Introduction: This course examines the history of the global food system and its impacts on food and environmental justice. In part 1, we will define the central concepts of the course (global food system, food security, food justice, etc.) and then track the emergence of the global food system. We will address the major environmental justice issues stemming from the industrialization and globalization of food production and consumption. In part 2, we will turn to the waters of the global food system. We will focus on the industrialization of marine life as a part of the global food system, especially aquaculture, and its consequences for food justice. While artisanal aquaculture had been a significant food production method for millennia, only within the last 40 years has aquaculture become industrialized and increasingly globalized. Aquaculture produces almost 50% of all the seafood consumed by people; and researchers expect that percentage to grow significantly in the near future. In part 3, we will examine the relationship between the global food system and food justice—including actions and strategies—through a case study of shrimp farming in Southeast Asia and its relationship with slave labor, habitat destruction, and food sovereignty.

ES 130C has two themes:

1) what counts as understanding the global food system has deep disciplinary roots—in history, politics, science, culture, and law—that in turn shape the kinds of stories that people tell about the past, present, and future of food;

2) and issues of power are deeply intertwined with how people speak for their particular visions of food and global food systems as well as what constitutes appropriate actions and strategies to realize those visions.

To make these themes as concrete as possible, we will employ a variety of learning methods. We will analyze the past using a historian’s skill set: gather evidence, look for patterns or discontinuities, develop explanations about context, causes, and consequences, write and revise our ideas, engage others, refine our arguments—although not necessarily in that order. These steps frequently overlap as we will learn over the quarter. One of this course’s main goals is for you to develop and practice these skills by participating in class exercises and completing the required readings and assignments. At the end of the course, you should walk out of the classroom ready to explain how the histories of the global food system will help you respond to contemporary problems of food justice.

Readings: You should complete all of the assigned readings before each class meeting. Please bring your copy of that day’s reading and/or notes to class, so that we can discuss the text together. I have limited the reading assignments to two books, selected articles, and other online materials available on GauchoSpace (GS) in an effort to reduce costs for students. The first two parts of the course are more reading intensive. In the third part, you will have more time to focus on your role in the shrimp case study. Please refer to the course schedule below for the assigned readings. The following books are on reserve at the Davidson Library and the ES Library, and for sale at the UCSB Bookstore.

Assignments and Grades

Grade Breakdown

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20 %</td>
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<tr>
<td>Take-Home Exam</td>
<td>20 %</td>
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<td>Four Fish Essay</td>
<td>20 %</td>
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<td>Shrimp Case Study</td>
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<td>Annotated Bibliography</td>
<td>3 %</td>
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<tr>
<td>Opening Statement</td>
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<tr>
<td>Workshop Activities</td>
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<td>Reflection Essay</td>
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***For every 24 hours that any assignment is late, the grade will drop by one letter. That means, for example, an A paper turned in 25 hours late will become a C paper. You must turn in a hard copy. ***

Participation: The success of this course depends on your good-faith participation. This means coming to every class prepared to contribute to discussion. Most classes will have a mixture of lectures, discussions, informal in-class writings, and other exercises, so there will be a number of different ways for you to participate. Participation can mean something as simple as asking a question in person or over email or posting a relevant article on the course GauchoSpace page! Almost everyday I will ask for short, informal written responses about that day’s readings in order to encourage you to keep up with the readings and to evaluate how well you understand the course’s content and themes. If you need to miss a class for a personal, medical, or religious reason, you must notify me in advance. If you miss two or more classes, your participation grade will reflect your absences. Please check your email regularly. Please do not use your electronic devices during class for any reason except for note-taking. If your head is buried in a laptop when someone is talking and you are not looking up or taking any notes, I will assume that you are not paying attention. Your participation grade for that day will reflect this behavior.

Take-Home Exam: The assignment has two parts. The first part will ask you to provide paragraph-length definitions (6-8 sentences in length) of five key terms from course readings, including Food Justice, lectures, discussions, and films. You will explain the meaning of the term and why that term is important to understand course themes. The second part will ask you to write an essay. The terms and essay question will be distributed on Friday, April 22, and will be due in class on Wednesday, April 27.

Four Fish Essay: In his book, Paul Greenberg explores the future of fish as the last wild food in the global food system. Through the history of humanity’s relationships with four kinds of fish, the author tries to “separate human wants from global needs and propose the terms of an equitable and long-lasting peace between man and fish (14).” Imagine that you are writing a letter to Greenberg in which you engage and evaluate his research and claims. Since he is a writer, you want to impress him with your ideas, your creativity, your thoughtfulness, and your prose. You can write in the style of a letter to the author, a creative non-fiction essay, or a more formal review. You can use first person pronouns like “I” or “We,” but your essay must be well-written, proofread, and must demonstrate your critical response to the book’s author. Your review essay will have three parts: a personal reflection, an evaluation, and a source reflection. Each part will be about two pages, six pages in total, with page numbers, double-spaced, 12-point font with polished prose.

First, you will describe how the book engaged you on a personal level. Tell the author about one experience you had with a similar research topic, issue, theme, group of people, or place analyzed in the book. Use your imagination to reflect on something concrete in the real world. Be specific and
Shrimp Case Study: You have been invited by three of your smartest friends to participate in a workshop to help your friends start a new non-governmental organization (NGO) to address the EJ issues surrounding shrimp aquaculture and its relationship with slave labor, habitat destruction, and food security within the global food system. Your friends want to understand the details of the case study as well as identify a number of possible solutions to this environmental challenge. Your friends have asked you and some other people to assume the role/identity of one of seven important stakeholder groups, so that your friends will understand the complexities of the issue and some of the potential consequences of the NGO’s actions and strategies.

The seven stakeholder groups include: 1) Sustainability Team from multinational food retail firms (for example, Wal-Mart, Tesco, Costco, Whole Foods) 2) Environmental and Labor Activists (for example, Mangrove Action Project, Environmental Justice Foundation) 3) Ocean life (for example, wild shrimp, squid, farmed shrimp) 4) Representatives of cultivated shrimp industry (for example, Charoen Pokphand (CP) Foods buyer, Global Aquaculture Alliance President, Thai fishing boat captain) 5) Workers in aquaculture (for example, Burmese migrant held captive on Thai fishing boat, 10-year-old shrimp peeler in locked factory outside of Bangkok) 6) seafood consumers (for example, retiree from Montecito, CA, coastal rural Bangladeshi family members) 7) Policy-makers (for example, senior fishery officer at the UN’s Food and Agriculture Organisation, Thai ambassador to the U.S.). In addition, you must assume a specific identity within your group: where do you live? what does a typical day look like? There is a considerable range of possible identities within each group; notice the differences within the suggested possibilities inside the parenthesis above. I will ask you to rank your first three choices among the stakeholder groups and do my best to assign you to one of your preferred stakeholder groups. You have an 8th option for the role-play workshop; you can request to be on the friends/NGO group.

Annotated Bibliography Contribution: Each person will post a source to an Annotated Bibliography on GS. Each person must post a different source: it can be an organization’s report, a news article, a TED talk video, a press release, an op-ed column, a FAO analysis. You must follow the Chicago Manual of Style and put your source in alphabetical order on GS. The url for your source must work. Your contribution to the annotated bibliography will also include a 5-7 sentence summary of the source (who, what, when, where, why); a sentence that identifies one or two important issues or questions in the source; two sentences that identifies which of the seven stakeholder groups would
benefit from reading this source and why; and finally your full name in parenthesis. The Annotated Bibliography Contribution is due before class on Wednesday, May 18.

Opening Statement: Each group will have 10 minutes to introduce themselves as a group and as individuals in their Opening Statement. Each group should answer the following questions. 1) How does this issue touch your life? Your family’s life? Your community? 2) What does the NGO need to know about this issue from your perspective? What are the important themes or ideas or histories that need to be unpacked? 3) What problems or opportunities does the issue create? 4) What are two specific actions or strategies that the NGO should consider? 5) What questions or comments would you or your group like to direct to any of the other groups?

Each person will post a two-paragraph essay that answers these questions to GS AND turn in a hard copy at the end of class on Friday, May 20. Each essay will be double-spaced, with 12-point font, polished prose, and at least three footnotes that cite different sources from the Annotated Bibliography. You must follow the Chicago Manual of Style.

Workshop Activities: You must volunteer during the discussions for each day of the workshop. With guidance from the friends/NGO group, we will draw up an agenda and tackle the most salient issues and questions. At the start of each day, the friends/NGO group will provide a brief summary and at the end of each day, the friends/NGO group will post a question or two for the next meeting.

Closing Day Statements: Each group and/or individual will be required to sum up the most important points, answers, insights from the previous workshops. Each group will highlight one action or strategy for the NGO to consider. At the close, we will create a plan of next steps for the NGO.

Reflection Essay: You will write a 6-page (about 1800 words) reflection essay that explains the four to five most important histories, ideas, insights, or skills that you have learned about the shrimp case study and the global food systems generally from the course’s readings, lectures, discussions, shrimp workshops, your group members, and other exercises. Now that the course is nearly over, how would you answer the questions: What should I eat? Why does that question matter in the first place? How can I take these insights, these skills out into the larger world? In what ways do the histories of the global food system help me respond to the contemporary challenges of food justice?

You can write in the style of a letter, a creative non-fiction essay, or a more formal essay. You can use first person pronouns like “I” or “We,” but your essay must be organized (what are the links among the four to five most important histories, ideas, insights, or skills? how does one lead to the second and to the third and so on?), well-written, proofread, and must demonstrate your critical, thoughtful response to the course.

Don’t forget an introduction and conclusion that brings all three parts together. You must footnote at least three sources from the course readings, two sources from the annotated bibliography, and two lectures or discussion comments to support your analysis. Follow the Chicago Manual of Style for your footnotes. No bibliography is necessary. Please print out your typed, 12-point font, double-spaced essay with page numbers by Monday, June 6 by 5 pm. No emailed essays, please. You may submit the essay earlier if you wish. You can turn in the essay to me in my office (Bren 4011) or my mailbox in the ES office (Bren 4312).

Other policies:

Crashing: If you are not yet registered, then during week one you should sign the waiting list.

Equal Access for All Students: If you have any learning or medical condition that requires accommodation to complete the course work, please ensure that the Disabled Students Program (DSP) is aware of your disability and that you are familiar with your DSP responsibilities. See
http://dsp.sa.ucsb.edu/Index.aspx. I will work with you and DSP to find the appropriate accommodation. Please fill out the appropriate forms within the first two weeks of the quarter.

Plagiarism: UCSB takes plagiarism and other academic misconduct very seriously. If you turn in any work that fails to acknowledge the contributions of others, it may result in failure of the assignment or the course itself. If you are unsure what constitutes plagiarism, please ask me. We will discuss plagiarism in detail.

Extra-Credit: There may be some extra credit opportunities over the quarter.

Incomplete Grades: Incompletes will not be given for this class, except in the most extreme circumstances, such as a debilitating illness or death in the immediate family.

Copyright: All of the materials you receive through this course are subject to federal copyright laws and university policies. Distribution of these materials, such as posting them online or selling them to third party businesses, are strictly prohibited.

Schedule

Part 1: Concepts and Emergence of Global Food System

W, March 30 Introductions

F, April 1 Pre-Modern Origins of Global Food Systems
Reading: Sidney Mintz, “Food at Moderate Speeds,” in Fast Food/Slow Food, (2006), 3-11, on GS.

W, April 6 Industrialization: Turning Every Farm Into a Factory
Reading: 1. Carey McWilliams, Excerpt from 1939 Factories in the Field on GS. 2. Introduction, chapters 1, 2 of Food Justice.

F, April 8 Empire
Reading: 1. Chapter 5, 6 of Food Justice. 2. “Open Letter from Maputo: V International Conference of La Via Campesina,” (26 October 2008) on GS.

W, April 13 Food Politics

F, April 15 Green Revolution
Reading: Chapter 3 of Food Justice.

W, April 20 Business of Hunger

F, April 22 Politics of Obesity
Reading: Chapter 7, 8, 10 of Food Justice.

Take-Home questions distributed
Part 2: Blue Revolutions: Industrialization of Wild Fisheries and Aquaculture

W, April 27 Film: Farming the Seas

Take-Home Essay due in class

F, April 29 Salmon
Reading: Introduction and chapter 1 of Four Fish

Don’t forget to start the readings for the shrimp workshop on May 18!

W, May 4 Sea Bass
Reading: Chapter 2 of Four Fish

F, May 6 Cod
Reading: Chapter 3 of Four Fish

W, May 11 Tuna
Reading: Chapter 4 and epilogue of Four Fish

F, May 13 Food Security, Seafood Safety, and Consumer Awareness

Four Fish Essay due in class

Part 3: Case study of shrimp farming

W, May 18 Food Justice: Actions and Strategies
6. Kate Hodal, Chris Kelly, “Trafficked into Slavery on Thai Trawlers to Catch Food for Prawns,” The Guardian (June 10, 2014) on GS. Watch the accompanying videos if you can stomach them.

Annotated Bibliography Contribution due on GS
F, May 20 Opening Statements

*Opening Statement Essay due in class*

W, May 25 Stakeholder Workshop

F, May 27 Stakeholder Workshop

W, June 1 Closing Statements

F, June 3 What to Eat? And Why?

**M, June 6 Reflection Essay due by 5 pm in Bren 4011 or my mailbox in the ES office (Bren 4312).**