

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | The Future of Food | Fall 2022  M/W/F 9:05-9:55am  Stone Center 103 |
|  |  | TECHNOLOGY, POLICY, CULTURE | |
| Ideas, Information, and Inquiry (Triple-I)  \_\_  Key Dates  First day of classes 8/15  Midterm exam 9/23  Wr Asmt. #1 10/5 or 10/12  Fall break 10/21  Wr Asmt #2 11/2 or 11/9  Final exam 12/6  \_\_  Course Info  All course materials can be found in Course Reserves and/or Daily Assignments on our [**Canvas course site**](https://uncch.instructure.com/courses/4219)  \_\_  Have questions? |  | Image: ”Potato Milk” Iryna Melnyk, Getty images | |
| Here’s what to do:  1. Check syllabus and our Canvas site.  2. Check-in with your *Future of Food Friend*  3. Email our Teaching Team at [**Future.of.Food@unc.edu**](mailto:Future.of.Food@unc.edu)  4. Sign up for office hours with individual professors and TA’s [**here**](https://uncch.instructure.com/courses/4219/pages/meet-the-teaching-team?module_item_id=106214) |  | About This Course The course will explore a range of topics around the food we eat before shifting focus to how we might grow food in the future. We will cover different disciplinary perspectives including science fiction, anthropology, public policy and marine ecology.  The course begins with a history of food gathering: how has our love of and need for food influenced our social and political structures, trade and conflict among cultures, and the exploration of the planet? You will learn about the impacts of feeding 8 billion humans on the natural world and strategies for reducing these impacts. A survey of recent innovations in food tech will be supported by historical background of how technology has shaped our relationship with food. We will use short fiction, films, and primary literature (journal articles) to compile, contrast and synthesize diverse perspectives on food systems of the past, present, and future.  *The Future of Food* has no prerequisites. You are not expected to have prior knowledge in the course’s disciplinary approaches (public policy, biology, anthropology, literary & cultural studies). No matter what your major, you are welcome! We value your perspectives and contributions to our discussions. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **The Future of Food** | |  |  |
| Image: IntegriCulture’s CulNet System for making cell-based meat Course Goals and Learning Objectives *The Future of Food* has no prerequisites. You are not expected to have prior knowledge in the course’s disciplinary approaches (public policy, biology, anthropology, literary & cultural studies). No matter what your major, you are welcome! We value your perspectives and contributions to our discussions.  **Student Learning Outcomes:**  1. *Compare and contrast three distinct ways of addressing core questions*:   * Why do we eat? * Where does our food come from, and how does our environment affect our food supply and possibilities? * How do human choices and technologies shape our food now and in the future? * How will we eat in the future?   You will learn through example and practice to answer questions about the past and future of food using approaches from different disciplines. For example, you will use fiction to speculate on | |  | alternative food composition, production, and distribution. You will also develop an understanding of food policy and regulation (e.g., in the context of fisheries management). 2. *Situate ideas and experiences in global contexts.* This course toggles between hyper-local food communities convened around the dinner table and a planetary perspective on food systems spanning world regions. Many aspects of food—its production, distribution, and inequities among communities—play out on a global scale. So do the impacts of fishing and aquaculture on the natural world and of technology-driven solutions to food limitation. You will gain awareness of these and others issues and learn to propose solutions to them in a global context, considering both human well-being and the conservation of natural biodiversity. Science fiction sources will help us scale up to the planetary ecosystem and explore possibilities for growing and sustaining crops outside of Earth (e.g., on space stations; inside spacecrafts; on Mars).  3. *Collaborate with others for mutual benefit*. During in-class paired and small-group work you will synthesize concepts in conversation with others. |
| Image: All food is complex | Small-group discussions are scheduled at the end of each unit for collaborative reflection.  4. *Use data and evidence to apply key methods of and concerns associated with data literacy.* Given the global scale of the food systems in discussion, we will use digital tools to visualize large and complex data sets. You will gain hands-on practice with data in the corresponding Data Literacy Lab, which will take advantage of databases related to our topic (e.g., on fish stocks, nutrition, trends in food production and consumption). | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **The Future of Food** | |  |  |
| A group of mushrooms  Description automatically generated with low confidence  Image: “Edible Growth” by Chloé Rutzerveld Course at a Glance ***The professors reserve the right to make changes to the syllabus, including assignment due dates and test dates. Changes will be announced as early as possible.***  This course is organized into four units   * ***Weeks 1-3***UNIT ONE:why do we eat? * ***Weeks 4-6***UNIT TWO: Where does our food come from, and how does our environment affect our food supply and possibilities? * ***Weeks 7-11***UNIT THREE: How do human choices and technologies shape our food now and in the future? * ***Weeks 12-16***UNIT FOUR: How will we eat in the future? | |  | **Assignments and Assessment**  **1) Daily assessments (30%):** For most class meetings, you will complete a pre-class reading and either a short quiz or short written assignment (via Canvas). Quiz questions typically evaluate your knowledge of the reading content and provide you an opportunity to apply newly encountered disciplinary approaches to answer questions about food.  **2) Written Assignments (30% total, 15% each):** Written assignments will develop your ability to answer questions using different approaches. You will complete two assignments, choosing one assignment from Column A and one assignment from Column B over the course of the semester. Due dates will be staggered based on your last name. Details are available on Canvas.  **3) Exams (40% total, 20% each):** Each exam will be a combination of multiple choice and short answer questions that will assess your knowledge and ability to synthesize course ideas. The midterm will cover all content in Units 1 and 2. The final exam is comprehensive but will focus on content in Units 3 and 4.  **Quick Grade Scale**  **A 100% to 94 % = 4.0**  **A- 93.99% to 90% = 3.7**  **B+ 89.99% to 87% = 3.3**  **B 86.99% to 84% = 3.0**  **B- 83.99%-80%; = 2.7**  **C+ 79.99% to 77% = 2.3**  **C 76.99% to 74% = 2.0**  **C- 73.99% to 70% = 1.7**  **D+ 69.99% to 67% = 1.3**  **D 66.99% to 64% = 1.0**  **F 63.99% to 0% = 0** |
|  | **Quick Grade Scale**  **94-100=A**  **90-93=A-**  **87-89=B+**  **84-86=B**  **80-83=B-**  **77-79=C+**  **74-76=C**  **70-73=C-**  **67-69=D+**  **60-66=D**  **<60=F** | | |

|  |  |  |
| --- | --- | --- |
| **The Future of Food** |  |  |

**Schedule of Topics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Day** | **Date** | **Topic** | **Session leader** |
| Why do we eat? | M | 15-Aug | Intro | all |
| W | 17-Aug | Food across the globe; what is edible? | COCO |
| F | 19-Aug | Food webs | JB |
| M | 22-Aug | Food, history, and policy | AKL |
| W | 24-Aug | Food and self-identity | COCO |
| F | 26-Aug | Fishing communities | JB |
| M | 29-Aug | Community crossroads in the South | AKL |
| W | 31-Aug | Film | all |
| F | 2-Sep | Taking Stock: Reflecting and in-class activities; food based volunteer opportunities | COCO |
| M | 5-Sep | No Classes Labor Day |  |
| Where does our food come from, and how does our environment affect our food supply and possibilities? | W | 7-Sep | History of agriculture | AKL |
| F | 9-Sep | History of fishing | JB |
| M | 12-Sep | Inputs: seed sovereignty | COCO |
| W | 14-Sep | Outputs: Impact of harvesting on biodiversity | JB |
| F | 16-Sep | A call to action | COCO |
| M | 19-Sep | Climate change impacts on ocean life | JB |
| W | 21-Sep | Food Waste | AKL |
| F | 23-Sep | Midterm on Units 1 & 2 |  |
| M | 26-Sep | No Classes; Well-being Day |  |
| How do human choices and technologies shape our food now and in the future? | W | 28-Sep | Utopias | AKL |
| F | 30-Sep | Dystopias | COCO |
| M | 3-Oct | Marine Protected Areas | JB |
| W | 5-Oct | Wildlife and seaweed as carbon sinks | JB |
| F | 7-Oct | Ethically driven consumerism Fairtrade, organic | COCO |
| M | 10-Oct | Taking Stock: Reflecting and in-class activities; food programs at UNC | JB |
| W | 12-Oct | Who owns a farm? | AKL |
| F | 14-Oct | Who owns a fish? (fisheries governance) | JB |
| M | 17-Oct | Food communities in transition | COCO |
| W | 19-Oct | Balancing food and biodiversity sustainability | JB |
| F | 21-Oct | No Classes; Fall Break |  |
| M | 24-Oct | Food laborers | AKL |
| W | 26-Oct | Indigenous food sovereignty | COCO |
| F | 28-Oct | Food-building workshop: Creating food realities | AKL |
| How will we eat in the future? | M | 31-Oct | Food mislabeling- safety, allergies, accuracy | AKL |
| W | 2-Nov | Seafood mislabeling | JB |
| F | 4-Nov | Guest speaker (food technologies) | AKL |
| M | 7-Nov | Lab grown meat | AKL |
| W | 9-Nov | Seafood aquaculture | JB |
| F | 11-Nov | World-building workshop: Creating food fictions | AKL |
| M | 14-Nov | Closed artifcial ecologies | guest |
| W | 16-Nov | Nasa's approach to agriculture | COCO |
| F | 18-Nov | AI and food production | JB |
| M | 21-Nov | Crisis, disasters, famine, | COCO |
| W | 23-Nov | No Classes; Thanksgiving |  |
| F | 25-Nov | No Classes; Thanksgiving |  |
| M | 28-Nov | Food Fears / Food Hopes - and student org reps | AKL |
| W | 30-Nov | Review for Final Exam and Course Wrap Up | All |
|  | T | 6-Dec | Final exam, 4pm |  |

**Academic Policies**

|  |  |
| --- | --- |
| **Attendance policy** | University policy grants no right or privilege that permits a student to be absent from any class meetings, except for these University Approved Absences:   1. Authorized University activities 2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](https://ars.unc.edu/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC) 3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](https://odos.unc.edu/), [Gender Violence Service Coordinators,](https://womenscenter.unc.edu/resources/gender-violence-services/) and/or the [Equal Opportunity and Compliance Office](https://eoc.unc.edu/what-we-do/accommodations/) (EOC).   Please communicate with us early about potential absences. Please be aware that you are bound by the [Honor Code](http://catalog.unc.edu/policies-procedures/honor-code/) when making a request for a University approved absence. |
| **Honor Code Statement** | As a condition of joining the Carolina community, Carolina students pledge “not to lie, cheat, or steal” and to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina’s campus. This commitment to academic integrity, ethical behavior, personal responsibility and civil discourse is codified in both the [University’s Honor Code](https://studentconduct.unc.edu/) and in other University student conduct-related policies. If you are unsure about which actions violate that honor code, please see a course instructor or consult [honor.unc.edu](https://studentconduct.unc.edu/). |
| **Acceptable Use Policy** | By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University’s technology resources responsibly, consistent with the University’s mission. In the context of a class, it’s quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others’ intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](https://unc.policystat.com/policy/6875241/latest/), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.  Additionally, consult the University website “[Safe Computing at UNC](https://safecomputing.unc.edu/)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.  You are not permitted to upload any content from this course to the web in any form, including but not limited to Chegg, Course Hero, Coursera, Google Drive, etc. If you post our course content, you may be violating our intellectual property rights. If you post your own work from this course, you are allowing sites to profit from your intellectual property. In utilizing web sources to upload or download course content, you risk violating the University’s Honor Code. |

**Resources – Student Support**

|  |  |
| --- | --- |
| **Accessibility Resources and Services** | The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.  Accommodations are determined through the Office of  Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email [ars@unc.edu](mailto:ars@unc.edu). |
| **Counseling and Psychological Services** | CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. |
| **Title IX Resources** | Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](https://safe.unc.edu/). |
| **Policy on Non-Discrimination** | The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with this principle and applicable laws, the University’s [Policy Statement on Non-Discrimination](https://unc.policystat.com/policy/4467906/latest/) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression.  Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.  If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at  [safe.unc.edu](https://safe.unc.edu/)) or the [Equal Opportunity and Compliance Office](http://eoc.unc.edu/), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>. |
| **Diversity Statement** | We value the perspectives of individuals from all backgrounds reflecting the diversity of our students. We broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. We strive to make this classroom an inclusive space for all students. Please let us know if there is anything we can do to help make the classroom an inclusive environment for all. |

**Academic Resources**

|  |  |
| --- | --- |
| **Undergraduate Testing Center** | The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>. |

