



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
DANA STUCHUL	DLS268	Education (ED)	Not Available

Academic Home: Education (ED)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(CI 304N) Food, Farms & Justice: What's Education Got To Do With Them?

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Food, Farms, Justice, and Educ

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Curriculum And Instruction (UPED_CI)

Effective Semester: Upon Approval

Travel Component: YES

Description Of Travel Component: Students will travel to local farms or gardens to complete a volunteer work experience (required), for a minimum of 5 weeks (1.5-2 hrs/week). There will be on-campus options for completing this requirement.

Course Outline

A brief outline or overview of the course content:

This course provides participants with an opportunity to employ their hearts, their minds, and their bodies in an exploration of “food” and “farms”—drawing upon the large frames of social justice and education for sustainability. Utilizing a diverse literature within the humanities, students will explore food, its cultivation and its eating, as profoundly moral, cultural and political activities with implications for the well-being of both humans and nature. Using both historical and sociological lenses, students will explore farming—including issues of policy, production, land access, and ownership—while articulating a vision of agriculture that is just and that contributes to resilient communities. Having experienced, reflected upon, inquired into and developed new understandings, participants will be introduced to curriculum & instructional theories and practices to enable them to use farms and food gardens pedagogically. Participants will gain practical, field-based experiences on farms and food gardens, with young people in the development of curricular materials and instructional competencies.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

1 week: Self-study: Inventory of skills and experiences related to agriculture, nature, food preparation, food and family engagement. What gives meaning to our lives?

1 week: Overview history of agriculture from the early 20th Century to the present; introduction to industrial agriculture and to agriculture focusing on local, small-scale, diversified, regenerative and sustainable practices; competing definitions of farm, garden, urban and rural farming operations and their implications; human networks of relationships to farms and gardens, focusing on recent immigrants' experiences (socio-cultural meanings of agriculture/gardening); and the “educative” potential of farms and gardens (as distinct from “outdoor” education generally)

2 weeks: The relationship between food (its cultivation, preparation, eating & sharing) to: cultural transmission/continuation, to ecological sustainability, to community resilience; overview of food justice movements (including food security and sovereignty); explorations into eating as a moral, cultural, spiritual, agricultural, environmental and political act

2 weeks: An introduction to eco-justice education, including considerations of environmental justice; issues of race and school policies contributing to the school-to-prison pipeline; intersectionality and convergent theoretical frames (including race, class, gender, culture, language, and ethnicity) in consideration of oppression (at individual and systemic levels); democratic education and school reform efforts; and low-income communities' efforts to re-construct their communities and schools;

1 week: Synthesis of ideas including the diverse meanings of community, self-determination, and justice; of “rural” and “urban” and their relationships to each other; of education of and for community regeneration and peace

1 week: Introduction and overview of farm/garden-based education (as distinct from environmental education, outdoor education, nature-based education et al.) including related philosophies and pedagogies

1 week: Introduction to constructivist and socio-cultural learning theories; introduction to curriculum development including unit and lesson planning utilizing an “Understanding By Design” curriculum approach

1 week: Introduction to assessment practices and their relationship to curriculum planning and instruction; overview of designing performance tasks

3 weeks: Peer teaching practicum; Field (farm/garden) based teaching practicum

2 weeks: Final course presentation on. “Farms, Food & Justice—What DOES education have to do with these?”

Course Description:

This course intends to unite students' minds, hearts, and bodies in an historical, sociological, and experiential exploration of food and farms and their educational possibilities. Students' minds will be engaged as they explore the 20th century history, contributions, and legacy of industrial agriculture and the emergence of alternative approaches related to food and farming in recent

decades. Students' hearts will be engaged as they consider their own relationship to food, to soil and place, and to learning. Finally, students' bodies will be engaged as they directly participate in farming/gardening and communal meal preparation and enjoyment. The uniting of mind, heart and body culminates as students become teachers—applying their embodied knowledge in the creation of learning activities that are taught to others.

Guiding questions for students' explorations include: (1) How is food—its cultivation, preparation and enjoyment—a cultural, ecological and moral activity? and (2) How might farm/garden based education cultivate abiding relationships between people and their places/communities, their soils, their bodies, and to more just and humane relationships to others?

In the first half of the course, students will be introduced to influential writers representing diverse perspectives within the humanities. The aim is that students conduct a reckoning of industrial, large-scale and corporate orientations to agriculture. Why? To discern desirable alternatives that promote the health and well-being of people, soils, and communities. Students will discern a vision of a just, sustainable and meaningful life.

In the second half of the course, students apply their understandings of food, farm, justice and sustainability to developing farm/garden based learning experiences for others. To this end students will be introduced to farm/garden based education; constructivist, student-centered learning theories; curriculum development approaches; and the design of performance assessments. Finally, having studied instructional/curricular theory and practice, students will apply their learning through a "field-based" teaching practicum, showcasing their skills in developing farm/garden based curriculum and instruction.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: DANA STUCHUL (DLS268)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon the conclusion of this course, students will:

- (1) demonstrate an understanding of food—its cultivation and its eating—as a profoundly cultural and moral activity with implications for the well-being of both humans and nature.
- (2) demonstrate an understanding of farming—including farm policies, production, land access, and ownership—employing historical and sociological lenses to articulate a vision for agriculture that is just and that contributes to resilient communities.
- (3) create and employ curricula—farm and garden-based—that provide learners with engaging learning experiences whose purposes include: a) developing knowledge of the contemporary food system and movements to construct alternatives (both national and international); b) fostering an appreciation of all that is required—from soil, seed, weather vagaries, labor practices, etc. to bring food to our plates; c) exploring what it means to be human and to be humane; and d) formulating actions and reflections—within the realms of "food and farms"—in service to strengthening local, land-based community.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

The following assessments will be used to evaluate student learning. Each assessment is keyed to Objectives 1-3 (see above).

- attendance & participation [Objs. 1-3] – 10%
- "Who Am I? - Food & Farm Biography" [Objs. 1-2] – 5%
- a journal of short essays focusing on reading themes, syntheses and reflections/meaning making. Specifically, the journal will consist of the following: 10 reading summaries [Objs. 1-2]; 5 reflections of field work experience [Obj. 3] and; 3 reflections on teaching practicum experiences [Obj. 3] – 15%
- a set of 3 short essays—self-reflective in nature—in which students explore their vision of a happy life; their strengths/weaknesses; and to whom in their lives they are most grateful [Obj. 3] – 10%
- a unit plan (consisting of 3 sequential farm/garden based lesson plans) [Objs. 1-3] – 30%
- a teaching practicum (farm/garden based, 1 lesson taught on two different occasions) [Objs. 1-3] – 20%
- a final presentation (in class, oral) synthesizing learning during course in relation to objectives [Objs. 1-3] – 10%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

CI 304N does not replace or replicate any existing Penn State courses. Rather, the course bridges knowledge domains and disciplinary perspectives in a novel way. Students participating in this course as a GH/GS will be introduced to material that will serve as a useful foundation for a range of majors and minors found within nearly every PSU College. Examples of majors supported by this course include: (College of Education) Elementary & Early Childhood Education (EECE), Middle Level Education (MLVED), Secondary Education (SECED); (Liberal Arts) English (ENG), History (HIST); (Agricultural Sciences) Agriculture & Extension Education (AEE). Examples of minors supported by this course include: Sustainability Leadership (all 4 tracks); Civic & Community Engagement; Earth & Sustainability; and Ethics.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course aims to fulfill General Education in the Humanities and in the Social Sciences, specifically, as part of the new “inter-domain” category within recent General Education reforms. Its combination of Humanities and Social Sciences goals seeks to allow students to see the connections among disciplines in the spirit of the Integrative Studies requirement.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

Cap of 25 students will allow supervision of students during field experiences.

Frequency of offering: Every two years, spring ONLY.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one’s own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

The integrative thinking objective is achieved throughout the format of the syllabus, including course topics, field experiences and assessments. Specifically, during the first half of the course, students employ an “education for sustainability” lens to clarify competing understandings of agriculture (early 20th century through the present) including industrial/commodity, small/local/diversified, regenerative, sustainable, urban, etc. Having surveyed historical, economic, scientific and cultural forces informing agricultural systems, students place contemporary food and agricultural movements within this larger context to understand these movements as a response to environmental, economic, community resilience, and personal health/wellness imperatives. Students then “locate” themselves within the contemporary food-agricultural-sustainability nexus by conducting a comprehensive review of their own relationships to food, farming/gardening, nature, labor, etc. This review occurs as students complete a 5-week volunteer “field” experience at a working farm/gardening site with accompanying essay reflections.

The creative thinking objective (an extension of the integrative thinking objective) is achieved through the culminating experience of the course, namely, the development of a farm/garden based unit plan (3 lessons). Students study constructivist learning theories, instructional methods, curriculum development, and performance-based assessments in preparation for developing their unit plan. Students select a single lesson which is then taught to a group of learners utilizing a farm/garden site.

The social responsibility and ethical reasoning objective is achieved as students study food—its cultivation, preparation and enjoyment—as cultural, ecological and moral activities. Students study immigrant and racial minorities’ perspectives on food and their intersection with cultural identity and continuity. Students consider racial minorities’ perspectives on agriculture through readings that offer personal narratives, the history of racist legal policies, and contemporary critical research on the school-to-prison pipeline. Students complete weekly reflections on readings, culminating in a final presentation in which they answer the questions: What new understandings of “Food, Farms & Justice and “What does education have to do with it?” have you discerned during our course journey? and About what are you willing to be “maladjusted”?

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student’s overall performance in this course.

The INTEGRATIVE THINKING objective will be assessed from the first class meeting onward, via the completion of reflection

essays. These essays prompt students to articulate their understanding of readings relative to weekly themes. Examples of weekly themes include: What will give your life meaning?; What is a farm and what might it teach us?; What is food that nourishes our bodies, minds, spirits, soils and communities?; How is eating a moral, cultural, spiritual, agricultural, environmental, and political act?; How are farms, food, community and justice related? In the first class meeting, students attend class having completed the "3 Letters" assignment—each letter (500 words) responds to one of the following prompts: 1. To whom are you most grateful for contributing to your life up to this point? 2. What is your concept of a "happy" life? and 3. Compose a letter of recommendation from and to yourself for your dream position/work. Integrative thinking, in this case, students' self-knowledge and their capacity to articulate what they know, how they know (meta-cognition), and its implications will be developed in this assignment, continuing in all subsequent reflections and class discussions. This significant course assessment component constitutes 25% of total grade.

The integrative thinking objective is again assessed, along with the CREATIVE THINKING objective, within the major assignment (30% of total grade) titled, "The Unit Plan." In this assignment, students apply their knowledge of curriculum development, learning theory, and assessment in the creation of 3 distinct, farm-/garden-based lessons. Once developed, students select a single lesson to teach to a group of learners ON site (at a farm/garden). In teaching one lesson (on two separate occasions) students' integrative thinking will be assessed as they apply their pedagogical knowledge in an authentic farm/garden context (20% of total grade). Students will demonstrate knowledge/proficiency in the following: lesson planning, elements of farm/gardening, pacing a lesson, engaging learners, both formative and performance assessments to gauge learning.

The SOCIAL RESPONSIBILITY AND ETHICAL REASONING objective will be assessed most directly in the culminating presentation, in which students synthesize their learning while articulating how they've come to such learning. Specifically, students' presentations will respond to two essential questions: (1) What new understandings of "Food, Farms & Justice and 'What does education have to do with them?'" have you discerned during our course journey? and (2) About what are you willing to be "maladjusted"?

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

Readings representing a diverse selection from within the humanities (including Wendell Berry, bell hooks, B. Travens, David Orr, Robin Wall Kimmerer, and Patricia Klindienst) provide students with intellectual perspectives on nature, food, tradition, culture, community, and agriculture originating from both dominant and marginalized (agrarian, immigrant, indigenous, and persons of color) contexts. In written reflection essays, students compare and contrast culturally constructed meanings of and relationships to food, farms/farming, community, and justice as they encounter the ascendancy of industrial agriculture and the rise of alternative orientations in the U.S. during the last half century. Students demonstrate a critical understanding of the complexity of growing food and sustaining community and culture given ecological limits (soils, fossil fuels, water, etc.), while articulating their understanding of eating and farming as moral, cultural, and ecological activities. In-class discussion (including the preparing and sharing of meals during class) provide the context in which students respond to prompts such as: What is food that nourishes our bodies, minds, spirits, soils and communities? What is a farm and what might it teach us? Can farming, can eating, can food make us more human? More peaceable? What gives our lives meaning?

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

The course will highlight major contemporary learning theories and how these theories play out in both formal and informal learning contexts. The main focus will be to understand that theories of learning have enormous consequences for curriculum development, instruction, and assessment. Students will study those pedagogical factors that distinguish farm/garden-based teaching and learning from indoor, school/institutionally based contexts, while developing the knowledge and skills to create student-centered, age-appropriate, and engaging farm-/garden-based learning activities. Students will learn research-based practices (e.g., McTighe & Wiggins' "Understanding By Design") for creating curricula, for designing instruction, and for generating assessments. Students will

participate in three, sequential, in-class “workshops” in which—utilizing a significant collection of resources—they learn 1) to write learning goals, objectives and essential questions; 2) to create performance assessments of/for learning consistent with objectives; and 3) to construct instructional practices in alignment with objectives, assessment, learners, and farm/garden context. Upon the completion of the three workshops, students teach their “field-based” lessons (on farm/garden), receiving both instructor/peer feedback to strengthen their practice. In summary, students apply their theoretical understandings in the creation and teaching of farm/garden based lessons. Students develop assessment rubrics that inform their reflections on both their peer-teaching (in class) and field-based teaching (on farm/garden) practica.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The instructor will provide students with core methodological frameworks through mini-lectures, facilitated discussions, video analyses, and readings. For example, early in the course, students will be introduced to the extensive gardening/horticultural education program of the Cleveland Public Schools (beginning in 1904) through archival video and documents. Students will employ both humanities and social/behavioral sciences lenses as they are led to consider the aims and means found within these historical artifacts. How are notions of “beauty,” “citizenship,” “living well,” narratives regarding the purposes of education, “self-sufficiency,” “community,” and urban/rural life written about, operationalized, and promoted (politically, economically, educationally, etc.)? In their encounters with a diverse collection of humanities readings, students will grapple with implied and explicit critiques of “progress” characterized as highly technical, specialized, mechanized, monetized, fast, non-labor intensive, and urban-based. Students will apply the intellectual frameworks of both the humanities and the social and behavioral sciences as they articulate the trade-offs of prevailing notions of human progress for human, more-than-human, ecological, and cultural well-being.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

As evidenced in the syllabus and assignment calendar, each of the two domains will receive equal attention. Specifically, the first half of the course explicitly focuses on the humanities knowledge domain while the second half explicitly focuses on the social and behavioral sciences knowledge domain. It is notable, too, that where the syllabus gives equal attention to each knowledge domain, in each and every class meeting (including readings, assignments, in-class activities, etc.) BOTH knowledge domains are informing each other. How? For instance, in the lesson on factors that contribute to the growth of industrial agriculture, students will also consider how assumptions regarding efficiency, standardization, profit, and failure to consider limits (to knowledge, to resources, to natural “sinks,” etc.) have been implicated in educational, institutional, and cultural transformations.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Dr. Dana Stuchul received a grant to support her efforts to create this course—an outgrowth of both her professional and personal expertise. Dr. Stuchul is a teacher educator, former secondary science educator, and recognized gardener affiliated with several local and regional farm/garden organizations. Too, Dr. Stuchul’s scholarship spans both knowledge domains reflected within this course. To staff the course, Dr. Stuchul will offer the course every other spring semester (beginning Spring 2019).

Describe the assessments that will be used to determine students’ ability to apply integrative thinking.

The major assessment used to determine students’ ability to apply integrative thinking will occur in the creation of their Unit Plan. Specifically, students will create three sequential lesson plans (that is, units) in which they articulate learning objectives, essential questions, learning activities, performance assessment(s), and an evaluation rubric (both for evaluating learners AND for self-evaluation). Students will demonstrate their integrative thinking as they identify and articulate both objectives and essential questions that draw upon readings, volunteer field experiences (five minimum) at a farm/garden site, and class discussions. In the writing of a weekly reading summary reflection, students’ ability to integrate historical and sociological transformations in our understanding and enactment of food and farming and the ethical and ecological implications of such transformations will also be assessed.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is listed as a pre-requisite or concurrent course for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Food, Farms & Justice: What's Education Got to Do With Them? Spring 20xx

Instructor: Dr. Dana L. Stuchul
Office: 150A Chambers Building
Email: dls268@psu.edu
Phone: 814-360-1165 (cell)
Office hours: Thursdays, 10a.m.-noon OR by appt.

Overview

This General Education Inter-domain course (GH + GS) intends to unite students' minds, hearts and bodies in an historical, sociological, and experiential exploration of food and farms and their educational possibilities. Students' minds will be engaged as they explore the 20th century history, contributions and legacy of industrial agriculture and the emergence of alternative approaches surrounding food and farming in recent decades. Students' hearts will be engaged as they consider their own relationship to food, to soil and place, and to learning. Finally, students' bodies will be engaged as they directly participate in farming/gardening and communal meal preparation and enjoyment. The uniting of mind, heart and body culminates as students become teachers—applying their embodied knowledge in the creation of learning activities that are taught to others.

Guiding questions for students' explorations include: (1) How is food—its cultivation, preparation and enjoyment—a cultural, ecological and moral activity? and (2) How might farm & garden based education cultivate abiding relationships between people and their places/communities, their soils, their bodies, and to more just and humane relationships to others?

In the first half of the course, students will be introduced to influential writers representing diverse perspectives within the humanities including: Wendell Berry, bell hooks, Robin Wall Kimmerer, Patricia Klindienst, David Orr, Ragan Sutterfield et al. The aim is that students conduct a reckoning of industrial, large-scale and corporate orientations to agriculture. Why? To discern desirable alternatives that promote the health and well-being of people, soils, and communities. Too, asking the Berry question, “What ARE people for?,” students will discern a vision of a just, sustainable and meaningful life.

In the second half of the course, students apply their understandings of food, farm, justice and sustainability to developing farm/garden based learning experiences for others. To this end students will be introduced to farm/garden based education; constructivist, student-centered learning theories; curriculum development approaches; and the design of performance assessments. Finally, having studied instructional/curricular theory and practice, students will apply their learning through a “field-based” teaching practicum, showcasing their skills in developing farm/garden based curriculum and instruction.

Upon the conclusion of our course, students will:

- demonstrate an understanding of food—its cultivation and its eating—as a profoundly cultural and moral activity with implications for the well-being of both humans and nature.
- demonstrate an understanding of farming—including farm policies, production, land access/tenure etc.—employing historical and sociological lenses to articulate a vision for agriculture which is just and that contributes to resilient communities.
- create and employ curricula—farm and garden-based—that provide learners with engaging learning experiences whose purposes include: a) developing knowledge of the contemporary food system and movements to construct alternatives (both national and international), b) fostering an appreciation of all that is required—from soil, seed, weather vagaries, labor practices, etc. to bring food to our plates, c) exploring what it means to be human and to be humane and d) formulating actions and reflections—within the realms of “food and farms”—in service to strengthening local, land-based community.

“Justice is what love looks like in public.”
-Cornel West

General Education Objectives: (1) Integrative thinking; (2) Creative thinking; (3) Social responsibility and ethical reasoning

Statement of Compliance with the Americans with Disabilities Act of 1990

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments, contact the Office for Disability Services (ODS) at [814-863-1807](tel:814-863-1807) (V/TTY). For further information regarding ODS, please visit the Office for Disability Services website at <http://equity.psu.edu/ods/>. In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/ods/guidelines/documentation-guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

NOTE: Understandings of "disability" go beyond the legally required language of the statement above. For example, the identification and location of "disability" in the preceding paragraph is informed by a medical model of disability. Other models (of what it means to be "**disabled**") from social, cultural, historical contexts exist. These different models place greater emphasis on the role(s) of contextual factors in determining *ability* and *disability* and view human diversity as inclusive of a wide range of ways of knowing and being.

One resource for persons to learn more and/or engage in conversation with others about models of dis/ability is PSU's Center for Disability Studies (CDS) which hosts an ongoing reading and discussion group comprised of faculty, staff and students from across campus (<http://disabilitystudies.psu.edu/>). A second important resource, especially for teacher education candidates, is the Leadcast blog hosted by the *Equity Alliance*. This blog features a range of voices and perspectives on issues related to dis/ability, diversity, and equity (<http://www.niusileadscape.org/bl/>).

Statement of Academic Integrity

All students are expected to act with civility and personal integrity; to respect other students' dignity, rights and property; and to help create and maintain an environment in which all can succeed through the fruits of their individual and collaborative efforts. An environment of academic integrity is requisite to accomplish these expectations within a civil community.

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Academic dishonesty violates the fundamental ethical principles of the University community and compromises the worth of work completed by others. Sanctions for academic dishonesty or breaches of academic integrity may range (depending on the severity of the offense) from an 'F' for the assignment to an 'F' for the course. In severe cases, students may receive a grade of 'XF', a formal University disciplinary sanction that indicates on the transcript that failure in the course was due to a serious act of academic dishonesty.

The University's full statement on Academic Integrity is available at <http://www.psu.edu/dept/oue/aappm/G-9.html>. For further information or clarification, also see the current Policies and Rules for Students handbook and the College of Education policy statement at http://www.ed.psu.edu/edservices/certification/academic_integ.htm. As students, it is your responsibility to know what constitutes a violation of academic integrity. If you have any doubt whatsoever, or any questions, please see me, or your advisor, or another university official immediately.

"It seemed to me that the effort to instruct myself had no effect other than the increasing discovery of my own **ignorance."**

-Rene Descartes

Field Experiences

In this course, “field experiences” are what they say ... you working in a field—a farm or garden. Said differently, your farm-garden work experience will, hopefully, intentionally be in service to goals that you establish for your learning. What would you like to learn from and in a farm/garden? Perhaps something “practical” such as composting; weed management; planting/harvest schedules; “pest” interactions; cover cropping; season extension, etc.? Or, perhaps your interests extend to the ethereal ... to issues of “the good, true and beautiful.” In that case, you may wish to learn about how to quiet your mind; or about humility; the cycles and interplay of living and dying; about soil and its relationship to our origin and being; about work and its effects on your body/mind/spirit, etc.. What matters is that YOU will consider at the outset what you wish to learn and then, together, we’ll identify the farm/garden site that will support your learning!

The field experience requirement is grounded (pun intended) in the belief that learning is most meaningful, authentic and lasting when it is embodied – when our bodies and minds are engaged together. Thus, in having the intention to learn in and through doing (experiential learning), by having a goal that informs your doing (what you intend to learn), by identifying “teacher” to be a farm/garden, and by exhibiting humility and openness, you ARE well poised to learn.

To complete the field experience, you will do the following: a) articulate what you want to learn in/from a farm/garden; b) identify the farm/garden where you will complete your field experience; c) complete (at minimum) 5, 1.5-2 hr. experiences; d) complete a reflection journal entry (for each work session); and e) complete a final reflection (see details below).

That’s it. Learning, working, reflecting. Repeat.

“The word *understand* means to possess physical knowledge; it means to have a corporeal grasp, a surety that the body owns. A purely cerebral construct is not understanding. And —going back the other way—something that one has truly understood is so personal and visceral that it’s almost impossible to express in words.” (Kappel-Smith 1994, 51)
From *Rooted in the Land: Essays on Community and Place*, Vitek & Jackson, Eds. p.3

Required Texts

Readings available via Canvas.

Course Requirements

Attendance

Let’s be direct ... I have NO interest in compelling you, in requiring you to come to class. None. If you do not wish to come to each and every class, if you do not wish to participate fully, if you do not want to complete every assignment to the absolute best of your ability, PLEASE DO NOT REMAIN IN THE COURSE. Period.

This course and all of its assignments is, by intentional design, a collaborative experience, an endeavor that recognizes that learning is a social and cultural experience. Thus, all participants contribute to the learning, all participants contribute to the construction of meaning. And, the full commitment of all participants, thus, is integral to the learning of all. Too, this commitment is of a distinct variety, namely, ... a commitment of our engaged minds, of our open and generous hearts, and of our disciplined and strong backs and hands. In short, this class aims to provoke you to think deeply and broadly, to be open to feeling your own and others’ humanity, and to utilizing your body as a locus of transformative understanding.

In sum, your participation and attendance are required. I’ve not contradicted myself. I have stated the obvious. You and your full participation are integral to the learning of all present. If you are in the course, be IN the course. BE the course.

IF, for any reason (illness, tragic event, etc.) you need to miss a class meeting, PLEASE contact me by phone and please contact (using GroupMe app) all the other members of our class. Why? Simply to allow others time to make necessary accommodations for your absence. You need NOT share the circumstances or reasons for your absence, only that you will be unable to attend class. Too, please contact me to arrange for a conversation re. your absence, missed experiences, how to move forward, etc.

To summarize: Please attend ALL class meetings and ALL field experiences.

I wish to live because life has within it that which is good, that which is beautiful, and that which is love. Therefore, since I have known all these things, I have found them to be reason enough **and—I** wish to love. Moreover, because this is so, I wish others to live for generations and generations and generations and generations.

-Lorraine Hansberry

Participation

As prospective community members and builders, as prospective teachers, and engaged citizens, no less as human beings, please consider NOW how your participation is indicative of maturing, respons-able, self-aware and autonomous learners ... people who learn, not those to whom learning is done. Said differently, you are responsible for your learning and your learning will necessarily make a difference—to you, to your class peers, to the more-than-human world, to all the communities of which we are inextricably and inalterably members.

This semester, our class “structure” will almost entirely focus on our “conversation circle.” Quite literally, we’ll “circle up” each week (our desks). For you to be able to contribute (to give and to receive, reciprocally) to our “circle,” it is IMPERATIVE that you complete ALL ACTIVITIES ASSIGNED PRIOR to class. When we meet together we’ll employ all of the skills of “good” or engaged participation—active listening, eye contact, open body posture/language, asking thoughtful questions and more. Because we are here to learn with and from each other, it is necessary that you arrive on time to class, engage in dialogue and class experiences, and maintain a professional decorum.

Weekly participation includes completion of ALL assigned readings, ALL assigned reflections/writings, active engagement in class discussions, AND completion of activities PRIOR to class. Active engagement means expressing your own thoughts and listening to those of others, engaging in respectful dialogue with classmates, and instructor, and being willing to challenge and be challenged by the important ideas in this course. In short, you matter. Your participation matters!

Assignments

Who Am I? - Food & Farm Biography (questionnaire + skills inventory)

Central to this course, its relevance and success, is the task of knowing you the learner—your learning goals, background, and vocational/avocational trajectories. To this end, this assignment asks that you complete an on-line questionnaire and skills inventory. Information collected (your responses) will serve me (the instructor) in advising you and in recommending the following: supplemental readings; field placements; locally based food/farm/community resources; curricular/instructional resources; AND potential course/assignment modifications in service to your learning, etc.

Three Letters (Please see assignment description)

1. “Love/gratitude” letter
2. “My concept of a happy life” letter
3. “A recommendation from/to myself” letter

Reflection Journal

Learning that is meaningful, authentic and lasting invariably involves reflection—reflection on ideas, on experiences—to know what it is I know and, even, how it is that I know. In other words, reflection involves inquiry—inquiry into one’s own thinking and feeling. Finally, reflection is furthered by “looking back” or in perspective-taking in the light (or through the lens) of the present—the ideas one encounters or is holding now, currently, and new understandings that one assumes.

Reading Reflections (10 total, to submit 5 for evaluation)

A reading reflection (one double-spaced page, 12pt. font, 1in. margins, roughly 250 words*) to address your reflections upon each week’s assigned readings. In the reading reflection journal entry, you will address themes, main ideas, central arguments, and the larger “conversation” of which each reading is a part. Central to this reflection are: questions that arise for you; your feelings in response to ideas expressed, and connections you make to your own experiences (past or present).

As I read your reflections, I will employ the following question: How do YOU understand the readings to offer an answer (partial, provisional) to the essential/guiding question for the week? In short, PLEASE include your understanding of how the week’s readings offer answers to the essential/guiding question(s)?

Now, over the course of our semester, you will write 10 Reading Reflections. These short essays, combined with other reflections and assignments will be compiled within a COURSE PORTFOLIO. On 3 occasions, you will submit your COURSE PORTFOLIO for review/evaluation. On each of these 3 occasions, you will be prompted to select which of your Reading Reflections you wish to have evaluated. Details re. how you will explain or justify your selection of reflections to be evaluated will be provided in class.

*You are welcome to write more, assuming that you a) wish to and b) wish to for your own learning ... NOT because you believe you “have” to!

Farm/garden Field Reflections (5 total, minimum)

Given the aim that this course experience engage your mind, spirit AND body in consideration of farming and food/eating, as you complete each farm/garden volunteer experience (a minimum of 5 visits total), you will pause to reflect on what the experience has taught you ... about farming/gardening, about farms/gardens/soil, about farmers/gardeners, about your own body, about work/labor and about the myriad of relationships encountered during your work.

Please allow yourself to write utterly freely within these reflections ... to pursue any question, any idea, any body-mind-spirit “ramble” that arises in you. And, also allow any length of writing, even any style (narrative, poetic, stream of consciousness, etc.).

Upon completion of your Field Experience, you will complete a final, summative reflection in which you summarize what you learned—given your goals and hopes, your expectations and how these were achieved or not AND how you’ve changed in and through these experiences.

Teaching Experience Reflections (Peer, #1, #2) (3 total)

Please see assignment description w/ prompts

“Food & Farm” UNIT plan + teaching

Please see assignment description w/ details

FINAL “Food & Farm” Presentation

The final summative presentation will be your opportunity to address our “membership”—to say something that is true, that is yours alone to speak. Using whatever means you wish (and, having revisited our Unit Plan Tool Kit resource titled, “Demonstrating What We Know List,”), you will present what you know, what you believe, what you feel about food and/or farmers and/or education and/or farming and/or justice and/or community upon the completion of our course journey. In class, we will discuss approx. time allotment for your presentation, as well as consider any special tools/resources you may need.

Please use the two essential/guiding questions to inform your presentation:

Q1.: What new understandings of “Food, Farms & Justice” and “What education has to do with them?” have you discerned during our course journey? (Too, please include HOW you came to this new understanding.)

Q2.: About what are you willing to be “maladjusted”?

“If I had a message to my contemporaries it is surely this: Be anything you like, be madmen, drunks, and bastards of every shape and form, but at all costs avoid one thing: success . . . If you are too obsessed with success, you will forget to live. If you have learned only how to be a success, your life has probably been wasted.”

-Thomas Merton

Grading a.k.a. “ Success-ments ”	<u>Points</u>
Attendance & Participation	10
“ Who Am I? - Food & Farm Biography ”	5
“ Three Letters ” assignment	10
Reflection Journal	15
Reading reflections (5)	
Farm/garden field reflections (5)	
Teaching experience reflections (3)	
Unit Assignment (3 sequential lessons)	30
Teaching (peer + farm/garden teaching experiences (2))	20
FINAL presentation	10
TOTAL	100 pts

Overall Course Grading (Point) Scale

95-100 = A	91-94 = A-	88-90 = B+	85-87 = B	81-84 = B-	78-80 = C+	75-77 = C	64-74 D
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“It came to pass one day, many moons ago, that the Great Spirit called together one representative from each of Earth’s species. When all the representatives had assembled, the Great Spirit asked each one to step forward to declare their purpose for being. Deer went first, explaining that she was put on Earth to prune back the shrubs and to run lithely through the forest. Then came Earthworm who declared that his purpose was to mix and aerate Earth’s soil. Next there was Songbird who explained that her purpose was to dine on Earth’s fruits, and in so doing, to disperse seeds over the land. And so it went, each representative having utter clarity regarding her purpose, until, at the very end, when there was just one creature that had not spoken. It was Human. Timidly he stepped forward, and after stammering for a time, ashamedly confessed that he did not know his purpose. This admission astonished all the other creatures. Finally, the Great Spirit addressed Human with these words: “Don’t you know, my beloved, that your purpose—the reason you are here—is to glory in the wonder of it all. Your purpose is to see and celebrate the miracle that is life and in so doing to dwell in gratitude and love for all that is!”

Adapted from a story related by Chellis Glendinning, *My Name is Chellis & I’m in Recovery from Western Civilization*, 1994 (Boston: Shambhala Publications).