

**NCLC 102: Global Networks & Communities – Food and Sovereignty**  
**(6 credits)**

**Fall 2014: October 20-December 4**

NCLC 102 will prepare students for participation in a global society by investigating global and local issues dealing with food in a contemporary and historical context. We will consider how global and local concerns surrounding food link to critical topics such as “western” civilization, globalization, (neo)colonialism, and imperialism, among others. Students will gain an in-depth perspective of the intricate relationships between people, cultures, and food at various moments in our history. We will become familiar with some technologies that affect these intricate relationships. Our campus and local communities will be sites for experiential learning about the connections between local and global networks and communities.

Students are invited to think of how food serves as a medium to build a community and enables both individual and cultural agency. We will consider food not only as a source of sustenance but as a medium through which meaning, power, identity, and ideology can be explored and understood historically. Additionally, the production and consumption of food is increasingly affected by organizations (e.g., International Monetary Fund) and corporations (e.g., Monsanto) that operate across and beyond national borders. Rules of trade and local and national sovereignty have changed significantly over the time periods we will study. We will examine our roles as citizens, consumers, and members of communities in the current environment of globalization.

During this class we will have three field trips that will provide an alternative way to understand some of the issues addressed in our course readings and class discussions. You will work in small groups on assignments for these field trips as well as the final group presentation. More details about these assignments and the required writing for the course will be provided in separate handouts.

In this course we will:

- Examine some of the global issues that shape our world today
- Understand globalization theories and concepts
- Explain long-term changes and continuities in Western civilization
- Identify, evaluate, and appropriately cite online and print resources
- Analyze primary sources of various kinds and use these sources as evidence to support interpretation of historical events and global change
- Communicate effectively, orally and in writing

General Education Requirements Satisfied

This learning community satisfies general education requirements for “global understanding” and “history of western civilization.”

## NCC Competencies Emphasized in this Course

*Global Understanding:* Through written assignments, class discussions, experiential learning and reflective practice, students will learn different perspectives based on cultural, ethnic, religious, and geographical differences, comprehend the way in which technology has created a small world, politically, socially, economically and culturally, and appreciate the interconnectedness of the local and global communities.

*Group Interaction:* Through study, research, and presentation group work, students will be able to understand and choose group roles and tasks, make decisions collaboratively, and negotiate consensus, compromise and conflict.

*Communication:* Through small group oral presentations, class discussions, and diverse writing assignments, students will learn to speak, read, write and listen effectively, using appropriate language, nonverbal and visual symbols, and organizing strategically ideas and information.

## Students as Scholars

Mason aims to improve student success through increased participation in and celebration of undergraduate research and creative activities. Scholarship is valued as a core practice of the Mason student experience. *Students as Scholars* is Mason's undergraduate research and creative activities initiative, organized to build students' skills in undergraduate research and creative activities. Students will have increasing levels of engagement, beginning with the discovery of scholarship, moving through scholarly inquiry, and culminating with the creation of a scholarly or creative project. Cornerstones participates in the "discovery of scholarship" stage of this initiative. Each course in Cornerstones will provide some structure and assignments to help you develop your research and creative abilities. The research assignments—such as the Food Book and the Group Presentation—that you will face throughout the year become increasingly complex and call upon you to think critically about how you construct knowledge and develop a credible argument. In addition, Cornerstones draws upon the NCC competencies as a way to help you assess and reflect upon your learning.

## Class Schedule

Monday and Thursday, 9:30-12:00

Wednesday, 9:30-2:30, with lunch break

No class Wednesday, 11/26 and Thursday, 11/27

Last day of class is December 4<sup>th</sup>

## Required Texts

Dan Koeppel. *Banana, the fate of the fruit that changed the world*. Penguin, 2008.

Online readings from journals, books, and magazines, available through Blackboard.

## Faculty

Seminar A	Michael Gilmore*	mgilmor1@gmu.edu
Seminar B	Zachary Petersen*	zpeterse@gmu.edu
Seminar C	Elizabeth Freeman	efreeman@gmu.edu
Seminar D	Caroline Guthrie	cloy@gmu.edu
Seminar E	Marielle Barrow	mbarrow1@masonlive.gmu.edu
Seminar F	Alison Landsberg	alandsb1@gmu.edu
Seminar G	Megan Fariello	mfariell@gmu.edu

\*Designates co-course leader.

## Assignments & Evaluation

	<b><u>Points</u></b>
Food Book	250
Chapter 1 – 100 pts.	
Chapter 2 – 150 pts.	
Group Presentation	175
Group Evaluation	25
Experiential Learning	120
Grocery Store Assignment – 60 pts.	
Museums Assignment – 60 pts.	
Prep Pages (4 X 40 pts. each)	160
Class Participation	<u>120</u>
<b>Total</b>	<b>850</b>

Late policy for assignments: All assignments are to be submitted on time on their respective due dates. Assignments submitted late will be reduced 5% per day (including Saturdays and Sundays). However, prep pages are due in class the day they are assigned. Because they are assigned primarily to encourage seminar discussion, late prep pages are not accepted.

Attendance policy: The University does not require students to attend class and you cannot be graded based specifically on attendance. However class participation is fundamental to a learning community and your active participation is essential both for your success and for the success of the seminar.

## Grading Scale

<b>A+</b> 100-97%	<b>B+</b> 89-87%	<b>C+</b> 79-77%	<b>D</b> 69-60%
<b>A</b> 96-93%	<b>B</b> 86-83%	<b>C</b> 76-73%	<b>F</b> 59-0%
<b>A-</b> 92-90%	<b>B-</b> 82-80%	<b>C-</b> 72-70%	

## Student Support

1. Office of Disability Services (<http://ods.gmu.edu>; 703-993-2474; 2500 SUB I). Assists students with learning or physical conditions affecting learning. If you qualify for accommodation, the ODS staff will provide a form to give to your instructor.

2. Counseling Center (<http://caps.gmu.edu>; 703-993-2380; Suite 3129 SUB I). Provides individual and group sessions for personal development and assistance with a range of emotional and relational issues.
3. Student Technology Assistance and Resources (STAR) ([http://itservices.gmu.edu/services/view-service.cfm?customel\\_dataPageID\\_4609=5693](http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=5693); 703-993-8990; 229 Johnson Center). Provides support for web and multimedia design. STAR has video cameras and other equipment for student check out.
4. Writing Center (<http://writingcenter.gmu.edu>; 703-993-1200; 114 Robinson A). Provides free tutors who can help you develop ideas and revise papers. Also available online.
5. On-line Writing Guide (<http://writingcenter.gmu.edu/writing-resources>)

### NCC Commitment to Diversity

New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

For more information about NCC's diversity commitment go to:  
<http://ncc.gmu.edu/about/diversity>

### Statement on the Honor Code and Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. This is especially true in New Century College. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please talk with us or to a trusted friend or counselor to get your situation in perspective. The University provides a range of services to help with test anxiety, writing skills, study skills, and other related concerns.

Some projects are designed to be undertaken individually. For these projects, you may discuss your ideas with others or ask for feedback; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

As in most learning communities and in many other classes, your final integrated group project in this course is designed to be completed by a study group. With collaborative work, names of all the participants should appear on the work. Over the course of the seven weeks you may find that it is necessary for different group members to take the lead on various assignments leading up to the integrated final group project. However, the faculty do expect that all group members will equally contribute time and ideas that are conceptually integrated in the final submission.

Using someone else's words or ideas without giving them credit is plagiarism, a very serious offense. It is very important to understand how to prevent committing plagiarism when using material from a source. If you wish to quote verbatim, you must use the exact words (including punctuation) just as it appears in the original and you must use quotation marks and page number(s) in your citation. If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words—you must still cite the source using MLA.

The re-use of papers, presentations, etc., from one course in another course is not appropriate. In every NCC course, faculty expect that work that is submitted has been done only for that class. An exception is made for materials included within course and year-end portfolios.