

**IDS 189 (06): Seminar in Interdisciplinary Studies: Sow, Reap
Consume: Food, Society and Culture (DI/DIII)**

*Sow, Reap, Consume: Food and Society
(Learning Community)*

Day/Time: W/F: 11:00 – 12:15
Location: SB 109



Professor: Elizabeth Duclos-Orsello, Ph.D.

Assoc. Prof. of Interdisciplinary Studies & Coordinator,
American Studies Concentration

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Office: ADM-1 (North Campus)

Office Hours: Monday 10-11 by apt.; Wed 1:00- 2:30; Friday 1:00- 2:30

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Peer Mentor for Learning Community: Ryan Hood (email: r_hood@salemstate.edu cell phone:

Important Notes about Office Hours and contacting me by email:

- **Office Hours:** If you wish to reserve a specific time to meet with me during office hours, please sign up on the office hour sign-up sheets in my office. If you do not have an appointment I will take you on a first-come, first-served basis.
- **Email etiquette:** Because there are many of you and only one of me: If you email me you **MUST** include the following in the "SUBJECT" line of your email: Your Name, IDS 189, topic of your email (eg. 'clarification about assignment) If you do NOT follow these protocols I may overlook your email. If you have a question about what is due or what you missed in class, I encourage you to check with a classmate; often your peers can help with simple questions.
- I generally return student communications within 24 hours M-F. If you need a response faster, come to my office to see if I am there or connect with a classmate.

General Course Description

Through introducing students to questions and scholarship of a specialized topic using an interdisciplinary approach, this course fosters critical skills that are foundational to a liberal arts education and assists students in developing their identity as college students. All first year freshmen accepted as either Undeclared or Bachelor of Liberal Studies majors are required to take this course. It is recommended that students who have completed IDS 108 and 109 see the department chairperson before enrolling. Three lecture hours per week.

General Course Goals

Using an interdisciplinary approach, this course will:

1. Introduce students to some of the questions and scholarship for a specialized topic.
2. Foster the critical skills and discourses that are the foundation of a liberal arts education.

3. Assist each student in developing their identity as a college student and member of the college community.

General Learning Objectives

By the end of this course the student will:

1. Be able to use the methods and materials of both the humanities and the social sciences to engage with central course questions.
2. Understand how and why a liberal arts education requires critical thinking and effective oral and written communication.
3. Use interdisciplinary scholarship and research methodology.
4. Acquire the ability to learn in a collaborative setting.
5. Know how to locate and use the undergraduate resources necessary for academic excellence.
6. Participate in academic mentoring.

Course Description Unique to This Topic: Food, Society & Culture

This course will examine the complex ways in which food shapes our lives economically, culturally, socially and politically by drawing readings, materials and inspiration from a range of disciplines and approaches including literature, film, philosophy, social science, journalism, public policy debates and the experience of local producers, consumers and activists. At the heart of all course activities will be three related foci: 1) the representation and place of food in US life and culture, with an emphasis on the diversity of foodways and the place of food in cultural production/arts; 2) patterns of food production/consumption in the United States and in Salem/Essex County and 3) the politics of food access and distribution in the US and our community. Reading and writing assignments will share space with creative/artistic production, field research and service learning

Learning Objectives Unique to This Topic

By the end of this course the student will:

- A. Understand and be able to engage in contemporary policy debates about food production and distribution in the US as they are linked to some economic, social, philosophical/moral, and political discourses.
- B. Be able to discuss some of the ways in which representations of food have and do factor into American culture(s)/identitie(s) and cultural productions. This will include learning about art at the Peabody Essex Museum in Salem, MA.
- C. Be able to identify discuss presence and use of food and food imagery in literature and film and visual\ art/material culture
- D. Have explored and analyzed the food politics and policies of the US and the city of Salem and will be able to discuss the status and future possibilities for the same.
- E. Have participated in service-learning activities and produced materials that link classroom and practical learning
- F. Have used a variety of technologies to learn about and present their work.

Goals of the First Year Learning Community: “Sow, Reap Consume: Food, Society and Culture”

1. Model and practice integration of knowledge and skills from across three courses
2. Build a strong community of learners: peer, faculty and community networks
3. Take learning and student scholarship out of the classroom

Books:

*= books on sale at SSU bookstore.

* Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006) [paperback]

*McWilliams, James. *Just Food: Where Locavores Get it Wrong and How We Can Truly Eat Responsibly* (New York: Little, Brown, 2009) [paperback]

All other materials noted in syllabus will be made available in class or on Canvas

Including: Selections from

Nancy Cary, ed. *Hunger and Thirst: Food Literature* (San Diego: San Diego City Works Press, 2008)

Fritz Allhoff and Dave Monroe, eds. *Food and Philosophy*. (Oxford: Wiley-Blackwell, 2007)

Etta M. Madden and Martha L. Finch, eds. *Eating in Eden: Food and American Utopias* (Lincoln and London: University of Nebraska Press, 2006)

Additional short readings and materials assigned throughout term (as indicated on syllabus)

Assessment/Assignments

30%: Participation and Professionalism (includes Attendance. See below for Attendance policy). This grade is earned by the level and type of engagement and participation in class sessions and activities. No credit for merely attending class. An "A" grade is earned by being prepared each class with all materials, having thoughtful responses to questions, ability to engage meaningfully in class discussions. [Meets Objectives 1-6 and A- F]

40%: Non-SL Portfolio of Written Assignments . Learning happens when we reflect and revise and revisit ideas and materials we encounter. Throughout this course you will be reflecting and writing as a way to explore new material and refine your ideas. While not lengthy, these frequent 1- 2 pg. assignments are essential to your learning in this course. **All due dates are in syllabus. NOTES: 1) BE SURE TO BRING HARD COPIES TO CLASS FOR YOUR OWN REFERENCE. 2) IF AN ASSIGNMENT IS TO BE POSTED ON CANVAS (MOST ARE) THESE MUST BE POSTED BEFORE YOUR ARRIVAL IN CLASS. Otherwise, it will be counted as late.**Details of specific assignments are either in syllabus or will be distributed as the course progresses. [Collectively these meet Objectives1-6 and A-F]

Skills assignments

1. Student Introduction
2. Online Career Services Assessment 10/5
3. Major/Minor Exploration Assignment and Preparing for advising meeting
4. Career Services Assignment (after Career Service Visit)
5. Library/Assignment

Content Assignments:

6. Imitative Food Essay (final)
7. "Reading Notes" for Pollan
8. 1 set of /observations and specific example of Pollan's Interdisciplinary approach (10/3)
9. Reflection : Salem Farmer's Market

10. "Reading Notes" for McWilliams
11. Questions/Observations for "Carving Values With a Spoon"
12. Reflection Essay: Unit: Food In/Security
12. Reflection Essay: "Tortilla Soup" (film)
13. Final Creative LC Project
14. FINAL PORTION of IDS 189PORTFOLIO – due during exam period

30% - Service Learning project [Meets Objectives 1-5 and A-F as well as the 3 Goals of the LC]

As a critical part of your learning this semester, you will be involved in a service learning module that will connect you with Lifebridge, a Salem non-profit serving the needs of homeless men and women and those transitioning to a new life of housing security. This project will include

- assisting with the meals program at Lifebridge. 10 hours over the course of the semester.
- In groups studying the current dining room environment/dining experience at Lifebridge and, using knowledge gained from your LC courses, consultations with Lifebridge clients and your volunteer time at Lifebridge, develop and present recommendations for improving the space and the dining experience for those who share meals in this space. The final presentation will be a public event at Lifebridge in December
- Staging the dining room at Lifebridge for the December event.

KEY: Our work with Lifebridge is not simply "volunteer work" nor is it an "extra" part of the course. Rather, **you will be learning from your service just as you do from lectures or readings.** You should think of your service as a course "text" and you will be assessed/graded on the basis of successful completion of specific assignments based on this learning and analysis of this "text".

The project will explained in greater detail the second week of classes but will include the following "products" which will be graded

Includes

- 4 Service Learning Reflection essays: Preflection; 2 Quad- Entry Journals; Bringing it Together Essay (see handout for details – due dates are on syllabus and handout)
- Completion of Service at Lifebridge (10 hours -- time spent assisting w/ meal program eating a meal at Lifebridge and meeting with client partners to discuss eating environment) Details on separate handout.
- Final Group Project & Public Presentation at Lifebridge – see separate handout

All of the written assignments listed here will be uploaded onto The SOW, REAP, CONSUME SERVICE-LEARNING Canvas site.

GRADING

You will earn grades on an A-F scale. However, in order to help you better understand the distinctions between grades such as a high "B" and a low "B" I offer you this chart to explain the breakdown:

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
# pts/100	100	91-93	88-90	84-87	81-83	78-80	74-77	70-73	67-69	64-67	61-63	59
GPA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	.7	0.0

ADDITIONAL COURSE POLICIES/PROCEDURES

Attendance Policy

This is a discussion-based course. Your presence in class is ESSENTIAL to your success in this course. I expect that all students will be in class each day we meet. However, I know that emergencies arise. **Each student may miss 2 classes without penalty (and I do not need to know why). Any additional absences will result in a noticeable reduction in your Participation/Professionalism grade** **Please note:** *Students will be held responsible for all course material and assignments, including any material they miss when absent. It is up to each student to acquire any course materials, notes etc. if they are absent. You should contact classmates or come see me during office hours.*

Late Work

Late assignments are accepted at my discretion, and will only be accepted in instances of a genuine emergency or serious extenuating circumstances. It is YOUR responsibility to contact me if you feel an extension is warranted. **Extensions** are **not guaranteed**, but I will make every effort to accommodate hard working students if an **emergency** arises.

Standard Form for Written Work:

- 1) Some of your work will be in hardcopy (paper) form. Other assignments will be completed online/blackboard. Make sure that you read assignments carefully and ask for clarification as needed.
- 2) If posting or handing in WORD documents: All work submitted as WORD documents must use 12 point standard font (Times New Roman is a good choice) with 1" margins and double-spaced. At the top of page one should be:
First Name Last Name
IDS 189
Prof. Duclos-Orsello
Date
NAME OF ASSIGNMENT
- 3) For other work instructions will be handed out in class or on Canvas as term progresses.

Academic Integrity and Academic Dishonesty (2010-2012 Catalog) See

[http://catalog.salemstate.edu/content.php?catoid=1&navoid=16#Academic Integrity](http://catalog.salemstate.edu/content.php?catoid=1&navoid=16#Academic_Integrity)

Academic Integrity: "Salem State College assumes that all students come to the College with serious educational intent and expects them to be mature, responsible individuals who will exhibit high standards of honesty and personal conduct in their academic life. All members of the Salem State College academic community have a responsibility to insure that scholastic honesty and academic integrity are safeguarded and maintained. Cheating and plagiarism are unfair, demoralizing, and demeaning to all of us. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the College's educational role and cheapen and diminish the learning experience not only for the perpetrators, but also for the entire community. It is expected that Salem State College students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts."

Academic Dishonesty Policy: "The fundamental purpose of this policy is to emphasize that any act of academic dishonesty attempted by any Salem State College student is unacceptable and will not be tolerated. Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review.

Performing, aiding or inciting any of the actions listed below, in courses or other situations involving academic credit, constitutes an offense subject to disciplinary action."

Note: Cheating, Plagiarism and Collusion are listed in the catalog as the actions referred to. Please familiarize yourself with the definitions of each.

College Declared Critical Emergency Policy

In the event of a college declared critical emergency, Salem State College reserves the right to alter this course plan. Students should refer to salemstate.edu for further information and updates. The course attendance policy stays in effect until there is a college declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located at/in the course WebCT site. Students should review the plans and gather all required materials before an emergency is declared.

IMPORTANT STUDENT RESOURCES/SUPPORT SERVICES

SSC Library Resources & Reference Librarian – Carol Zoppel

I encourage all of you to make regular use of the research and reference services/assistance provided by the Librarians at SSC. For this class Carol Zoppel is the designated Reference Librarian. (She is the Reference Librarian assigned to the IDS Department). While you may contact any of the Librarians, Carol and I have met about this course and she is prepared to help you. Carol can be reached at czoppel@salemstate.edu or 978/542-6811. You should also familiarize yourself with the SSU Databases. See the Library website at www.salemstate.edu/library.

Writing Support Available at SSU

My goal is to assist you in succeeding here at SSC. Please be aware that in addition to making use of my office hours there are other services and offices on campus which you should make use of whenever necessary. One of the most valuable is the SSC Writing Center (Meier Hall 223). You should consider making early and frequent use of the free consultation and tutoring services they offer for all of your written work.

Accessibility Statement

Salem State College is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act of 1973 and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with disabilities who have not done so should provide documentation to and schedule an appointment with the Office for Students with Disabilities and obtain appropriate services.

Schedule of Topics, Assignments, Events

***Note:** While the basic structure and requirements of this course will not change, good pedagogical practice suggests that this syllabus might change slightly as class needs require.

Date	Wednesday	Friday
	<p>9/5 Introductions....to each other, Interdisciplinary Studies and the Learning Community “Sow, Reap, Consume”</p> <p>Activity: What’s in a Mac & Cheese box? Unpacking a culture’s values and foodways</p> <p>Meet LC Peer Mentor</p> <p>Canvas Intro</p> <p>Sign up for one-on-one meetings with Prof. Duclos-Orsello during office hours in next 2 weeks</p> <p>*Assignment for next class: BUY books, READ syllabus THOROUGHLY and complete Student Introduction on Canvas.</p>	<p>9/7: Unit: Individual and Cultural Connections with Food</p> <p><i>Read for today</i> from <i>Food and Philosophy</i> Fabio Perasecoli, “Hungry Engrams: Food and Non-Representational Memory” (Ch 7)</p> <p>Due: in writing, in class: three observation/key points from reading and one question about reading. (no need to post these on Canvas)</p> <p>In class activity: Food and Memory/ Food and Cultural Construction</p> <p>Also complete field trip form for professor.</p> <p>Skill: Time Management or Canvas</p>
	<p>9/12 LC Day: 1st joint meeting/common reading (10:00 – 12:15)</p> <p>Round Robin Discussion of “Unhappy Meals” AND Introduction to Service-Learning and Lifebridge</p> <p>Read in advance: Michael Pollan, “Unhappy Meals,” <i>NYT Magazine</i> 2007. (12 pages) Avail. on Canvas</p> <p><u>Come Prepared:</u> Bring the article and be sure to have made a few notes about key observations and at least and one question. Write on the article. No need to post on Canvas</p>	<p>9/14</p> <p>Topic: Food as Metaphor for Relationships: Writing about Food/Writing about Life [looks like a lot, but all are 1-2 pages]</p> <p>Read for today: from <i>Hunger and Thirst</i></p> <ul style="list-style-type: none"> • Beth Levitan, “Cinnamon Twists” (30-34) • Christine Huynh “Notice the Ha Gow” (108-9) • K. Nadine Kavanaugh, “Bread Machine Blues” (116-123) • Ella deCastro Baron, “Arroz Caldo” (146-147) • Corie Feiner, “Burdock” (154) • Mary Mkofske, “Children Growing in a Vacant Lot” (166-7) <p>Look at for today: from <i>Hunger and Thirst</i></p> <ul style="list-style-type: none"> • Ray Trautman, “Cinnamon Twists” (32)

		<ul style="list-style-type: none"> • Jennifer Cost, “Taco Bell El Canon Blvd.” (59) • “At the Kitchen Table” (91) • Lisa Gavin “Bringing Home Dinner” (189) • Kathryn Law “Feather” (115) • Olivia Chin, Meeting Over Coconut Drinks, Phnon Penh, Cambodia” (299); <p>NOTE: As you read/look pay attention to the way the authors/artists construct meaning. Also pay attention to which of these works “speaks” to you and why? Come to class with some thoughts/responses to these questions – in writing. No need to post to Canvas</p> <p>In class: analyze, deconstruct and discuss today’s readings/lookings; prepare for imitative essay assignment</p> <p>DUE: SL Preflection – on Canvas - in Sow Reap consume SL canvas site</p>
9/19	<p>Share and workshop imitative essays in small groups. Give/receive feedback</p> <p>Skills: Offices/Services at SSU – The Ones to Know! – A conversation with Ryan Hood</p> <p>Due: DRAFT of Imitative Food Essay/creative work. Bring to class. (no need to post Canvas)</p>	9/21 <p>LC Day: 2nd joint meeting (10:00 -12:15) Introduction to Lifebridge and our client partners.</p> <p>We will be walking to Lifebridge, 56 Margin St. Salem, MA. We will be leaving the O’Keefe Ctr. Main Entrance at 10:00 sharp. Accommodations will be made for anyone needing alternative transportation to Lifebridge. Please speak with an instructor.</p>
9/26	<p>Unit: What Do We Eat and Where is it From?</p> <p>Discuss today: Michael Pollan, Intro. and Part I of <i>Omnivore’s Dilemma</i></p> <p>Check in: Service Learning</p> <p>Due: <u>Reading notes</u> on Pollan reading thus far. Bring to class and post on Canvas</p>	9/28 <p>LC Day: 3rd joint meeting (10:00-12:15) Meet at the Peabody Essex Museum main entrance</p> <p>We will be viewing the exhibit: <i>Ansel Adams, At the Water’s Edge</i>. Do not bring large bags, as you will have to check them in. Do bring something to write on/with.</p> <p>Due - Final draft of Imitative Food Essay. Post on Canvas</p>

	<p>10/3 Pollan: Continue Discussing Part I and Discuss Part II (to end of Chapter 10 only)</p> <p>Skill: Planning for majors/course of study and registration advising</p> <p>Due: In writing: three observations/critical points & one specific example of Pollan’s interdisciplinary approach. (page numbers are critical). Bring to class and post to Canvas</p> <p>Read online: information about Salem Farmer’s Market http://salemfarmersmarket.org/</p> <p>To Do on THURSDAY of this week OR next week</p> <p>Visit Salem Farmer’s Market. (Hours are 3-7 on THURSDAYS ONLY) Do the following on a piece of paper while you are there:</p> <ol style="list-style-type: none"> 1) Write down three observations you make/thoughts you have while there 2) After each of these make a note of a link/connection to a course reading. Be specific. <p>The Salem Farmer’s Market takes place every Thursday between 3 – 7 pm in Derby Square on Front Street. For more information, visit http://salemfarmersmarket.org/.</p>	<p>10/5:</p> <p>No regular class meeting. Prof. Duclos-Orsello presenting at Imagining America conference in New York, City.</p> <p>Continue exploring Majors</p> <p>Work on Service-Learning Project and begin reading James McWilliams, <i>Just Food</i>.</p> <p>Due: Complete online career services assessment by today.</p> <p>Post 1 paragraph on Canvas. Finish the following statements based on the results:</p> <p style="padding-left: 40px;">1) What I was most surprised by was _____</p> <p>Based on what I discovered, these are the majors I might want to pursue _____ (and say something about why).</p>
	<p>10/10 :</p> <p>Topic: A Response to Pollan</p> <p>Discuss McWilliams, <i>Just Food</i> Introduction & Ch 1 – 3 & Conclusion</p> <p>Due: Reading notes on McWilliams reading to date. Bring to class and post on Canvas.</p> <p>Finish discussion of course of study/advising</p> <ul style="list-style-type: none"> • Discuss Major/Minor selection assignment and registration advising 	<p>10/12</p> <p>LC Day: 4th joint meeting (10:00-12:15)</p> <p>Explore/Evaluate the Dining Experience at Salem State & then share a meal with Lifebridge partners</p> <p>Meeting location at SSU TBD</p> <p>Due: Reflection on Salem Farmer’s Market (1 page – must include a discussion of what you saw/experienced and how it relates to/connects with specific course materials.) Post on Canvas.</p>

	<p><u>Skill</u>: How to make sense of Degree Tracker</p>	
	<p>10/17 Unit: Food In/Security: Access to Food When You Don't Have Much Money</p> <p>Overview of US and MA food in/security info and programs.</p> <p>Prepare for today: Listen for today: (podcast) Food Stamps and American Hunger – 12/3/2009 from On Point (NPR) http://www.onpointradio.org/2009/12/food-stamps-and-hunger-in-america</p> <p>Review online: website of Project Bread www.projectbread.org Read as much as you can of the materials in section on “Thinking About Hunger”</p> <p>Due: Observations in Writing: Come with 2 written observations and 2 questions about what you read/heard. I will not collect these but you must have them! (I will check)</p> <p><i>Remember:</i> Be working on Major/Minor Exploration Assignment. Must bring when you come for registration advising [Oct. 23 – Nov. 2]</p>	<p>10/19</p> <p>Library Research & Critical Thinking: Identifying and Evaluating Sources and Analysis (with Librarian Carol Zoppel)</p> <p>Meeting location: Library (meet near circulation desk) at 11:00 sharp!</p> <p>Assignment to be handed out in class.</p> <p>DUE: Last day for 1st SL “Quadruple Entry Journal” – on Canvas - in Sow Reap consume SL canvas site</p>
	<p>10/24</p> <p>Artistic Response to Hunger</p> <p>Explore in class Michael Nye’s “Hunger and Resilience” website (http://www.michaelnye.org/hunger/) and/or listen to National Public Radio: "All Things Considered" on “Hunger and Resilience project (Nov. 2010)</p> <p>Discuss Service Learning Work to date & Degree tracker questions</p> <p>DUE: Library Assignment. Post on Canvas</p>	<p>10/26</p> <p>LC DAY: 5th joint meeting (10:00-12:15) – Location TBA</p> <p>Film: <i>Tortilla Soup</i> (2001) Directed by Maria Ripoll.</p> <p><u>Lunch Provided. Bring Your Appetite.</u></p> <p>We will be screening this film, having a discussion and sharing a meal with our Lifebridge partners.</p> <p>*Due: Reflection Essay: Food In/Security 1-2 pages in which you comment on the materials for this Unit (from 10/17 and 10/24) and link them to other class discussions/materials.</p>

		Must be posted on Canvas by 11:00 am today!
10/31	No face-to face-class meeting *Required: individual advising meetings with Prof. Duclos-Orsello during this class time. Due: 1-2 page response paper for “Tortilla Soup”. Respond to one discussion question. Post to Canvas by 11:00 today.	11/2 Unit: Food and/in Art Lecture and Discussion of Food in Art over five hundred years. Read: Article about food imagery in visual art. Specifics TBA. In class: The Intelligent Eye
11/7:	Unit: Foodways and Food for Thought – Shaping Culture <i>Ethics and/of Food</i> Read for today from <i>Food and Philosophy</i> : Lydia Zepeda “Carving Values with a Spoon” (Ch. 2) Discuss: “Carving Values with a Spoon” Due: in writing three observations/interesting points from Zepeda essay and one question. Bring to class Skills: Getting and Staying Connected at SSU (groups/clubs/civic engagement)	11/9 FLEX DAY: Activity/ Topic with Ryan Hood TBD as semester unfolds.
TUESDAY NOV 13 1:40- 2:55 LC MEETING IN PROF. SCHOEN’S CLASS TODAY We will be planning for the final creative project and meal		
11/14	Meeting with Career Services Office: Planning for your Career, Internships and Professional	11/16 No regular class today. Continue working on

	<p>Future. Meeting with Karen Johnson, Assistant Director, Career Services.</p> <p>Meet at Career Service Office, Ellison Campus Center.</p>	<p>service learning project.</p> <p>Due:, by 11:00 am today Reflection: Career Services visit: Answer the following questions: 1) what insight/new idea did you have about yourself during this session; 2) what did you learn about Career Services; 3) What is one way in which you might make use of Career Services this year. POST on Canvas</p>
	<p>11/21 NO CLASSES – READING DAY Be sure to keep working on your service learning projects</p> <p>For your reading pleasure/optional: “Pinched with Hunger, Partaking of Plenty: Fasts and Thanksgiving in Early New England” (by Marta L. Finch in <i>Eating in Eden</i>)</p> <p>DUE: Last day for 2nd SL “Quadruple Entry Journal” on Canvas - in Sow Reap consume SL canvas site</p>	<p>11/23 NO CLASSES – THANKSGIVING Break. Be sure to keep working on your service learning projects</p>
	<p>11/28</p> <p>LC Day: 7th joint meeting (10:00-12:15)</p> <p>Visit to the Peabody Essex Museum: Food and/in Art</p> <p>Meet at the PEM at 10:00. We will begin at 10:00 sharp.</p> <p>We will be visiting several of the historic homes owned by the museums as well as some of the galleries with a museum educator.</p>	<p>11/30 Topic: American Foodways Yesterday and Today:</p> <p>Read and Discuss 2 essays (each student will be assigned one of the two to read)</p> <p>1) Kathryn McClymond “You Are What You Eat: Negotiating Hindu Utopias in Atlanta”. From <i>Eating in Eden: Food and American Utopias</i>.</p> <p>OR</p> <p>2) Mark McWilliams, “Good Women Make Good Biscuits...”, <i>Food, Culture & Society</i>, Fall 2007, Vol. 10 Issue 3, p388-406.</p> <p>No writing due, but come prepared to discuss your assigned reading. Credit for preparedness.</p>
	<p>12/5: LC Day: 8th joint meeting (10:00 – 12:15) Service Learning- Recap/Discussion</p> <p>Due: SL “Bringing it all Together Essay”</p>	<p>12/7</p> <p>Last Day of Class. Course Wrap Up</p>

<p>– on Canvas - in Sow Reap consume SL canvas site</p>	
<p>Dec. 12 – 19 Final Portion of IDS 189 Portfolio & 2 LC Final Events</p> <p>IDS 189 FINAL PORTION OF PORTFOLIO DUE: “End of Semester Reflection” Due: Dec. 12 by 5 pm on Canvas</p> <p>A 2 page summary of</p> <ol style="list-style-type: none"> 1) your personal learning in this class this term vis a vis food, culture, society and you 2) your understanding of the value of <i>interdisciplinary scholarship</i> and inquiry 3) Your understanding of the relationship between food and poverty and homelessness. 4) Your progress settling in to SSU and college success this term. Include questions you still have, challenges you face & plans to succeed. <p>Sow, Reap, Consume Learning Community FINAL Projects & FINAL ASSIGNMENTS</p> <p>Monday Dec. 17 2:00 – 4:00: Final LC student Creative Projects and Meal-Sharing DUE: Final Creative Assignment</p> <p>Wednesday Dec. 19 2:00 – 5:00 : Final Event with LC (Final Event Presentation at Lifebridge) and DUE: FINAL S-L PROJECT</p> <p>Note. This is the university scheduled time for the final exam for Prof. Duclos-Orsello’s class. <u>This is not optional.</u> Make sure that your holiday travel plans do not have you leaving school before this date/time.</p>	