

EDIBLE EDUCATION 101: Soil to Soul

UGBA 192T, Spring 2020 Syllabus and Assignments

*A collaboration between The Sustainable Food Initiative,
Berkeley Haas Center for Responsible Business,
and the Edible Schoolyard Project.*

The logo for Berkeley Haas, featuring the word "Berkeley" in a yellow serif font above the word "Haas" in a white sans-serif font, both set against a dark blue square background.

Meeting time: Wednesdays, 6:10pm - 7:55pm beginning January 22, 2020

Location: Anderson Auditorium, Haas School of Business

Units: 2

Grading Note: All Haas students must take this course for a letter grade. Students enrolled in other programs can elect to take the class for a letter grade or P/NP.

COURSE CURATOR and LEADER

William Rosenzweig | wbrose@berkeley.edu

Office Hours: By Zoom and Wednesday afternoons on campus 2-4pm by appointment

Please contact Will by email to make an appointment. He really enjoys meeting with students.

GRADUATE STUDENT INSTRUCTOR

Fiona McBride | fiona_mcbride@berkeley.edu

Office Hours: Please email to schedule an appointment.

GRADUATE TEACHING TEAM

Nisha Balaram | nishabalaram@berkeley.edu

Eva Gurfein | eva_gurfein@mba.berkeley.edu

Michael Kochevar | michael_kochevar@berkeley.edu

Erica Rhodin | erica_rhodin@mba.berkeley.edu

DATE	TOPIC (links to LiveStream)	SPEAKERS
1/22/20	<u>Slow Food Values in a Fast Food Culture</u>	Alice Waters and Bryant Terry
1/29/20	<u>Food, Climate, and Health</u>	Kathleen Merrigan
2/5/20	<u>The What, Why and How of Regenerative Agriculture</u>	Tiffani Patton, Whendee Silver, Kristyn Leach, Moretta Browne, Loren Poncia
2/12/20	<u>Civil Eats: Food and the Media</u>	Naomi Starkman, Matt Wheeland, Twilight Greenaway
2/19/20	<u>Change from Within: How Big Food Can Drive Big Impact</u>	Carla Vernón
2/26/20	<u>Food Systems Changemakers @Berkeley</u>	Special guests TBA
3/4/20	<u>People for Better Policy: Restore California Leads the Way</u>	Karen Ross, Anthony Myint, Karen Leibowitz
3/11/20	<u>Growing Our Own: Lessons from the Garden</u>	Will Rosenzweig with Kelly Carlisle and Haleh Zandi
3/18/20	<u>Conscious Eating and Transparency</u>	Sophie Egan, Casey Gleason, Lam Le, Raja Ramachandran
3/25/20	SPRING BREAK (no class meeting)	
4/1/20	<u>Culinary Literacy, Nutrition, and Medicine</u>	David Eisenberg, Linda Shuie, Liz Fitzgerald, Aurora Sanchez
4/8/20	<u>Taking Action on Food Waste</u>	Nisha Balaram, Dana Gunders, Dan Kurzrock, Sandra Curtis
4/15/20	<u>Food Access, Sovereignty, and Ownership</u>	Shakirah Simley, Carle Brinkman, Geetika Agrawal, and guests
4/22/20	<u>Feeding the World in Need</u>	José Andrés
4/29/20	<u>Entrepreneurs and Innovators Showcase</u>	Special guests TBA
5/6/20	<u>The Food Movement: Past and Future</u>	Michael Pollan

COURSE OVERVIEW

*Course syllabus as of December 7, 2019. Subject to change.
Final readings and assignments updated weekly on bCourses.*

Edible Education 101: Becoming a Food Systems Changemaker

This uniquely UC Berkeley course, now in its ninth year, explores the future of food, its diverse systems and movements. Edible Education 101 is a two-credit weekly lecture series that invites renowned experts—leading academics and practitioners—to campus to share their visions, research, and experiences about the food system and its critical role in our culture, well-being and survival.

At EE 101, the class sessions, readings and assignments aim to guide you to develop *food-systems intelligence*— a personal understanding of how the diverse facets of the food system relate and depend on one another, especially one's own role as a participant in the food system and how individual and collective choices, actions, behaviors, policies and public and private interests affect it. The course emphasizes a specific bias towards individual action, sharing vivid examples of how creative and resourceful people design and orchestrate change in a complex, dynamic market-based system. We explore personal ethics, complex systems (and how to intervene in them), and entrepreneurial agency. We'd like to see our next generation of eaters and leaders develop consciousness and intention as systems designers and systems leaders. Ideally, Edible Education 101 will inspire and equip you to become a food systems *changemaker* in your personal life and perhaps your professional career.

With the recent reports published in Fall 2018 by the IPCC (Intergovernmental Panel on Climate Change) and the US Government's Fourth National Climate Assessment, there is heightened urgency about the devastating impacts of a warming planet. The way food is currently produced and consumed creates significant climate impacts. According to Project Drawdown, of the top 20 solutions identified as most effective in addressing climate change (out of the 80 compiled) eight relate directly to the food system. Through this year's **Soil to Soul** theme, we will grow *from the ground up*, learning how we might transform the food system to become healthy, sustainable, and just. We will highlight evidence-based innovations and entrepreneurial solutions throughout the semester and invite students to develop creative and effective plans at an individual, local, national, and global scale.

Edible Education 101 is non-linear by design. Students are encouraged to make connections amongst diverse topics and disciplines and to follow their personal interests and curiosity throughout the semester.

COURSE ORGANIZERS

William Rosenzweig is a Fellow at the Institute for Business and Social Impact at BerkeleyHaas. In 1990, Will served as founding CEO of The Republic of Tea and has had a prolific career as an entrepreneur cultivating early-stage companies focused on health and sustainability. He is the recipient of the Oslo Business for Peace Award and was named one of seven people shaping the future of food by Bon Appetit magazine.

Alice Waters is a 1967 graduate of UC Berkeley and the founder of Chez Panisse and The Edible Schoolyard Project. She is respected as one of the most influential people in the world of food in the past 50 years and is a recipient of many honors including the 2014 National Humanities Medal, presented by President Barack Obama.

EMAIL POLICY and COMMUNICATION

Should you have any questions about your participation in Edible Education 101, you can email the course GSI, Fiona McBride, and she will aim to respond within 48-hours of receipt. Questions that require a more substantive explanation or conversation should be asked during office hours. Please include “UGBA 192T” in the subject line to help ensure a prompt response.

TECHNOLOGY

This course uses bCourses for all assignments and course communications. All students are required to use Kahoot for weekly attendance and participation in lectures. Kahoot requires internet access through a laptop or mobile device. **With the exception of laptop/phone usage during Kahoot usage, use of all electronic devices is not permitted during class. Note taking or usage of laptops outside of designed Kahoot sessions is not allowed. Please give your full attention to the lecturers and guest speakers.**

COURSE GRADE and CLASS PARTICIPATION

Students are responsible for making sure their attendance is properly registered in bCourses throughout the semester. If you believe that the attendance registry does not accurately reflect your actual attendance, or you had difficulty with the technology, you must contact the GSI within two weeks of a particular date in question. **Please check bCourses weekly for attendance and updated readings and assignments.**

Attendance & Participation	30%
6 Short Responses	30%
Final Paper	40%

ATTENDANCE

Students are expected to attend **every** class meeting in person and participate by attending to the lectures by participating in question and answer sessions with guests. In order to receive a passing grade, students may miss no more than two class meetings. Missing 3 classes will automatically result in an NP grade. Attendance is normally taken at the beginning and end of each class meeting via a technology tool. **Assisting another student for attendance purposes will result in an NP for both students involved.** If you have any technical difficulties with noting your attendance, please come and speak with the GSI at the end of that same class period. Otherwise we will assume you were not present.

CLASS PARTICIPATION AND INTERACTION WITH GUEST SPEAKERS

Our guest speakers come to class as a gift to our students and community. They generously volunteer their time and expertise for the benefit of our eaters and future food system leaders. Each week you will have the opportunity to pose questions to the guests. **You are invited to prepare these questions in advance and submit them to the professor and GSI in writing by noon of the day of class.** Please draw on the specific work of the guest speakers and the readings that pertain to the specific lecture in your questions. If your question is selected, you will be asked to pose it at the microphone in the auditorium.

ASSIGNMENTS

READINGS

Students are required to complete weekly assigned readings as posted on bCourses, which will be uploaded with the class date and title.

SHORT WRITTEN RESPONSES

Students must submit six short written responses on the class material and readings over the course of the semester. Responses should each be 1 page, double-spaced, 12 pt font, 1 inch margins and must be turned in on bCourses by 11:59pm the dates they are due. They will be graded on a 0-5 scale. Points will be lost for lateness and failure to adhere to length specifications. Responses on the week's learnings will be due on the following dates:

- Friday, January 24
- Friday, February 7
- Friday, February 21
- Friday, March 20
- Friday, April 17
- Friday, May 1

Th assignments are provided at the bottom of the syllabus.

FINAL PAPER

Students are required to complete a final paper 4-5 pages in length, due on May 13. **The essay prompt will be posted bCourses well in advance of the due date.** Papers must be uploaded to bCourses by 11:59pm on May 13 or they will be marked late. One letter grade will be deducted for each day the assignment is late.

There is no final exam for this course.

EXTRA CREDIT ASSIGNMENT

Students

CAMPUS RESOURCES

BASIC NEEDS

If you are in need of economic, food or housing support, you can find help at www.basicneeds.berkeley.edu. You may be eligible for money to buy groceries via calfresh.berkeley.edu or our Food Assistance Program. If you are in need of food immediately, please visit our UC Berkeley Food Pantry at pantry.berkeley.edu/.

STUDENT SERVICES

Many students experience personal and family problems, as well as emotional difficulties. Counseling and Psychological Services (CAPS) is available to consult with you regarding various emotional health issues. To make an appointment with CAPS, or if you are concerned about another student, call 510-642-9494. CAPS is located on the 3rd Floor of the Tang Center. In case of an emergency, call 911.

LIMITS TO CONFIDENTIALITY

As UC employees, all course instructors and tutors are Responsible Employees and are therefore required to report incidents of sexual violence, sexual harassment or other conduct prohibited by university policy to the Title IX officer. We cannot keep reports of sexual harassment or sexual violence confidential, but the Title IX officer will consider requests for confidentiality. There are confidential resources available to you, including the PATH to Care Center (<http://sa.berkeley.edu/dean/confidential-care-advocate>), which serves survivors of sexual violence and sexual harassment.

HONOR CODE AND ACADEMIC MISCONDUCT

All students should adhere to the UC Berkeley Honor Code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” Plagiarism includes

appropriation of whole passages with or without credit, appropriation of words and phrases without credit, appropriation of both main and supporting ideas without credit, and paraphrasing without credit. Plagiarism also includes submitting a paper written by someone else or submitting a paper you wrote for a different class.

SPECIAL ACCOMODATIONS

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share, or if you need special arrangements in case the building must be evacuated, please inform the GSI after class or during office hours. For disability-related accommodations, you also need to obtain a letter from DSP which will be sent directly to the professor.

SHORT RESPONSE ASSIGNMENTS

Assignment 1

Due Friday, January 24

Slow Food Values in a Fast Food Culture

Becoming an enlightened eater starts at home with you and each meal you eat. This week, pair up with a classmate you don't yet know, and use ingredients you selected from the class farmer's market to prepare a meal, incorporating some of the values, insights, and practices discussed in this week's class and readings. Write up a reflection on your experience. What did you prepare? How did you select the produce you used? What do you know about where it comes from? Whose labor did the production of this food rely on? Did you feed other members of your community? What values did you consider in preparing and eating the meal? What values were in tension in preparing this meal? Put in your best effort and have fun!

PRACTICES: Co-Creation

Play

Aligning Values with Action

Assignment 2

Due Friday, February 7

The What, Why, and How of Regenerative Agriculture

What role could regenerative agriculture play in our future food system? What are its promises and its obstacles? In what ways might you personally support or grow the practices of regenerative agriculture? Apply learnings from class lectures and readings to discuss how you envision a viable future of agriculture and how we should get there? Do you think regenerative agriculture will or won't make a difference to climate and health? If you think regenerative agriculture is an important path forward, what will you do to support it? If not, why not?

PRACTICES: Visioning

Creative Tension

Assignment 3

Due Friday, February 21

Change from Within: How Big Food Can Drive Big Impact

What big food brand (either packaged food or food service) do you regularly purchase? What specific recommendations would you make to this producer to make their products and practices

better aligned with personal and planetary health and sustainability? How might they become a more responsible business? Cite relevant information from readings and lecture.

PRACTICES: Design Thinking

Assignment 4

Due Friday, March 20

Conscious Eating and Transparency

Select one of your favorite foods and investigate its origins and supply chain. Where does it come from? How has it been processed? What was the farmer paid? How many hands and institutions did the product pass through? Research these questions and your own about what it took to get this food from the field to your plate.

PRACTICES: Systems mapping

Assignment 5

Due Friday, April 17

Food Access, Sovereignty, and Ownership

Reflect on this week's panel and readings. How did your understanding of food access shift or evolve? Why? What considerations would you make in designing a more just and equitable food system that also responds to the climate crisis. What are the tensions or trade offs between universal healthy food access and an environmentally sustainable food system? How would you prioritize these diverse needs?

PRACTICES: Aligning values and actions

Intervening in a system

Assignment 6

Due Friday, May 1

Entrepreneurs and Innovators Showcase

Throughout this course you've explored food systems through the lens of farming, media, policy, culinary nutrition, institutional change making, individual action, and innovation and entrepreneurship. As we retrace our steps, what are the top two areas you would focus on to make the greatest change in food. What would you do and why? How would you approach this work? What would you do first? And next?

PRACTICES: Bias for action

The final paper will be due May 13.

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