The Real Hunger Games: Food in America
FYS 017: 6568
Fall 2014
Mondays and Wednesdays, 12:30 - 1:45 pm
Meredith Hall 233

Instructor: Carlyn Crowe
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Office: Meredith 120; 271-2033
Cell: 515-974-7775
Office Hours: T/Th 1-4 pm; Fri 9:30 – 11:30 am

Required Readings:
• *Closing the Food Gap*: Resetting the Table in the Land of Plenty, Winne 2008
• *The Hunger Games*, Collins, 2008
• Other readings will be posted on Blackboard or handed out in class.
• It is expected that you will keep current on topics related to our course that are covered in the news media.

Course Description:

_We have long thought of America as the most bounteous of nations... That hunger and malnutrition should persist in a land such as ours is embarrassing and intolerable. More is at stake here than the health and well being of [millions of] American children... Something like the very honor of American democracy is involved._

--President Richard Nixon, May 6, 1969. Special Message to Congress Recommending a Program to End Hunger in America

This First Year Seminar will explore topics related to how food in the United States is grown, produced, distributed, marketed, reported on and understood by US citizens. The course will attempt to cover topics in these topic areas:

Food Security — discuss how food is distributed in the United States, including the issues of access, hunger, poverty, public assistance, and the real cost of food.

Food Systems — will continue the discussion on agriculture and look at the differences between traditional agriculture/farming vs. sustainable agricultural processes that also will circle back to the distribution of food in the U.S.

Food Politics — will delve deeper into the issues above, legislation, such as the Farm Bill, and move into agricultural systems, including what is grown in the US and why.

Food Integrity — will focus on the food industry's promotion and marketing of their products and how the messages are received, perceived and acted upon by the public.

Food and Nutrition -- "Are you what you eat?" will discuss nutrition models such as the USDA "plate" as well as alternative models, fad diets, as well as the obesity problem and other health issues of US citizens. These topics will be woven into the above topics throughout the course, as time allows.
**Service Learning Component:**
In order to fully understand the complexity of our food system and hunger in the U.S., this course includes the opportunity for on-site observation and service work for a community partner organization that works on relieving hunger in the community. Students’ service work is intended to serve as an “immersion” into the topic; an opportunity to assist a community partner; and as a method of assessment that goes beyond classroom learning. In addition to individual and/or group volunteer work, completing a group project is part of the final learning assessment.

**Course Objectives:**
FYS courses focus on improving students’ abilities in critical thinking, writing, and information literacy. The service learning component not only complements learning in those areas, but also helps students become informed and responsible citizens of Drake, the Midwest and the world.

**Critical Thinking**  The Drake Curriculum makes a particular intentional effort to guide students to acquire the skills for rational analysis and argumentation that is purposeful, rigorous, self-reflective, and based on a careful consideration of evidence. Students will learn to:

1. Clearly define a question or a problem.
2. Gather information that is relevant to that problem
3. Rigorously identify assumptions and preconceptions, including their own that influence analysis of that problem.
4. Organize and prioritize the information to develop a rational argument that states a clear claim or thesis, provide reasons for holding that claim, provide relevant evidence to support each reason, and consider alternative explanations in reaching a conclusion.
5. Communicate that reasoned argument effectively in speech, writing, or other medium as appropriate.
6. Realize that results are tentative and open to revision.

**Information Literacy**  Drake students will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse. Drake students will use appropriate sources, including library and internet resources, to process and evaluate information. Students will gain an understanding of the social and ethical issues encountered in a networked world, an ability to assess the quality of information, and learn appropriate ways to reference information sources. Students will be able to:

1. Navigate and integrate scholarly resources into their research and reflection.
2. Articulate the social and ethical implications of information use and misuse.
3. Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
4. Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.

5. Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.

**Written Communication**  Drake students will learn to read with discrimination and understanding and to write persuasively. Drake students will learn to shape their writing according to subject, purpose, medium, context and intended audience. This area of inquiry may be satisfied by a single course, provided that writing is a significant component of the course, significant attention is directed toward the teaching of writing, and a significant portion of the student's grade focuses on the quality of writing, independent of the subject matter.

**Policies and Procedures:**
The course follows a lecture, large group discussion and small group discussion format. The class will be divided into teams and groups for various assignments for the opportunity for students to work with as many members of the class as possible.

**Blackboard** will also be used for discussion, assignments, readings, and general communication regarding the course. It is important for you to become familiar with Blackboard and check it regularly, as assignments may be posted there rather than always distributed by paper in class.

**Grades** will be determined by performance on written assignments, group projects—including collaboration and teamwork, a final research paper and the completion of service learning project. Quizzes may be given to assess reading assignments or participating in discussion. In general, your grade for the course will break down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Journal/Blog</td>
<td>20%</td>
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<tr>
<td>Writing Assignments</td>
<td>25%</td>
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<tr>
<td>Other assignments/ quizzes</td>
<td>15%</td>
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<tr>
<td>Final Paper/ reflection</td>
<td>15%</td>
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<tr>
<td>Service Learning Project</td>
<td>25%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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**Late assignments** will result in a deduction in points; 20% will be deducted from your final grade on the assignment for each 24-hour period (or part thereof) that the assignment is turned in late, starting from the due date/time. Exceptions will be made at the instructor’s discretion and for emergency situations. Important note: Some assignments may not be accepted late nor made up, such as in-class assignments and quizzes.

**Attendance** is required. Because the class is more like a team working on a project (which includes service learning) and because you will also be working in small teams, if you are absent, the entire class is affected. So do your team a favor and come to class!
More than two unexcused absences will lower the final grade by one full grade level. If you are ill or have a serious problem preventing your attendance, please email me prior to class. The School of Journalism and Mass Communication’s policy on attendance will be followed (see below).

**Honor/Integrity** The penalty for engaging in any of forms of dishonesty, including plagiarism, in this class at minimum will be a grade of "0" on the assignment and may result in failure in the course. See the School of Journalism and Mass Communication’s policy (below) or the Drake Student Handbook for further information.

**Electronic Devices** The ONLY electronic device permitted in this classroom is a laptop being used for taking notes, following a Powerpoint/visuals, or doing research or assignments pertinent to the class. Please turn off all other means of communication unless authorized for class participation. If you are caught using an electronic device for another purpose during class, you will be asked to leave and counted with an unexcused absence (see attendance policy).

**Accommodation** If a physical, mental, intellectual or emotional impairment makes necessary accommodations not already in place for this course (including the arrangement or meeting place of the class or the format of exams, for example), please contact me and Michelle Laughlin in Student Disability Services at extension 1835. I’m confident that we can make arrangements that answer your particular learning needs.

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**ATTENDANCE POLICY**

The University policy notes, “Students are expected to attend all classes and to be punctual in doing so. They are also expected to complete all assignments for classes that they miss. The individual instructor may set his or her own specific requirements in reference to each class at the beginning of the term. Faculty members are urged to provide an opportunity for students to make up work missed as a result of legitimate absences, including observances of religious holidays.”

In the School of Journalism and Mass Communication, by faculty action, “It is recommended that journalism faculty include in course syllabi and in comments on the opening days of classes clear statements of attendance policies.

“In such statements, it should be noted that excessive absences, as determined by the instructor, are sufficient cause for reduction of a grade in a class.

“As a guideline for students and faculty, excessive absences will be defined as more than three unexcused absences in a class which meets three times a week, more than two for a class which meets twice a week, and more than one for a class which meets on a weekly basis.”

**HONOR CODE**

The Drake School of Journalism and Mass Communication (SJMC) is a community of scholars committed to the highest professional and personal standards. Members of this community accept responsibility for honesty and excellence in all of their interactions. Such integrity is the foundation of our academic and professional careers, and of our lives as ethical people.

Cheating, plagiarism and other forms of academic dishonesty by SJMC students, whether it occurs in class or in extra-curricular activities related to the journalism profession, will not be tolerated. Academic dishonesty on the part of any student of another college or school enrolled in an SJMC class will also not
be tolerated. Academic dishonesty constitutes grounds for penalties, ranging from failure in an academic exercise to suspension or dismissal from an SJMC class, the School and/or the University.

— Honor Code, Drake School of Journalism and Mass Communication, adopted by SJMC faculty in March 2007. (See full Code for definitions and examples of academic dishonesty, and procedures for dealing with instances of dishonesty.)

## FYS: 017 The Real Hunger Games
### COURSE SCHEDULE Fall 2014
(Subject to change at faculty discretion)

### Section 1: Setting the stage: Food Security in America -- Aug. 25-Sept. 19

In the first four weeks of classes you should read *The Hunger Games*, if you haven’t already, and watch the movie. There will not be an assignment YET but we will be making reference to the issues in the book and film throughout the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td><em>Hunger Amidst Plenty:</em> Course overview, Journal, MBTI overview</td>
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<tr>
<td>Aug. 27</td>
<td>Journal entry due; Read Syllabus; Intro to writing Start critical thinking exercise</td>
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<tr>
<td>Sept. 1</td>
<td>Labor Day Holiday—no class</td>
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<tr>
<td>Sept. 3</td>
<td>Read “Hungry or Fat;” Personal Essay due Information Literacy session. Meet at Cowles Library room 45 *Attend activities fair 4-7 p.m.</td>
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<tr>
<td>Sept. 8</td>
<td>Critical thinking exercise due—groups present</td>
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<tr>
<td>Sept. 10</td>
<td>“Closing the Food Gap” (Intro, Ch 1,2,&amp;5) Read and bring to class.</td>
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<tr>
<td>Sept. 15</td>
<td>Food Recovery and Intro to Service Learning</td>
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<td>Sept. 17</td>
<td>Service learning or “field trip”</td>
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### Section 2: Food Systems – Sept. 22-Oct. 10

Food Systems Topics *Meet with Professor Crowe
Drake garden “Sprout” before fall break
Visit Farmers Markets
Service Learning Research

*Sept. 30—speaker on World Food Prize (evening)

### Section 3: Food Politics – Oct. 13*- Oct. 31

Food Politics Topics *Meet with academic advisor
*Oct. 7—Local Panel Discussion (evening) before registration for spring
*Oct. 13 - Fall Break--no class
*Oct. 16—Film “A Place at The Table” 7 p.m.

### Section 4: Food Integrity – Nov. 3 – 21

Food Integrity Topics
Hunger Games Comparative Analysis
Service Learning Project Compilation

### Section 5: Food and Nutrition – Nov. 25 – Dec. 4

Food and Nutrition Topics
Catch up! Work on final projects and reports

*Nov. 26 Thanksgiving Break
*Dec. 10 Final – Wed. @ 12:00 – 1:50 pm

* Note: Dates are outside of regular class time.