The grapes that sit upon the supermarket shelves are mute; we cannot see the fingerprints of exploitation upon them or tell immediately what part of the world they are from. We can, by further enquiry, lift the veil on this geographical and social ignorance and make ourselves aware of these issues (as we do when we engage in a consumer boycott of nonunion or South African grapes). But in so doing we find we have to go behind and beyond what the market itself reveals in order to understand how society is working.
— David Harvey (1990: 423)

The food that overflows our market shelves and fills our tables is harvested by men, women, and children who often cannot satisfy their own hunger.
— César Chávez (National Farm Worker Ministry n.d., cited in Brown and Getz 2011: 122)

It could plausibly be argued that changes in diet are more important than changes of dynasty or even of religion.
— George Orwell (1937: 82)

Food touches everything. Food is the foundation of every economy. It is a central pawn in political strategies of states and households. Food marks social differences, boundaries, bonds, and contradictions. Eating is an endlessly evolving enactment of gender, family, and community relationships. ... Food is life, and life can be studied and understood through food.
— Carole Counihan and Penny Van Esterik (1997: 1)

Through transformative and diverse opportunities for learning, UC Davis will inspire and prepare its students, faculty, staff and alumni to lead and excel in solving the dynamic challenges of tomorrow's world.
— Chancellor Linda Katehi, UC Davis (2010: 5)

Logistics
Instructor: Ryan E. Galt, Associate Professor
office hours: T & R 1:30-3:00 p.m., 2429 Hart, or by appointment
(530) 754-8776, regalt@ucdavis.edu — note: if you want me to respond, put “CRD 20” in email subject

Teaching Assistants:
Colin Mickle
M.Sc. student, Comm. Devel.
Wed 9 AM Section
cjmickle@ucdavis.edu

Frances Einterz
M.Sc. student, Comm. Devel.
Wed 12:10 PM Section
fmeinterz@ucdavis.edu

Cristina Murillo-Barrick
M.Sc. student, Comm. Devel.
Wed 3:10 PM Section
cmurillo@ucdavis.edu

Tutors (correspond vertically with TAs and Lab Sections):
Stacy Nurjadi
SAFS major
nsnurjadi@ucdavis.edu

Anton Parisi
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Emily Lovell
SAFS major
ejlovell@ucdavis.edu

Lecture time and place: T & R 3:10-4:30 p.m., 226 Wellman; Final: R Dec. 11, 1:00 to 3:00 p.m.

Lab time and place: W 9:00-11:50 a.m., 105 Bowley; CRN 47544
W 12:10-3:00 p.m., 105 Bowley; CRN 47545
W 3:10-6:00 p.m., 105 Bowley; CRN 47546

Website: SmartSite CRD 020 A01-A03 FQ 2015

Map of campus buildings (with hyperlinks) that house lecture, lab, & my office:

1 Course originally designed with Damian Parr in 2008 using resources from an Undergraduate Instructional Improvement Program (UIIP) grant from the Center for Excellence in Teaching and Learning at UC Davis. See Lab Manual for further details.
Course Overview

Ever think about your food, where it comes from, and how it got to your plate? Do you wonder about who produces it, what their farms are like, and what they get out of the deal? Why do so many go hungry in our world while others can afford to buy “jet fresh” produce flown in from all corners of the globe? Why did food start traveling so far, with farmers and consumers often thousands of miles apart? Why has a large portion of the population in wealthier nations been getting heavier, and what should we do about it? Does the fair trade coffee you drink (or consider drinking) actually make a difference for small coffee farmers? Should you eat organic, or become a vegetarian, a vegan, or a “locavore”? Why are farmworkers an exploited segment of the population, what challenges exist in organizing for social justice, and where have there been successes? Who benefits most, and who and what is most harmed, by the current social and environmental arrangements that put food on our plates? And, perhaps most importantly, what are people doing to address these issues and problems? If you are interested in these and related questions, CRD 20: Food Systems is a course for you.

Through the lens of the social sciences, this course addresses these and other questions. It focuses on the whole agri-food system from farm to fork (and back again) to assess the possibilities for sustainability and equity. The course emphasizes the societal context of food systems by positioning them within a capitalist economy and looking at the broader social purpose of food systems, including the often contradictory goals of nourishment, productivity, profit, and exerting power. We examine historical and geographical contexts and aim to understand the dialectic between food systems and producers’ livelihoods, communities, and the environment. Students are introduced to a number of social science perspectives and concepts drawn largely from anthropology, geography, and sociology to develop an interdisciplinary understanding of food systems.

Students use laboratory time to develop knowledge and skills to analyze locations and positions within food systems. Labs are used for research conducted through fieldwork to explore the positions of different people in the food system, for participatory activities, and for presentations and wide-ranging discussion. We will visit farms, food processors and distributors, retail locations, and places of consumption and disposal, most of which are determined by student input.

CRD 20 complements Plant Sciences (PLS) 15: Introduction to Sustainable Agriculture, by providing a largely social science perspective on food and agriculture within the context of an interdisciplinary understanding of sustainability. Both courses form the introduction to the major in Sustainable Agriculture and Food Systems at UC Davis.

Where I’m Coming from: A Brief Statement of Educational Philosophy

It is not possible to sample even a modest amount of the literature on learning and continue teaching as most of us were taught. Very little there justifies traditional approaches, especially given the learning needs of students and society today.

— Maryellen Weimer (2002: 19)

My students tell me that the structure and expectations of this course, which include participatory, student-centered, inquiry-based learning and serious attention to student development based on competencies, differ significantly from most courses. These differences stem from my educational philosophy and research conducted on what students need in a sustainable agriculture and food systems major (Khanna et al. 2004; Parr and Van Horn 2006; Trexler, Parr, and Khanna 2006; Parr et al. 2007). This research was informed by practitioners, students, and academics in the field of sustainable agriculture and food systems.

I do not follow the banking model of education, in which students passively receive knowledge “deposited” by experts (hooks 1994: 40), and in which memory is the storage tank and intelligence is the ability to access memory. Rather, I believe education should include critical thinking, problem
solving, creativity, curiosity, and engagement with real-world situations. Education should also include wrestling with ethical issues, and examining one’s values and interests since these underly all inquiries and learning (Castree 2005). I also believe that each student brings important knowledge, experiences, and voice into the classroom, and the learning community can and should greatly benefit from this diversity.

For me, intelligence is not fixed or predetermined, nor can it be measured, let alone ranked, on a single scale (Gould 1996). Rather, I think intelligence develops and expands when people try hard to learn new things that they do not understand and when they make new connections. This is most powerful in a supportive context where learners find learning deeply meaningful. Trying things out and making mistakes (i.e., fearless experimentation) are essential parts of learning and the development of our intelligence, and it is my job to create a learning environment in which this can occur, for students, for the tutors, for the TAs, and for myself. Fundamentally, all people can change and develop — by examining, organizing, and practicing their knowledge, thought processes, ethical commitments, and behaviors. For me, it is these changes toward reaching your full human potential as understood and valued by you, and not just accumulation of facts, that represent true learning.

I strongly believe that education has a social purpose to develop students’ critical consciousness (Freire 1973) and to provide practice in collaboration and group decision-making. In this way, education is fundamentally linked to participatory democracy, in which informed citizens together make decisions about the future of society. The educational philosophy briefly elaborated here draws strongly on social constructivism. At any point in the class, I invite you to ask me to discuss my educational philosophy and how it informs the work we do.

I believe I have an obligation to make each class session worth attending and to facilitate your learning process. I ask that you let me know if I am not doing this. The buck stops with you, however. As adults here by choice, you bring yourself and your desire to learn and participate, and what you do in the course ultimately depends on your commitment to yourself, your learning process, and our learning community. Stemming from this approach I propose the following goals.

Broad Course Goals: Promises and Opportunities

I often critically reflect on what it means to teach and learn, and share these reflections (e.g., Galt et al. 2012). I ask the same of you: that you actively and critically think about how you think and learn.

For students

• To build your own understanding of ideas and concepts by integrating them into your own experiences and knowledge and by using them to think and reason; i.e., to use the course material widely in multiple contexts, including fieldwork and everyday life
• To develop new mental models and understandings of society, agri-food systems, their components, and their inter- and inner-relationships
• To understand multiple perspectives on complex issues
• To engage in critical thinking, including critically evaluating assumptions, evidence, and conclusions
• To examine your values and others’ values, especially as they relate to agriculture, food, and society
• To develop your ability to think about your own thinking, a.k.a. metacognition
• To improve your self-assessment and self-awareness capabilities to further your own development long after the class is over
• To discover and pose questions in which you are genuinely interested
• To begin to develop critical consciousness — a critical perception of the concrete conditions of reality promoted by reflection, learning, and action — as defined by Paulo Freire (1973) and bell hooks (1994)
For teaching assistants and instructor

• To have a substantial, sustained, and positive impact on how students think, act, and feel
• To treat teaching as serious, fun, and absolutely necessary creative and intellectual work and uphold the highest standards in assessing student work and evaluating our own work
• To respect and incorporate student input, experience, knowledge, and perspectives to improve the course experience and to build a learning community
• To develop critical consciousness ourselves and foster it within students and the learning community generally
• To continually demonstrate a lifelong love of learning, teaching, and public engagement

Much of this is not just about learning the material, although that is important for this course. We will be engaging in reading, critical thinking, writing, fieldwork, teamwork, re-reading, re-thinking, and re-writing in order to learn and develop. I want you to go beyond just listening and remembering — you will compare, apply, evaluate, analyze, deliberate, debate, and synthesize. You must engage in all of these activities to achieve the promises of the course set out above.

Texts and Reader

What an astonishing thing a book is. It’s a flat object made from a tree with flexible parts on which are imprinted lots of funny dark squiggles. But one glance at it and you’re inside the mind of another person, maybe somebody dead for thousands of years. Across the millennia, an author is speaking clearly and silently inside your head, directly to you. Writing is perhaps the greatest of human inventions, binding together people who never knew each other, citizens of distant epochs. Books break the shackles of time. A book is proof that humans are capable of working magic.


Each day of lecture has corresponding reading to be completed before that class session, listed below and in the table of contents for the course reader. Bring readings to lecture for discussion.

Required reader, lab manual, and texts:

CRD 20 Course Reader will be available Sept. 24 at Copyland, 231 G St., (530) 756-2679. Call ahead by 30 minutes to make sure they have copies available. NOTE: all of the readings in the reader are also available as PDFs on the course website.

CRD 20 Lab Manual will be available Sept. 24 at Copyland, 231 G St., (530) 756-2679. The lab manual in its bound form is required for the class. NOTE: previous versions will not work. Call ahead by 30 minutes to make sure they have copies available.


Recommended texts, not required but a good read and useful:


Lecture Topics and Readings
Due to limitations of time, and the wide breadth of agri-food studies as a field, we must be very selective. The first two parts of the class provide conceptual building blocks and an introduction to various perspectives useful for lifelong learning about the food system. The third and fourth parts of the class include current problems with the food system and initiatives aimed at improving it.

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**INTRODUCTION**

Sept. 24  **Introduction to our learning community and food systems**

- **Guptill et al. Chapter 1 “Principles and Paradoxes in the Study of Food,” pp. 1-15.**


shiftN. 2009. Global Food System Map. shiftN.

Recommended


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**PART I: ACADEMIC LENSES AS BUILDING BLOCKS OF UNDERSTANDING**

Sept. 29  **Case 1 — From cacao to oh-so-good chocolate: who gets what from the exchange?**


Recommended


Oct. 1  **Case 2 — “Everyone knows the obesity epidemic is a problem”**

in class: discuss results of VARK Assessment

- **Guptill et al. Chapter 4 “Nutrition and Health: Good to Eat, Hard to Stomach,” pp. 59-82.**

NOTE: for last names starting with A-L, read the Ecology and Feminism lens readings. For last names starting with M-Z, read the Cult. Anthropology and Political Economy lens readings:

Oct. 6 Case 3 — Risking their lives to be exploited: understanding farmworkers in the US

- Holmes Chapter 2 “We Are Field Workers: Embodied Anthropology of Migration,” pp. 30-44.

*Recommended (PDFs on SmartSite, not in Reader)*


Oct. 8 Social science and systems perspectives on society, agriculture, and food


NOTE: for last names starting with A-L, read the Cult. Anthropology and Political Economy lens readings.

For last names starting with M-Z, read the Ecology and Feminism lens readings:

<table>
<thead>
<tr>
<th>Cult. Anthropology</th>
<th>Ecology</th>
<th>Feminism</th>
<th>Political Economy</th>
</tr>
</thead>
</table>


Oct. 13 Critical social science and systems perspectives


**PART II: SOCIAL ASPECTS OF AGRI-FOOD SYSTEMS**

Oct. 15 Food culture around the world and the rise of the food industry


Oct. 20 What does race/ethnicity, gender, and class have to do with food?

- (3 min) Johnson, Javon. 2013. cuz he’s black. National Poetry Slam. [https://www.youtube.com/watch?v=u9Wf8y5Yn4](https://www.youtube.com/watch?v=u9Wf8y5Yn4)


Cunningham, Brent. 2010. Food fighter: *Grist’s* Tom Philpott on why class needs to be a part of the food debate. *Columbia Journalism Review*, 4 May.

*Recommended*

Oct. 22 What ever happened to the family farm?


Recommended

Oct. 27 How have globalization and concentration affected the food system?

Recommended

——— PART III: CRITICAL ISSUES AND CASES IN AGRI-FOOD STUDIES ———

Oct. 29 Why do so many go hungry in a world of plenty?
Gliessman, Steven and Eric Holt-Giménez. 2012. We already grow enough food for 10 billion people... and still can’t end hunger. Food First blog, April 28.

Recommended (PDF on SmartSite, not in Reader)

Nov. 3 The Green Revolution: who wins and who loses?
Nov. 5  Who benefits from biotechnology?

— PART IV: EFFORTS TO RESHAPE AGRICULTURE & FOOD SYSTEMS —

Nov. 10  What is the future of food? The role of social movements

Nov. 12  Local food and civic agriculture: toward a new food system?

Nov. 17  Guest lecture by Katie Bradley: Urban agriculture and food justice

Nov. 19  Guest lecture by Libby Christensen: Scaling up local and regional food systems

Nov. 24  Panel discussion with former CRD 20 students — What role can and should students play in the food system?

Nov. 26  Thanksgiving- no class

Dec. 1  What leverage points exist in food policy and at higher levels of organization?
Holmes Chapter 7 “Conclusion: Change, Pragmatic Solidarity, and Beyond,” pp. 182-198.

Dec. 3  Comparing food governance: the U.S. and Cuba

Dec. 11 1:00 p.m. to 3:00p.m. — Final exam period: Lab 10 and send off
* in class: Lab 10 presentations from Food Governance Field Trip
Assessment and Grades
The adult being is an emergent entity who must be understood at [her/][his own level and in [her/][his own totality. The truly salient issues are malleability and flexibility, not fallacious parsing by percentages.
— Steven Jay Gould (1996: 34)

Traditional grading — examining someone else’s work and categorizing it based on a scale or letter grades — is a crude system that arguably provides little insight into the qualities and problems of students’ learning, thinking, and performance. Grades gained acceptance in higher education in the twentieth century as society sought to certify a level of competence in complex and technical bodies of knowledge for various professions. In higher education systems, professors have two roles: to help students learn, and to communicate to society (or segments of it) how much learning took place. I think we should recognize these dual roles, and give priority to helping students learn.

I recognize that grades act as extrinsic motivators — they are meant to incentivize behaviors, and do so fairly well for some students because of socialization, although they often serve to distract from a focus on learning. We know that intrinsic motivation — which comes from within the learner and arises out of interests, commitments, and values — is necessary for lifelong learning and for a deeper kind of learning to occur. This paradox — knowing that intrinsic motivation is needed for deep learning but heavily relying on grades — cannot be fully resolved, as our campus requires grades. Being cognizant of this paradox, in my classes, grades are a measurement of your performance according to a previously-communicated, standardized rubric within the structure of rules (late policy, assignment submission policy, etc.) that have been established by the syllabus and our continued interactions. I try my best to align the things that I grade you on with your competency development, focusing on competencies that I think will help you in your studies and in life generally. To put it another way, the structure that I set up around grades is not just about me bending you to my will, although you might see it that way — my hope is that the payoff developmentally will be very large if you play by the rules of the game established here.

The grade breakdown is below. The rubrics for grading each assignments is always available when you receive the assignments. I expect that you will use this opportunity of having the rubrics by using them to evaluate your own learning and performance before assignments are due.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due date</th>
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<tbody>
<tr>
<td>On-Campus Team Project (Lab)</td>
<td>5%</td>
<td>Lab 3</td>
</tr>
<tr>
<td>Off-Campus Team Project (Lab)</td>
<td>20%</td>
<td>Labs 5, 7, 9, &amp; 10</td>
</tr>
<tr>
<td>Food Diary</td>
<td>15%</td>
<td>Oct. 13, 1 hour before class</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>All outlines approved by 3 p.m., Oct. 27; Essay due 1 hour before class, Oct. 31, or next class session if there are no questions</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>All outlines approved by 3 p.m., Dec. 3; Essay due at 11:55 p.m., Dec. 5, or next class session if there are no questions</td>
</tr>
<tr>
<td>Resource Access</td>
<td>2%</td>
<td>Dec. 11, 8:00 a.m.</td>
</tr>
<tr>
<td>Reflective Essay</td>
<td>18%</td>
<td>Dec. 11, 11:55 p.m.</td>
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</tbody>
</table>

Exams
The rules for CRD 20 exams are quite different than those in most other classes, and are very strict. Please read them carefully and, as with all parts of the syllabus, make sure you understand them.
The midterm and final exam are take-home exams that each consist of two essay questions. I will provide these questions at least three weeks before each exam is due. You are expected to prepare detailed outlines answering these questions by synthesizing material from lecture, lab, readings, and your own ideas. Be sure to cite your sources for all of these. These outlines will be assessed according to the 10 criteria on the exam rubric. Examples of approved outlines from other classes will be available in my office. Outlines must be approved as adequate by the professor by the approval deadline above. If both of your outlines are approved by the outline approval deadline, you can then choose which exam question you answer by turning your outline into an essay. If you have your outlines approved early you can write and turn in your essay early for feedback. If both of your outlines are not approved by the outline approval deadline, you will be assigned an exam question by the professor that is due the next class session and you will lose 50% of your exam grade. The professor, TAs, and tutors are off-limits for answering exam-related questions once the outlines approval deadline has passed.

You are expected to come to each class session ready to ask questions about the readings, lecture materials, lab activities, and any other topic related to class. Your questions can and should also pertain to clarifying expectations of the exam questions, for example, by testing or confirming concepts and connections. Also, feel free to leave me questions on the front table before class sessions begin, which I will then address in class to the best of my ability. If there are no questions, I assume that the class as a whole has mastered an understanding of all ideas and information, and the exam becomes due the next class session. The sooner you do the reading, the more time you have to make connections and incorporate them into your outlines. I also encourage you to visit office hours and use the Student Academic Success Center (2205 Dutton Hall or 111 South Hall) to improve your outlining and writing skills (this is part of the Resource Access assignment).

**General Policies**

All of my courses follow the Carnegie Rule as suggested by the UC Davis teaching guide. This means that to succeed in the class, for every hour of lecture you will need to spend at least 2 to 3 hours outside of class time working on coursework. For purposes of planning your time, each lab is largely a self-contained unit, equivalent to one hour of lecture plus two hours of outside time. This means I expect 6 to 9 hours of outside work per week on the class. If you cannot accommodate this workload and still maintain sufficient sleep, I suggest you rework your schedule.

Lab attendance is important. For every lab you miss, you lose 5% of your total course grade (up to 30%, since that is the total of the lab grade). The reason for this rule and its enforcement is that many people have invested substantial effort in creating the lab experiences for you and these lab experiences cannot easily be replicated. Your lab mates are also depending on your contributions. Acceptable absences are medical and family emergencies, which must be explained by a note from the appropriate person.

Assignments are due on SmartSite in the Assignments section unless the assignment explicitly states otherwise. It is your responsibility to make sure you have turned it in successfully. The best way to confirm that your assignment has been correctly turned in is to (1) make sure that you receive an “Email notification for assignment submission” from SmartSite and (2) save this email in case any issues arise. Not receiving this email likely means that you did not finish submitting the assignment.

Late assignments will have 10% deducted for every day late (plus any additional fraction of a day), including weekends. Ten days late means no credit for the assignment, but note that deadlines for outlines are not subject to this rule (they are strict and absolute, with approval not possible after them). Additionally, nothing will be accepted after 48 hours from the final exam session.
Papers that exceed the stated word limits of assignments will have 10% deducted. Instructors reserve the right to grade papers based solely on the content within the word limit.

Please put “CRD 20” in the subject line of your emails to me. I also highly advise using good email etiquette, as it makes my email experience more pleasant and is good practice for other professional situations. Helpful email etiquette guidelines are located here.

Be familiar with the Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct that is located here: http://sja.ucdavis.edu/cac.html. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work).
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or the TA prior to making any submission.

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows (Academic Integrity Project 2008, emphasis in original).

For more on academic misconduct and university policy, please see the detailed page on plagiarism. The Academic Integrity Project also offers helpful information on citations, as does the Lab Manual.

By the end of the third class session, each student must give me a signed contract stating that they accept the terms of this syllabus. Failure to do so means we do not have an agreement on expectations for the class, and that I can decide unilaterally on what is required of those students not protected by a contract.

Ground Rules and Expectations for Conduct in Class
We ask that you cultivate and maintain what we consider to be essential characteristics of good students: curiosity, courage, and discipline. Class and lab time will allow for a large amount of discussion of various topics, many of which are controversial. The following are the ground rules that we want everyone to respect to create a supportive and respectful learning community. See also our campus’ Principles of Community.
1. We agree that treating others as we’d like to be treated — with compassion, empathy, and respect — is something we will strive toward, even if we do it imperfectly. This means we agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our fellow students, our class as a whole, and our broader community.

2. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.

3. We agree to support and respect our peers, tutors, Teaching Assistants, and professor in giving voice to their own viewpoints, even if they may be opposed to our own.

4. We agree to emphasize statements beginning with “I think” or “I feel” as a way to introduce our views when faced with other peoples’ conflicting perspectives or claims.

5. We agree to support others and ourselves in being silent, if that is what feels like the best approach to a difficult discussion. We are free to withdraw from any interaction at any time if we feel unsafe in any way.

6. We agree that there are no stupid questions. Questions, and all forms of inquiry, reflect interests and one main purpose of this course is to support our discovery of both our interests and the world in which we find ourselves. Additionally, we recognize that other students will benefit from the questions we ask.

7. We agree that we can provide honest feedback to our classmates and instructors, without fear of being belittled or attacked.

8. We agree that perfectionism can be harmful. We agree to strive to give ourselves permission to be wrong and to not judge ourselves or others too harshly when we are wrong or behave unskillfully.

9. We agree to take full responsibility for what we do with the learning opportunities in this course.

UC Davis’ Educational Objectives for Students

Our Chancellor’s vision for UC Davis involves a commitment to foster a vibrant community of learning and scholarship. As the epigraph to this syllabus reads, “Through transformative and diverse opportunities for learning, UC Davis will inspire and prepare its students, faculty, staff and alumni to lead and excel in solving the dynamic challenges of tomorrow’s world” (Katehi 2010: 5). Additionally, UC Davis has more detailed educational objectives for undergraduate students that I want to share with you:

- Develop effective communication skills — Written, oral, interpersonal, group.
- Develop higher cognitive skills — Critical thinking, creativity, analytical ability.
- Cultivate the virtues — Ethics, responsibility, honor, tolerance, respect for others, empathy.
- Develop focus and depth in one or more disciplines.
- Develop leadership skills — Ability to stimulate and direct collaborative learning and collaborative action.
- Develop a global perspective — Broad intellectual and cultural experience through active engagement, an understanding of the interactions among the individual, society, and the natural world.
- Prepare for lifelong learning — Independent thinking and learning, learning to find information, asking the right questions (Undergraduate Studies 2010).
I ask you to take the faculty’s commitment to you and these stated goals seriously, and to view your classes and your general educational and scholarly environment in light of our expressed intentions. I also encourage you to create your own goals for your education, something that we will do with competency development and competency self-assessments in the Lab Manual (see also Galt, Parr, and Jagannath 2013). Begin thinking now about what you would like to get out of the class, and use your Lab Manual to record your thoughts. In addition to being a good practice for learning, doing this actually helps you get a jump on your Reflective Essay.

References


Contract statement

Please fill in and sign the following statement, then print it, bring it to the second lecture session, and turn it in to me. Failure to do so means we do not have an agreement on expectations for the class, and that I can decide unilaterally on what is required of those students not protected by a contract (e.g., I can assign the exams to you when I choose).

Following the expectations set out above, I will spend ____ hours per week in class sessions (lecture and lab) for this class and ____ hours per week outside of class sessions for this class.

I have read the above syllabus and agree to its terms and conditions, as well as its general spirit.

Name (Printed): ________________________________
Signature: ________________________________
Date: ________________________________