> <li>• Because of globalization, the range of sources and resources available to construct and challenge identities has increased; how does food help us construct, reinforce, and change those identities?</li> <li>• What is the cultural impact of globalization?</li> </ul>		
	Learning Objectives:		
	<ul style="list-style-type: none"> <li>• Learn about some cultural implications of globalization; specifically, identify food as a marker of identity—regional, religious, ethnic—that is rapidly changing because of globalization</li> <li>• Become familiar with various resources for research, for identifying, analyzing, and managing appropriate information.</li> <li>• Introduce identity, migration, diaspora, deterritorialization</li> <li>• Understand the concepts of homogeneity, heterogeneity, hybridity/hybridization</li> </ul>		
	Class Activities:	Readings and Texts:	Assignments:
Mon 11/1	- Discuss readings	Bestor, “Sushi Went Global” (online)  Tomlinson, “Cultural Globalisation: Placing and Displacing the West”	Writing on Readings 1 Due  Group Contract Due
Wed 11/3	<b><u>Seminars A-D:</u></b> AM: Film: <i>Life and Debt</i> PM: Grocery Store Trip  <b><u>Seminars E-G:</u></b> Chinatown Trip	<b><u>ALL:</u></b> Checklist to guide field trip and to record observations  <b><u>Seminars E-G:</u></b> Chow, “From Pennsylvania Avenue to H Street, NW”	
Thu 11/4	- Introduce Food Book Chapter 2: Production, Distribution and Consumption - Debrief Wed field trip	Fernandez, “Colonizing the Cuisine”  Milton, “Real Men Don’t Eat Deer”	In-class written reflection on first 2 weeks of class  <b><u>Field Trip #1 due Midnight, Saturday, 11/6</u></b>

Week 3 Nov 8-11	Overarching questions for the week:		
	<ul style="list-style-type: none"> <li>To what extent and in what ways are we all the same or different as individuals, communities, cultures and sovereignties, and why should one care?</li> <li>How does globalization change the way we understand/experience our differences and sameness?</li> <li>What is cultural imperialism? How is it a continuation of imperialism/colonialism? What are the differences?</li> </ul>		
	Learning objectives:		
	Class Activities:	Readings and Texts:	Assignments:
Mon 11/8	- Discuss readings - Introduce group presentation assignment	Patel, "Just a Cry for Bread"  Bonanno, "From Columbus to ConAgra"  Koeppel, <i>Banana</i> , pp 51-70, Study Group 1 leads discussion; pp 71-95, Study Group 2 leads discussion	Writing on Readings 2 Due  <b><u>Food Book 1 due 5pm, Tuesday, 11/9</u></b>
Wed 11/10	<b><u>Seminars A-D:</u></b> Chinatown Trip  <b><u>Seminars E-G:</u></b> AM: Film: <i>Life and Debt</i> PM: Grocery Store Trip	<b><u>Seminars A-D:</u></b> Chow, "From Pennsylvania Avenue to H Street, NW"	
Thu 11/11	- Introduce neoliberalism	Patel, "You have become Mexican"  Koeppel, <i>Banana</i> , pp 119-31 & 152-56, Study Group 3 leads discussion  Martin, "The Moral Case for Globalisation" (online)	<b><u>Field Trip 2 and Experiential Learning Reflection due Midnight, Saturday, 11/13</u></b>

Week 4 and 5 Nov 15-22	Overarching questions for the week: <ul style="list-style-type: none"> <li>• What can food production and consumption models tell us about globalization?</li> <li>• How have technologies changed food production and consumption?</li> </ul>		
	Learning Objectives: <ul style="list-style-type: none"> <li>• Investigate and understand how food is produced and consumed throughout the world</li> </ul>		
	Class Activities:	Readings and Texts:	Assignments:
Mon 11/15	- Discuss: readings - Film: first half of <i>Food, Inc</i>	Pollan, <i>Omnivore's Dilemma</i> ; "Polyface Farm" pp 123-33, "Organic Meal" pp 173-84  Ritzer, "The Dimensions of McDonaldization" (online)  Edwards, "Core of Contemporary Sustainability" (online)	Writing on Readings 3/PrepPage Due
Wed 11/17	- Farm Trips: meet at the Sandy Creek Shuttle Stop roundabout (outside Enterprise Hall) at 9:15am		Before your trip, watch the 2nd half of <i>Food Inc.</i> at: <ol style="list-style-type: none"> <li>1) LLC (Piedmont Hall), or</li> <li>2) Through library streaming video, or</li> <li>3) Netflix</li> </ol>
Thu 11/18	- Debrief field trip - Discuss readings - Introduce Food Book 3  <b>Hunger Banquet, 5-6:30pm JC Multi-purpose Rm</b>	Raworth, "Injustice in the Fields" from <i>Trading Away Our Rights: Women Working in Global Supply Chains</i> , Chapter 4, pp 66-79 (online)  Barndt, "On the move for Food" (online)	Group In-class chart about farm trip
Mon 11/22	- Individual student conferences with instructor - Time for group work		One-page self-assessment  <b><u>Food Book Chapter 2 Due Midnight, Monday, 11/22</u></b>

Week 6 Nov 29- Dec 2	Overarching questions for the week:		
	<ul style="list-style-type: none"> <li>• What are the institutions, organizations, individuals and communities that are shaping or being shaped by the global network of food production and consumption?</li> </ul>		
	Learning Objectives: <ul style="list-style-type: none"> <li>• Understand the three E's of sustainability, with focus on Economics and Equity</li> <li>• Understand the role of corporations, governments and other organizations (e.g. NGOs) in controlling and influencing food production, distribution and consumption</li> <li>• Recognize the costs of our production and consumption system (i.e. human health, environmental, etc.)</li> </ul>		
	Class Activities:	Readings and Texts:	Assignments:
Mon 11/29	- Discuss readings	Barlett and Steele, "Monsanto's Harvest of Fear" (online)  Watson, <i>Golden Arches East</i> , Introduction & Update	Writing on Readings 4 Due
Wed 12/1	- Discuss videos - Jigsaw discussion of palm oil case - Afternoon: prep time for group presentation	NPR reports on India's Farming Revolution: "India's Farming Revolution Heading for Collapse" and "Bucking the 'Revolution' By Going Organic" (online)  Palm oil case study (handouts & online)  <i>Economist</i> articles on Brazil (handouts & online)	
Thu 12/2		Koeppel, <i>Banana</i> , pp 135-41, 148-51, 157-65, Study Group 4 leads discussion; pp 176-217, Study Group 5 leads discussion  Ackerman, "Food: How Altered?" (online)	<b><u>Food Book Chapter 3 Due Midnight, Saturday, 12/4</u></b>

Week 7 12/6-9	Overarching question for the week:		
	<ul style="list-style-type: none"> <li>• Are the current models of production and consumption sustainable? What alternatives and interventions are available to you? To others?</li> </ul>		
	Learning Objectives:		
	<ul style="list-style-type: none"> <li>• Appreciate the interconnectedness of the world food production and consumption system and how this affects conservation and sustainability</li> <li>• Appreciate how different places and regions of the world are dealing with sustainability and conservation issues in terms of food in different ways</li> <li>• Investigate and understand possible alternatives and choices in regards to the prevailing/standard production and consumption models around the world</li> <li>• Explore the future of globalization—local/global/glocal alternatives?</li> </ul>		
	Class Activities:	Readings and Texts:	Assignments:
Mon 12/6	- Discuss readings - Prepare for presentations	Pollan, “Why Bother” (online)  Bourne, “The End of Plenty” (online)  Koeppel, <i>Banana</i> , final chapter	In-class writing
Wed 12/8	- Student presentations		Presentation report
Thu 12/9	- Course summary - Course evaluations - Celebration of Learning 😊		In-class response to panel or presentation  Group member assessment  <b><u>Food Book Epilogue Due Midnight, Monday 12/13</u></b>