E33.2033 Food Systems I: Agriculture  
Department of Nutrition, Food Studies,  
and Public Health  
Fall 2008

Professor Gabriella M. Petrick  
Department of Nutrition, Food Studies and Public Health  
Class Room: Silver 818  
Tuesday 4:55-6:35

Office: 1209 35 West 4th Street (12th Floor Education Building)  
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Course Description:
Food Systems I is a survey of issues surrounding food production from an agricultural perspective. Students will gain an understanding of how agricultural production shifted from a Jeffersonian ideal to an industrial and political practicality. Some of the topics that will be covered include the agrarian ideal of the yeoman farmer, the ascendancy of markets and agricultural commodification, the politicization of agriculture and the farm bill, and sustainable agricultural systems.

Assignments:
1) Each student will choose a reading and write two 3 page analytical papers discussing the key issues in the work(s). This is not a summary of the reading(s) but rather well thought out essays that reflect your deep, critical thinking on the topic. Use specific examples from the text to support your argument throughout the paper. The paper is due at the beginning of the class in which we discuss the material. 10%

2) Based on one topic covered in class, write and Op-Ed piece of no more than 750 words for the New York Times. The paper is due at the beginning of the class in which we discuss the material. 10%

3) Students will research the farm policy of a state. Be sure to consider the various agricultural systems your state supports such as large-scale, sustainable, and organic agriculture. Also, consider how national and state agricultural policy effect farming on the ground. Each student will spend 5-7 minutes outlining his or her state’s agricultural policy in class. You may want to use powerpoint for your talk, but do not just give us bulleted points. Use a variety of media to illustrate farm policy in your chosen state. 15% (Depending on class size, we may meet during our scheduled final to finish presentations) Be sure to both practice and
time your presentation. Individuals who exceed the time limit will be asked to stop.

4) Each student will also turn in a 10-page paper on the policies of their state and relate it to the current farm bill. **Due the day of your presentation.** 30%

5) Reflecting back on the class and your essay from our first session, tell me what you know empirically about American agriculture and the food system from an agricultural perspective as well as how you would like to see it changed. (5 pages) **Due 9 December** 15%.

**A note on plagiarism.** Please read the University Policy on Plagiarism. Any student plagiarizing in the class will **fail** and be brought up for judiciary review. No discussion, No kidding! If you have questions about plagiarism take the tutorial at [http://www.indiana.edu/~tedfrick/plagiarism/](http://www.indiana.edu/~tedfrick/plagiarism/). If you turn in the certificate with your first assignment you will receive a third of a grade boost on your first assignment, that is a B to a B+. All papers are due at the beginning of class and I do not accept late work. Please plan your semester accordingly.

**Participation and Attendance:**
As this is a graduate seminar, you are expected to do all the reading and be prepared to discuss the material in depth. Your preparation before class will ensure that we have very provocative and thought provoking discussions. On the weeks you write your short essay, you should be prepared to significantly contribute to the discussion and be ready to comment on the key issues raised in the readings. Although I expect students to attend every class, I allow two absences per student over the course of the semester. More than two absences for any reason will result in a **failing** grade. Please let me know if you will not be in attendance prior to class. 10%

**2 September: Introduction**
**Assignment:** Write an essay (no page limit or grade) on what you know empirically about American agriculture and the agricultural food system from farm to table. No research is required for this assignment. Do not write a polemic.

**9 September: Agricultural Ideologies**

**16 September: The Land of Plenty**
23 September: Pulling Agriculture into the City

30 September: The Political Economy of Agricultural Production

7 October: Economics of Agriculture in the late 20th Century

14 October: Fall Break—NO CLASS

21 October: The Proletarianization of Agriculture
Varden Fuller, Hired Hands in California's Farm Fields (Davis: Giannini Foundation of Agricultural Economics. University of California, 1991).
Selected Essays TBD
Optional: Chapter 3 in Lockeretz “Farm Families in Changing America”

28 October: Alternative Visions
William Lockeretz, Visions of American Agriculture (Ames: Iowa State University, 1997) Chapters 2, 4, 5, 7, 10
Pew Report on Industrial Animals [PDF on blackboard]

4 November: The Challenge of Organic Agriculture

11 November: The Farm Bill
2007 Farm Bill Research Papers [5 PDFs on Blackboard] READ FIRST
The Farm Bill—2007 [PDF on Blackboard]
18 November: The States and Agriculture
    Students will research the farm policy of a state. Be sure to consider the various
systems states support such as large-scale, sustainable, and organic. Each student
will spend 5-7 minutes outlining his or her state’s policy in class. Each student
will write a 10-page paper on the policies of their state and relate it to the current
farm bill.

25 November: The States and Agriculture, con’t
    Continue student presentation from previous week

2 December: Slicing Agriculture: Genetics and Food Production
    Frederick H. Buttel, Robert M. Goodman, *Of Frankenfoods and Golden Rice:
    Rewards, Risks and Realities of Genetically Modified Foods* (Madison:
Wisconsin Academy of Sciences, Arts, and Letters, 2001)
    Capital, Nation, Death, Breeds

9 December: What is the Path Forward? Your Vision
    This class session is designed for students to present their ideas about the future of
our food system and the way a sustainable system might take shape. Be both
provocative and realistic about how much change is possible based on the
economic, social, cultural, and political realities of life in the U.S. (or your natal
land). Each student should be prepared to speak for several minutes about their
vision in an informal presentation.