SYLLABUS: The Santa Barbara County Agrifood System. 2013 Winter quarter.

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1. THE CLASS

Environmental Studies 157/257; Units: 4; Grading option: letter grade only. University of California, Santa Barbara

Undergraduate/Graduate Research Seminar

PROFESSOR: David A. Cleveland (http://es.ucsb.edu/faculty/cleveland). Telephone: 893-2968; Email: cleveland@es.ucsb.edu (put “SBC AFS” in subject line). Office hours: Env Studies 4019 (floor 4L Bren bldg.), Tuesdays 12:00-1:50, and by appointment.

PREREQUISITE: for undergraduate students: World Agriculture, Food and Population or equivalent and instructor permission; for graduate students: relevant background and instructor permission.

CATALOG DESCRIPTION: Investigates current agrifood system and potential benefits and costs of localization. Covers theory, data collection, analysis methods, key indicators (greenhouse gas emissions, biodiversity, migrant labor, nutrition, community health), policies and actions for change. Students conduct and present research as team. Graduate students also write a grant proposal.

2. INTRODUCTION

It is widely recognized that the conventional US agrifood system, while highly productive is unsustainable—it has major negative environmental, social and economic impacts, including large contributions to greenhouse gas emissions (GHGE) and high levels of malnutrition. There has been increasing interest in localizing agrifood systems, based on the assumption that the spatial, economic and structural centralization of this system is a major cause of these negative impacts. Two initial questions need to be answered about localization in each instance: “How
local is this agrifood system?”, and “How would increasing localization help achieve goals of decreasing negative effects of the current system?” We answered these in 2009-11.

Since then we have been focusing on the question “How can we localize the SBC AFS in ways that synergistically increase sustainability socially, environmentally and economically?”

We will analyze the Santa Barbara County agrifood system (SBC AFS) from a holistic perspective that includes natural science, social science and humanities perspectives.

Students in this seminar will participate in the whole range of research activities for their specific area of research, from defining the problem, creating hypotheses, collecting data needed to test hypotheses, analyzing data, making presentations, writing articles and reports, and authoring mss.

This year in SBC AFS we are going to focus on household food systems, including household and community gardens and their contribution to reducing greenhouse gas emissions (GHGE), and secondarily, their potential contributions to decreasing food waste and nutritional improvement via dietary change.

3. REQUIREMENTS

3.1. Internet access:

All class materials will be posted on the class website, and therefore access to and use of the internet for this class is required. This includes checking for updated weekly assignments, and checking your email daily. According to the Registrar, “U-Mail is the official student e-mail service used by instructors and University administration. All students are required to activate and maintain their U-Mail accounts for the duration of their academic career at UCSB. If you choose to forward your U-Mail to another e-mail provider you are required to check and maintain that account.”

3.2. Class participation and assignments

Each student, as a member of their subproject group, will make presentations using PowerPoint and submit written papers. Each individual student will also submit a final report describing and evaluating the work they did as an individual researcher.

Your research reports should contain:

a. Elements of the CAG as appropriate
b. Details on data you found:
   ▪ it usefulness and limitations,
   ▪ descriptions (or lack) in the documents you cite of the methods used for generating the data,
   ▪ your critique of these methods,
c. Full documentation, i.e. references to source document and to specific tables, figures, pages where each bit of information comes from.
d. Entry and analysis of data in excel.

3.3. Written assignments

All written work must be machine printed on 8.5 x 11 inch paper, single-spaced, with one inch margins on all four sides, staple in the upper left hand corner, use 12 point Times New Roman. Put your name and date in the upper right hand corner of the first page, and your last name and page number in the upper right hand corner of each subsequent page. Papers that do not follow this format, or are difficult to read because of poor printer quality will not be accepted. To conserve paper, you can print on both sides of the paper, or reuse paper that has one side previously used, as long as your assignment is clearly legible.

All written assignments are due at the beginning of class on the day they are due. Assignments turned in after the beginning of class will be considered one day late. assignments will be marked down one letter grade for each day they are late.

3.4. Electronic assignments and collaboration

We will be sending exchanging documents among us for interactive editing.

Word
Always mark your changes, and/or explain what you have done. In Word used “Track changes” (do NOT insert comments), in Excel, PowerPoint using highlighting and your initials
Add your initials to document name before returning, for example “Draft_DAC.docx”.

3.5. Snacks

Each student RA will provide a vegan snack once during the quarter, as assigned, see “Class Contacts”.
## 4. EVALUATION SCHEDULE

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<thead>
<tr>
<th>DESCRIPTION</th>
<th>DATE GIVEN OR DUE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class participation, work in groups (20 points per week)</td>
<td>Weeks #1-10</td>
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<tr>
<td>Draft papers</td>
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<td>Group final presentation</td>
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<td>Final individual research evaluation</td>
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