



February 14, 2017

TO: Muriel McClendon, Chair
General Education Governance Committee
Attn: Myrna Dee C. Kikuchi, Program Representative

FR: Victoria Vesna, Chair ✓✓
Faculty Executive Committee
School of the Arts and Architecture
Ext. 60686, vv@ucla.edu

RE: GE Course Proposal: Wl Arts 79, effective fall 2017

At its meeting of February 10, 2017, the Faculty Executive Committee (FEC) of the School of the Arts and Architecture approved the creation of a new course, Wl Arts 79, Food Politics: Cultural Solutions to Political Problems. The FEC is requesting that Wl Arts 79 be considered for General Education. Although the CIMS form has been routed to the Registrar's Office, a copy is included along with the syllabus and GE Course Information Sheet.

If you have any questions, please do not hesitate to contact Professor Janet O'Shea (joshea@arts.ucla.edu), Merrilyn Pace, Director of Student Services (mpace@arts.ucla.edu), or me.

Thank you for your consideration.

cc: C. McCluskey, Registrar's Office
J. O'Shea, Department of World Arts & Cultures/Dance
M. Pace, SOAA Office of Student Services



DEPARTMENT OF WORLD ARTS AND CULTURES/DANCE
SCHOOL OF THE ARTS AND ARCHITECTURE

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January 5, 2017

To: Professor Victoria Vesna, FEC Curriculum Chair
School of Arts and Architecture

CC: Merrilyn Pace, Student Services
School of Arts and Architecture

From: Lionel Popkin, Chair
Department of World Arts and Cultures/Dance

Re: New Course and GE Proposal for the Department of World Arts & Cultures/Dance

The ladder faculty of my department met on 10/25/2016, to propose a new course. The faculty proposes that the action become effective Fall 2017. The ladder faculty voted and fully endorsed the new course, as noted in the vote:

Aye:	13
Nay:	0
Abstain:	0
Absent:	1
On Leave:	2
Dean:	1

New Courses:

WL ARTS 79 – Food Politics: Cultural Solutions to Political Problems arose in response to several changes in the World Arts and Cultures/Dance department:

- WACD faculty and the Healthy Campus Initiatives have sought to create links between their programs. Although there have been several WACD courses affiliated with the MoveWell Pod of HCI, there has only been one WACD summer course linked to HCI's EatWell Pod. This course represents a more sustained effort to develop collaboration between WACD and HCI.
- This new course supplements WL ARTS C129/C229: Food Customs and Symbolism in order to create a food studies progression within WACD.
- This current course reflects faculty expertise. The instructor for the course, Janet O'Shea, has researched and written about the need for collaboration between the sciences and the humanities and this course represents another arena in which to explore such possibilities. In addition, she has recently developed a teaching interest in food studies that she has integrated into several other courses. This course would also include input from Dan Froot, whose research addresses food insecurity.

Lastly, the department would like to propose the course to be a General Education course under the Foundations of the Arts and Humanities and Foundations of Society and Culture. Please see the attached GE course information sheet for further explanation.

In sum, the proposed new course for the BA in World Arts & Cultures and BA in Dance will not have any negative financial or curricular implications for the department. We will request incentive funding to cover the cost of the TAs in combination with funds from the general TA allocation for the department.

Sincerely,



Lionel Popkin
Professor and Chair
Department of World Arts and Cultures/Dance
ipopkin@arts.ucla.edu

General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number World Arts and Cultures 79
Course Title Food Politics: Cultural Solutions to Political Problems
Indicate if Seminar and/or Writing II course

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

- Foundations of the Arts and Humanities
• Literary and Cultural Analysis
• Philosophic and Linguistic Analysis
• Visual and Performance Arts Analysis and Practice
Foundations of Society and Culture
• Historical Analysis
• Social Analysis
Foundations of Scientific Inquiry
• Physical Science
• Life Science

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course introduces students to food studies as a discipline and to food justice issues, providing students with social analysis approaches. Moreover, as a WAC/D class this course defines "culture" in two ways, as commonly held beliefs, related to but not coterminous with political policy, and as forms of representation. This course teaches students to analyze efforts to change food policy, production, and consumption via memoir, performance, reportage, documentary, visual arts, and public lectures, aligning the course with cultural, literary, visual, and performance analysis.

3. List faculty member(s) who will serve as instructor (give academic rank):

Janet O'Shea, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes x No

If yes, please indicate the number of TAs 4

4. Indicate when do you anticipate teaching this course over the next three years:

Table with 6 columns: Year, Season, Enrollment, and the same 4 columns for the next year. Rows for 2017-18, 2018-19, and 2019-20.

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes No x

If yes, provide a brief explanation of what has changed.

Present Number of Units: Proposed Number of Units: 5

6. Please present concise arguments for the GE principles applicable to this course.

- General Knowledge

Food is literally central to existence and yet it is something that, in absence of need, we tend to take for granted. By studying food production and consumption, this course provides an understanding of American society and of a late capitalist economy.

- Integrative Learning

This course operates as a form of integrative learning since it encourages students to make connections between advocacy efforts, forms of representation, and studies of particular social and political conditions.

- Ethical Implications

Since this course focuses on food justice it directly addresses ethical concerns such as labor rights, water rights, animal ethics, and the environment.

- Cultural Diversity

This course addresses the race and class implications of food production and consumption.

- Critical Thinking

By problematizing the process through which we make decisions about food, this course teaches students to analyze and critically examine the imagery and conventional narratives that inform our choices, including those that may tend to be unquestioned.

- Rhetorical Effectiveness

Students are asked to complete short writing assignments that will hone their analysis and argumentation skills.

- Problem-solving

Through the writing assignment, students are asked to address specific, conceptual issues, which hones their problem-solving skills. There are also asked to evaluate the effectiveness of different efforts to shift food production and consumption policy, thereby development an ability to examine the problem-solving efforts of others.

- Library & Information Literacy

Students conduct a research project that will enable them to develop information literacy skills.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	4	(hours)
2. Discussion Section:	1	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	.5	(hours)
5. Field Trips:	.5	(hours)

(A) TOTAL Student Contact Per Week 6 **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	2	(hours)
2. Reading	2	(hours)
3. Group Projects:	_____	(hours)
4. Preparation for Quizzes & Exams:	_____	(hours)
5. Information Literacy Exercises:	_____	(hours)
6. Written Assignments:	3	(hours)
7. Research Activity:	2	(hours)

(B) TOTAL Out-of-class time per week 9 **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week 15 **(HOURS)**

WI Arts 79**Food Politics: Cultural Solutions to Political Problems**

Proposed WACD Lower division/GE course

Instructor: Janet O'Shea

Food production and consumption is at the center of the most pressing issues of our time: climate change, water politics, and environmental degradation; labor rights; class, race, and gender politics; and economic inequality. Our ideas about what is natural, normal, healthy, and even possible to eat are highly influenced by public policy, governmental subsidies, and advertising. At the same time, food remains tied to notions of individual choice, culture and tradition, comfort, and even innocence. This can make it hard to question food choice and to change our own eating habits let alone to urge change on the part of others or to advocate for shifts in public policy.

However, political initiatives can shift our perception of what kinds of food production and consumption actions are acceptable, healthy, and beneficial to our environment and ourselves. Cultural ventures can encourage us to question our beliefs and assumptions and can spark conversation around production and consumption.

Thus, the central questions of this class are: Can we find cultural solutions to political and scientific problems? Can changing how we think and talk about food, politics, and ethics encourage a shift in policy and production? Can forms of representation (documentary film, memoir, reportage, music, and visual art) initiate changes in policy and production and, if so, how are the forms themselves related to their politics?

Because this is a WACD course, we define "culture" in two ways: as collectively held beliefs and as pertaining to arts and letters. This class investigates the content of presentations and screenings and their formal elements (structure, imagery, etc.). Likewise, we also address how they address or challenge our beliefs and invite us to change our assumptions, and our thinking. Similarly, when investigating solutions, we will evaluate them in terms of their efficacy and their modes of outreach and methods for advocacy.

The course is organized around discussion of particular problems specific to the current food production and consumption system as well as around the representation of the problem and possible solutions. Class meetings will consist of lectures, large group discussions, invited presentations, and screenings. Students will also meet for one small-group discussion section per week.

Requirements:

Attendance and Participation: Students are expected to attend all class sessions, discussions, and events, participating actively in each. Participation includes arriving on time and leaving at the scheduled time, joining discussions and demonstrating respect for others in discussions. It also includes coming to class having completed readings and being prepared to comment on them. **(10% of final grade.)**

Papers: Seven short (one to three page) response papers are required as part of the coursework for this class. Papers are to be prepared in advance of the class for which they are assigned. Prompts are included in the syllabus below. **(50% of the final grade.)**

Research Project: Students are required to complete an independent research project in which they identify an initiative on campus or in Los Angeles that addresses one of the issues addressed in class (food insecurity, labor rights, animal ethics, the corporatization of the food system, food transportation issues, food wastage, etc.). This project should consist of:

- A **one-paragraph** proposal that identifies the initiative due during **Week Five (10% of the final grade).**

- A **five-page research paper** that describes the initiatives and articulates how it addresses the problem at hand as well as the efforts it includes to raise awareness of its efforts. Students should make some attempt to compare the initiative they chose to those we have looked at in class, considering if they use similar or different approaches. Papers should also include some documentation of the initiative (photographs, flyers, imagery from websites) as an appendix. **(30% of the final grade.)**

Students are welcome to meet with the instructor or their TA to identify initiatives and to discuss the project.

GRADING:

Papers will be evaluated according to the following criteria:

- your ability to reflect critically on key concerns in food politics as presented in readings and as discussed in class.
- your ability to address the issues raised in class or in readings and to explore it/them in relation to the medium through which they are expressed (documentary film, memoir, talks and lectures, photography, etc.).
- a demonstration of critical thought.
- an ability to reflect analytically on your own experience as it might shed light on the issues addressed in class.
- your ability to use written and visual sources in an independent and original way

Papers must be submitted in hard copy. Papers should be stapled; the pages should be in order and numbered. Papers must adhere to the page limit.

Grades are assigned according to the following criteria:

A = evidence of original thought; a clear and compelling argument that is well articulated; critical use of a range of source materials; clear writing style. A vivid and convincing presentation of key issues.

B = evidence of independent thought; presence of an argument; use of a range of source materials; good writing style. A good presentation of relevant issues.

C = largely descriptive; adequate use of sources; acceptable writing style. Adequate presentation of issues.

D = muddled or vague writing and below average writing mechanics; some misunderstanding of information; sources are limited. Muddled identification of issues and themes.

F = extremely convoluted writing characterized by errors and misunderstandings and/or plagiarism (absence of correct citation), intentional or otherwise; sources are limited to internet sources, such as Wikipedia. No identification of key issues.

UCLA policy on absences

According to university policy, there are extenuating circumstances that define excused absences in cases such as severe injury, loss of a family member, religious holidays, etc. If the student feels that she/he has missed/will miss a class that falls into this category, the student should immediately meet with the instructor to arrange completion of missed assignments. Students can review university absence policy. Additionally, it is the student's responsibility to inform the instructor in a timely manner of any missed class due to the observance of a major religious holiday and arrange completion of missed assignments.

UCLA policy on Plagiarism

*Students **must** conform to the UCLA's rules on Academic Integrity and will be held responsible for transgressions of the policy. Please familiarize yourself with the *Student Guide to Academic Integrity* on the Dean of Students' website at: <http://www.deanofstudents.ucla.edu/Academic-Integrity>.

Center for Accessible Education

*Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu

Please contact the instructor if you need accommodations for temporary or permanent disabilities. Disability-related information will be treated as confidential.

*Additional support with writing is available by appointment at:

The Student Writing Center

A61 Humanities Building

Phone: 310-206-1320; email: wcenter@ucla.edu

Appointments: www.wp.ucla.edu

Nutrition and Counseling Information:

This is not a nutrition studies course. Although we will discuss how our food choices affect the environment, labor rights, and animal welfare, addressing in detail the nutritional benefits of plant-based eating versus the standard American diet, for instance, are beyond the scope of this course. Students seeking nutritional information can avail themselves of nutrition education provided by UCLA Residence Halls and UCLA Dining Services. Nutrition Education Coordinator Dolores Hernandez can answer questions regarding special diets and dietary concerns: dhernandez3@ha.ucla.edu.

This course is not a substitute for medical care or information. If you are experiencing physical or psychological conditions or symptoms, please make an appointment at the Ashe Center.

Some students may find they are particularly sensitive to the material covered in this class. Should you find that discussions around food production and consumption are adversely affecting your emotional well-being, you can find support via UCLA's Counseling and Psychological Services:

<http://www.counseling.ucla.edu/>

Students dealing with food insecurity can avail themselves of the UCLA Food Closet:
Student Activities Center
Level 1, East wing

Required Readings are available on the moodle site for the course.

Week One:

Class One:

Course Overview, Introduction to Themes and Issues in Food Politics

In class writing assignment:

Can you remember when you first learned about what is appropriate to eat, about what foods you need and what foods are wholesome and healthy? Can you recall where you got this information (family, school, television, etc.) and what form it took (verbal instruction, images, charts)? Do any images of food stand out from your childhood and young adulthood?

Class Two:**You Are What You Eat: An Introduction to the Cultural Politics of Food****Reading:**

Kahneman, Daniel. 2013. The Illusion of Truth. In *Thinking Fast and Slow*. New York: Farrar, Strauss, and Giroux.

In class:

Singh, Maanvi. Eating Comfort Foods May Not be That Comforting After All.

<http://www.npr.org/sections/thesalt/2014/10/07/354142689/eating-comfort-foods-may-not-be-so-comforting-after-all>

Week Two:**Class Three****Industrialized Agriculture: An Introduction**

Screening of *Food, Inc.*

Foer, Jonathan Safran. 2009. Words/Meaning. In *Eating Animals*. New York, Boston, London: Back Bay Press.

Assignment One: Write a **two to three** page essay addressing the following questions: Are the issues raised in *Words/Meaning* and *Food, Inc.* new to you? Does this view of food production contradict what you thought you knew about food and what you were taught when growing up? Does it challenge the cultural associations with food we discussed in the previous session and the images we considered on the first day of class? If so, how?

Class Four**Factory Farming: the Problem and the Solutions**

Guest Presentation by Nora Kramer, Factory Farm Awareness Coalition

Assignment Two: Write a **one to two** page response to Kramer's talk addressing the following questions: Did the FFAC talk further challenge any of your assumptions or beliefs about food? Did you respond to it differently than to similar information presented by Foer's chapter or in *Food, Inc.*? If so, why and how? Conversely, if you found Foer's writing or *Food, Inc.* more affecting, please explain why.

Week Three:**Class Five:****The Environmental Impact of Intensive and Extensive Agriculture**

Screening of *Cowspiracy*

Reading: Oppenheimer, Richard. 2012. So It All Goes, For the Unaware, and Tread Lightly. In *Comfortably Unaware: Global Depletion and Food Responsibility*. New York: Beaufort Books.

**Class Six:
Environmental Damage and Public Health**

Reading: Ozeki, Ruth. 1998. The Water Month. In *My Year of Meats*. New York: Penguin.

Assignment Three: Write a **two to three** page essay comparing and contrasting the *Cowspiracy* documentary, and Ruth Ozeki's passages. Which of these approaches did you find more convincing and why? Were you more persuaded by the statistics in *Cowspiracy* or by Ozeki's imagined scenarios? Did you identify more with Anderson's on-screen presence or with Ozeki's narrator's voice?

**Week Four
Class Seven:
Corporations and Public Policy
Screening of *Food Fight***

Pre-class assignment: Listen to the last 25 minutes of Richard Roll Podcast 199 (Interview with Michael Greger)
<http://www.richroll.com/podcast/michael-greger-how-not-to-die/>

**Class Eight:
Anti-Corporate Initiatives or Broccoli Lobbies? Farming Subsidies, Soda Taxes, and Farming Incentives**

Reading: Simon, David Robinson. Feeding at the Subsidy Trough. In *Meataonomics: How the Rugged Economies of Meat and Dairy Make You Consume Too Much*. San Francisco: Conari Press.

**Week Five:
Class Nine
Meal Initiatives**

Guest Presentation by Lila Copeland, Earth Peace Foundation.

PROJECT PROPOSAL DUE

**Class Ten
The Racial Politics of Food
Screening of *Soul Food Junkies***

Reading: Anon. 2008. "The Racial Politics of Meat." *H.E.A.L.T.H.* December 22, 2008.

<http://eco-health.blogspot.com/2008/12/racial-and-colonial-politics-of-meat.html>

Week Six:

Class Eleven

Labor Rights and Food Production

Screening of *Food Chains*

Reading: Schlosser, Eric. 2002. The Most Dangerous Job. In *Fast Food Nation*. New York: Penguin Books.

Assignment Four: Write a **two to three** page essay outlining the dangers and threats faced by workers in Schlosser's chapter and in the film *Food Chains*. How are the conditions similar? How are they different? The film proposes solutions while Schlosser's chapter does not. However, it is possible to extrapolate. Would the possible solutions be similar for each case or different?

Class Twelve:

Local Food Production

In-class viewing:

Ryland Engelhardt and Finian Makepeace TEDx Talk

TEDx: https://www.youtube.com/watch?v=a_mv9iCA-WM

Guest Presentation by Dig UCLA

Reading: Berners-Lee, Michael. 2011. *How Bad Are Bananas? The Carbon Footprint of Everything*. Vancouver, BC: Greystone Books.

Week Seven:

Class Thirteen

Food Deserts and Urban Farming

Panel Discussion with Neelam Sharma, Alberto Tlatoa, and Hip Hop is Green

Reading:

Patel, Raj. 2012. Bringing Agriculture to the City of Angels. In *Stuffed and Starved: the Hidden Battle for the World Food System*. New York: Melville House.

Class Fourteen

Decolonize Your Diet: Cooking Teach-In

Guest presentation by Luz Calvo and Catrióna Rueda Esquibe

Reading:

Calvo, Luz and Esquibe, Catrióna Rueda. 2015. Introduction. *Decolonize Your Diet*. Vancouver: Arsenal Pulp Press.

Week Eight

Class Fifteen

Food Insecurity

Roundtable discussion featuring Dan Froot, WACD professor, choreographer, and director of *Who's Hungry?*, Tyler Watson, PhD student in Public Health and Food Insecurity Working Group, and Rachel Vaughn, visiting assistant professor, American Studies scholar.

Reading:

Watanabe, Teresa and Newell, Shane. "Four in 10 UC Students Do Not Have a Consistent Source of High-Quality, Nutritious Food, Survey Says," *LA Times*. July 13, 2016.

<http://www.latimes.com/local/california/la-me-uc-food-insecurity-07112016-snap-story.html>

Class Sixteen**Countering Food Insecurity: The Burrito Project**

Guest Presentation and Volunteering with The Burrito Project

Week Nine:**Class Seventeen****Do Animals have Rights and Does it Matter?**

Reading: Foer, Jonathan Safran. 2009. *Pieces of Paradise/Pieces of Shit*. In *Eating Animals*. New York, Boston, London: Back Bay Press.

Pre-class viewing of NY Times photo essay:

George Steinmetz. 2016. "Super Size: The Dizzying Grandeur of 21st Century Agriculture." *New York Times*. October 5, 2016.

http://www.nytimes.com/interactive/2016/10/09/magazine/big-food-photo-essay.html?emc=edit_th_20161006&nl=todaysheadlines&nid=46756592&r=2

In Class Viewing:

Screening of Melanie Joy TEDx Talk Carnism.

Viewing of Susan Coe's sketches

Assignment Five: "Visual language can make humans respond viscerally to images in ways that writing cannot. Writing can maybe do it as a redundancy but I don't think it's our primary method of meeting the world head on," says Deborah Smith-Shank in response to Susan Coe's sketches.

Having read Jonathan Safran Foer's chapter, having viewed Coe's sketches and Steinmetz's photo essay, and having viewed/listened to Melanie Joy's TED talk, write a **two to three-page** essay, commenting on the above quote in relation to these examples. Do you agree with Smith-Shank that the visual strikes at a different register than writing or speaking? Is it more effective? Do the writing, sketches, and photographs operate in different ways and, if so, what are they? Do they have a talk emotional impact for you and, by conjecture, how likely are they to have this effect for others?

Class Eighteen

Visit to:

Kindred Spirits Care Farm and Permaculture Gardens

Reading: Guthman, Julie. 2008. The Food Police: Why Michael Pollan Makes Me Want to Eat Cheetos. Utne Reader.

<http://www.utne.com/politics/the-food-police?pageid=1#PageContent1>

Assignment Six: Write a **one to two page** response to your visit to Kindred Spirits Care Farm focusing on Guthman's arguments regarding the individual versus collective approaches to food justice. Does the farm's situation at an LAUSD continuation-model school provide an alternate to the individualist model that Guthman claims authors like Pollan put forth? If so, how? If not, how does it continue an individualist approach to food justice? You may want to compare and contrast the approach of Kindred Spirits with that of Food Not Bombs and The Burrito Project.

Week Ten:**Class Nineteen**

The Future of Food Activism: Possibilities and Potentials

Small Group and Roundtable Discussions

Assignment Seven: Come to class with a **one page** written reflection on the issues, problems, and solutions we've discussed in class. Which approaches shifted your perspective and which do you anticipate are likely to be most effective in changing production and consumption habits? Can you envision approaches we haven't discussed in class? What are they, how would they work, and what individuals or communities would you reach with them?

Class Twenty

Evaluations, Feedback, and End of Class Celebration

Finals Week: Research Projects Due.



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New Course Proposal

Routed on 2/10/17

World Arts and Cultures 79

Food Politics: Cultural Solutions to Political Problems

Course Number World Arts and Cultures 79

Title Food Politics: Cultural Solutions to Political Problems

Short Title FOOD POLITICS

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 4 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites None

Course Description Food production and consumption are at the center of the most pressing issues of our time: climate change, water politics, and environmental degradation; labor rights; class, race, and gender politics; and economic inequality. Our ideas about what is natural, normal, healthy, and even possible to eat are influenced by public policy, governmental subsidies, and advertising. At the same time, food remains tied to notions of individual choice, culture and tradition, comfort, and even innocence. This can make it hard to question food choice let alone to advocate for shifts in policy. However, political initiatives can shift our perception of what kinds of food production and consumption actions are acceptable, healthy, and beneficial. Cultural ventures can encourage us to question our beliefs, sparking conversation around production and consumption. The central questions of this class are: Can we find cultural solutions to political and scientific problems? Can changing how we think and talk about food, politics, and ethics shift production?

Justification WAC79: Food Politics: Cultural Solutions to Political Problems arose in response to several changes in the World Arts and Cultures/Dance department:

- WACD faculty and the Healthy Campus Initiatives have sought to create links between their programs. Although there have been several WACD courses affiliated with the MoveWell Pod of HCI, there has only been one WACD summer course linked to HCI's EatWell Pod. This course represents a more sustained effort to develop collaboration between WACD and HCI.

- This new course supplements WAC129/229 Food Customs and Symbolism in order to create a food studies progression within WACD.

- This current course reflects faculty expertise. The instructor for the course, Janet O'Shea, has researched and written about the need for collaboration between the sciences and the humanities and this course represents another arena in which to explore such possibilities. In addition, she has recently developed a teaching interest in food studies that she has integrated into several other courses.

Syllabus File *WL Arts 79_Food Politics_Class_Syllabus.docx* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Attendance and Participation - 10% of final grade**Papers: Seven short (one to three page) response papers - 50% of final grade****Research Project: Proposal - 10% of final grade, Five page research paper - 30% of final grade.****Effective Date Fall 2017****Instructor**

Name

Title

Janet O'Shea**Professor****Quarters Taught** Fall Winter Spring Summer**Department World Arts and Cultures/Dance****Contact**

Name

E-mail

TIFFANY LONG**tlong002@arts.ucla.edu****Routing Help****ROUTING STATUS****Role:** FEC Chair or Designee - Pace, Merrilyn (MPACE@ARTS.UCLA.EDU) - 59707**Status:** Pending Action**Role:** Department Chair or Designee - Long, Tiffany M (TLONG002@ARTS.UCLA.EDU) - 310-206-3696**Status:** Approved on 1/6/2017 11:09:45 AM**Changes:** No Changes Made**Comments:** Submitted for Chair, Lionel Popkin by designee Tiffany Long**Role:** Initiator/Submitter - Long, Tiffany M (TLONG002@ARTS.UCLA.EDU) - 310-206-3696**Status:** Submitted on 1/6/2017 11:05:39 AM**Comments:** Initiated a New Course Proposal[Back to Course List](#)[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045