

# Native Foods and Farming of the Americas

NAS 123, Spring 2023, REMOTE

Tuesdays and Thursdays 1:40 - 3:00 pm

Zoom: 921 8918 3305

Password: maize

Professor Liza Grandia, cultural anthropologist

[lgrandia@ucdavis.edu](mailto:lgrandia@ucdavis.edu)

Open office hours, Wednesdays 3-5 pm, via Zoom

Meeting ID: 692 818 0014

Or chat after class

Register via sections taught by these amazing TAs:

## Ms. Ingrid Sub Cuc

MPH & now PhD student in NAS with focus on Maya healing systems and medicinal plants

[iesubcuc@ucdavis.edu](mailto:iesubcuc@ucdavis.edu)

#3 - Wed 9-9:50 (44652)

#4 - Wed 1:10-2 pm (44653)

**Office hours:** Wednesdays 10:10am - 12:10pm, Hart Hall 3335

## Mr. Estuardo Secaira

MSc, and now PhD student Geography - with decades of professional agroecology & biodiversity work in Guatemala

[esecaira@ucdavis.edu](mailto:esecaira@ucdavis.edu)

#5 - Thurs 3:10-4 pm (44655)

#6 - Fri 9-9:50 (44654)

**Office hours:**

## Ms. Marina Vergara

MS student in International Ag. Development with experience in Panama and advocacy on the "circle of poison"

[mevergara@ucdavis.edu](mailto:mevergara@ucdavis.edu)

#1- Mon 9-9:50 (44650)

#2 -Tues 11-11:50 (44651)

**Office hours:** Fridays from 9-11 am, Hart 3335

## Course description

The extraordinary agro-diversity of the ancient domesticated foods of the Americas -- maize, potatoes, tomatoes, chocolate, avocados, peanuts, peppers, squashes, beans, and many more fruits -- has transformed your palate and the world. Beyond learning the fascinating cultural history of many of these foods (which will make you the delight of dinner dates for years to come), we will examine a series of social, economic and environmental problems faced by Indigenous farmers today: *pesticides exposure, GMOs, free trade agreements, commodity booms and busts, migrant work, land grabs, etc.* Moving beyond debates about "Frankenfood" and the impact of GMOs on *consumers*, in this course, we consider the health, social, and economic consequences of the Green Revolution on Indigenous *producers*. Students will reflect on the meaning and methods of sustaining traditional foodways and/or decolonizing diets.



**Tripledemic conditions:** I'm very sorry, but my doctors have advised me to teach online due to immune suppression. The main lectures may be viewed asynchronously, if necessary, but your participation in discussion is most welcome and you will get more out of the class if you attend live. In-person participation in section is required, unless you have medical accommodations. If you are sick, please DO NOT COME and infect others in your section. Everyone will receive 2 free absences from section, no questions asked.

There are no pre-requisites, but a related, introductory NAS, anthropology, social science, or sustainable food course (e.g. NAS 001, NAS 010, ANT 002, CRD 20, etc.) would be useful.

**GEs:** Domestic Diversity, Oral Literacy, Science & Engineering, Social Sciences, World Cultures

## **Course objectives.**

By the end of the quarter, students taking the course should be able to converse fluidly and write about:

- ❖ foods and cuisines of the Americas -- ethnobotany, social use and customs, methods of cooking and consumption, fun trivia, but also major related social justice issues
- ❖ the history of agricultural domestication
- ❖ the impacts of Spanish conquest and colonization on Native foods
- ❖ the consequences of genetically modified foods, especially corn, for not just for consumers but for Indigenous farmers
- ❖ the consequence of chemical intensive agriculture for human health and future generations
- ❖ the ecological and social logics of polycropped milpa and forest gardening
- ❖ how corporate globalization (GM technology transfer, trade disputes, land grabs) is transforming food production and consumption across the Americas
- ❖ history and key tenets of food sovereignty as led by Indigenous, Native American, & peasant movements

Students will practice and apply their knowledge by:

1. Practicing and reflecting on the meaning and methods of sustaining traditional foodways and/or decolonizing diets.
2. Interviewing an elder about your own food heritage and foodways.
3. Lobbying for legislative or other systematic change to create space for Indigenous food sovereignty.
4. Following social movements and Native and Indigenous leaders who are building alternative relationships with our food and the planet.

*Beyond specific topics, students will receive general instruction & guidance on reading strategies, critical analysis, and oral & written articulation of intellectual ideas.*

## **Course format**

There will be two 1.5-hour class sessions each week that integrate lecture, stories, discussion, polls, news, and film clips. Topics may come up spontaneously and I often post recommended items retrospectively in "Modules" along with the Zoom recording link for those participating asynchronously. I consider the syllabus a contract, so I will never add new required material, but I may reduce the reading or tell you what you can skim.

## **Required readings**

There are two required books to buy, borrow, or access through the textbook program.

1. Mihesuah, Devon and Elizabeth Hoover. 2019. *Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*. Norman: University of Oklahoma Press.
2. Coe, Sophie. 1994. *America's First Cuisines*. Austin: University of Texas Press.

**I also assigned these Food First two books, but the campus bookstore claimed they could not find them.** The library has scanned them, but if you like the feel of reading a book, there are plenty of new & used copies on Amazon, Better World Books (my favorite nonprofit bookseller that builds libraries in impoverished countries), or [bookshop.com](http://bookshop.com) (fast delivery from allied local bookstores).

- Altieri, Miguel. 2004. *Genetic Engineering in Agriculture: The Myths, Environmental Risks and Alternatives*. Oakland: Food First Books
- Weir, David and Mark Schapiro. 1981. *Circle of Poison: Pesticides and People in a Hungry World*. Oakland: Food First Books.

**You should also acquire one recipe book** that has meaning for you and/or your family foodways. This should be covered through the textbook program. Most of you will probably pick one of the first three, but you are welcome to choose any recipe book that is substantive and meaningful.

- i) Calvo, Luz, and Catriona Rueda Esquibel. *Decolonize Your Diet: Plant-based Mexican-American Recipes for Health and Healing*. Arsenal Pulp Press, 2016. [vegan-friendly recipes]
- ii) Sherman, Sean, and Beth Dooley. *The Sioux Chef's Indigenous Kitchen*. Minneapolis, MN: University of Minnesota Press, 2017.
- iii) Mihesuah, Devon A. *Recovering Our Ancestors' Gardens: Indigenous Recipes and Guide to Diet and Fitness*. U of Nebraska Press, 2020.

**Other options.** *I have a recipe book lending library from 2021 that I will make accessible via the Native Nest.*

- Sterling, David. *Yucatán: Recipes from a Culinary Expedition*. University of Texas Press, 2014.
- Smith, Kathleen Rose. *Enough for All: Foods of My Dry Creek Pomo and Bodega Miwok People*. Heyday, 2014.
- Dubin, Margaret Denise. *Seaweed, Salmon, and Manzanita Cider, A California Indian Feast*. Heyday, 2008. (\$40.12)
- Glueck, Rachel, and Noel Morales. *The Native Mexican Kitchen: A Journey into Cuisine, Culture, and Mezcal*. Skyhorse, 2020.
- Cuadra, Morena, and Morena Escardó. *The Big Peruvian Cookbook: 100 Delicious Traditional Recipes from Peru*. Skyhorse, 2019.
- Smithsonian American Indian, Fernando Divina, and Marlene Divina. *Foods of the Americas: Native Recipes and Traditions*. Ten Speed Press, 2010.
- Erdrich, Heid Ellen. *Original Local: Indigenous Foods, Stories, and Recipes from the Upper Midwest*. Minnesota Historical Society Press, 2013.
- Moreno-Damgaard, Amelia. *Amalia's Guatemalan Kitchen - Gourmet Cuisine with a Cultural Flair*. Beaver's Pond Press, 2012.
- Kysar, Alana. *Aloha Kitchen: Recipes from Hawai'i*. Ten Speed Press, 2019.
- Mills, Earl, and Betty Breen. *Cape Cod Wampanoag Cookbook: Wampanoag Indian Recipes, Images & Lore*. Clear Light Pub, 2001.
- Arana, Dr. Gregory. *I Belize You Can Cookbook: Fifty Shades of Great Belizean Food Recipes*.
- Frank, Lois Ellen. *Foods of the Southwest Indian Nations (Native American Recipes)*. Ten Speed Press, 2002.
- Miller, Chayton. *Native American Recipes: The Best Contemporary & Modern First Nations Cookbook: Created by Native American Chef & His Mother*. 2019.

- Mullins, G.W. *The Native American Cookbook Recipes From Native American Tribes*. Light of the Moon Publishing, 2017.
- Jones, Bill. *The Deerholme Foraging Book: Wild Foods and Recipes from the Pacific Northwest*. Touchwood Editions, 2014.

**Canvas.** All other required articles will be available on **Canvas** (c) under “Files.” I’ve included some additional “**recommended**” readings here and there, but they are just recommended.

**Reading tips:** I am told this course has “a lot” of reading compared with others at UC Davis. Many students ask what they should be “getting” from the reading. The first step is to *do* the reading. The more you read, the faster it goes. Reading is like a muscle. I encourage you to turn off distractions and focus. For any 4 unit course, you should be budgeting about 8-10 hours a week. Subtracting 2-3 hours for long-term projects and assignments, that’s about 5 hours for reading per week for reading an average of 100-120 pages. I’ve listed page estimates in brackets to help you budget your time. The course is front-ended with more reading and a two-week lull towards the end, so you can focus on your preparation for your lobbying call/pitch.

If you do active reading and take notes about what captures your own interest, you should do just fine in the class. The point is not to memorize like in a science class, but to read connectively and notice ideas and patterns across the articles. You might be able to earn a C/D on exams from active listening to lectures, but if you want to make an A, you really do have to do the reading.

One of the steps to becoming a persuasive writer and orator is the ability to read broadly and synthesize information from many difference sources. The point is not to memorize what you think might be on the test, but to use the materials for critical thinking. I try not to make exams an exercise in guessing what I want you to memorize. Figure out for yourself what you want to remember. For the tri-term exams (two are written; one is oral), you will need to draw concrete evidence, facts, and data from the texts/lectures to be persuasive. In the end, I hope you can recall for yourself trivia, anecdotes, and above all social justice stories that you could relate to others over a meal about the foods served.

## **Evaluation**

My courses are never graded on a curve. Everyone has the hypothetical opportunity to make an A, but this is not the default grade. Perhaps I am old fashioned, but mediocre work should fall in B to D range, not an A minus. The final point average will be translated into letter grades according to this scale.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-

**Grade petitions:** The graduate student teaching team and I invest considerable effort into ensuring that our grading is fair and equitable. If a clerical error has been made, please do bring that to our attention. Otherwise, I strongly discourage grade petitions. They must be submitted in writing within one week of the released grade, accompanied by a photocopy of the graded item (not the original). Working harder and showing improvement over the quarter will more likely result in an overall grade bump than quibbling about an individual assignment.

**Late grades:** We will be enforcing point reductions for late assignments. The lectures can be viewed asynchronously but you need to keep up. These are unusual times, but also an unusual number of students are not finishing their work and it’s not our job to chase after you. The teaching team is going through unusual times too. We all have to try to rise to the occasion. If you are truly dealing with a difficult personal situation, then speak to me or the TAs in office hours to make a plan.

## **Attendance, curiosity, and participation**

*The cure for boredom is curiosity. There is no cure for curiosity. – Dorothy Parker*

Punctuality, participation, and a passion for learning will put you on the right path to the grade you want. Please be on time for Zoom class and section. I deeply appreciate questions and participation! Feel free to use the chat and/or interrupt me with questions. You will get more out of the class if you participate in lectures, but I recognize some of you must take the class asynchronously. I have taken asynchronous classes recently myself, so I know how easy it is to fall behind, so there will be weekly quizzes to help you keep up. The Canvas quizzes will blend retroactive questions from the previous week's lecture and prospective questions about the upcoming week's reading. The Canvas quizzes are open-book, so take the time you need.

Sections are definitely mandatory. If for some reason you need to miss section beyond the two excused absences, try to attend the other section taught by your TA. If you join the class late, that's o.k.; everyone gets to miss two.

**Graduate students or community members for whom credit isn't important:** I will have a meeting with you after the first class to discuss alternative plans.

**First assignment.** We will make a good effort to learn all your names and interests. To that end, by the end of the first week of class, please answer the Google questionnaire about why you are taking the class - a personal or family story, an extra-curricular experience, a love of cooking, whatever! Then update your Canvas profile with a photo and introduction. Once we finalize who is in the class, the TAs will create a buddy system so you have a friend to ask about easy routine questions.

**Other assignments,** I'll be explaining verbally in lecture the closer we get to the due date and/or you'll find written instructions in Canvas. But here's the gist of it below.

Item	Date	Description	Mode	Points
<b>Participation</b>				<b>250</b>
Introductions	Jan 15	Get to know you questionnaire	Short questionnaire + photograph uploaded to Canvas.	10
Canvas profile	Jan 15	Make sure you have updated your Canvas profile with photo and short description of yourself	<a href="https://community.canvaslms.com/docs/DOC-1865">https://community.canvaslms.com/docs/DOC-1865</a>	5
Buddy check in	Jan 15	Pick a buddy or be assigned and introduce yourselves.	TAs will make a list	5
Sections	8 out of 10 sections	Active learning	Attend 8 out of 10 sections: 5 points for short discussion prompt (from the TAs according to their own deadlines), 5 points for showing up, then 5 for participating	120
Overall section	N/a	Overall, section participation	At the discretion of TAs.	Up to 10
Professor discretion	N/a	Final impression	I bump up the grades of students who are clearly putting in the effort.	Up to 10
<b>Small projects</b>				<b>250</b>

Item	Date	Description	Mode	Points
Oral history on foodways	January 29	Identify and interview an elder about your foodways; if you have no one to interview, you can pick and review a documentary film instead.		80
Food journal Recipe book review Recipe	Feb 26	Food journal - From your recipe book, you should try out and reflect on four recipes.		80
		Recipe book review - Reflect on central message of the book & challenges/possibility of decolonizing your diet according to the book's philosophy.		70
		Class sharing - Post a favorite recipe from your book, or better yet, a family recipe for others to try.		20
Quizzes & written exams				390
Weekly quizzes	Sundown Sundays, 5 pm	Take a reading & lecture quiz each week. These will be posted by 5 pm each Thursday and due by sundown Sunday.	Starts week 1. Open notes/book on Canvas	90
Green to Gene	Feb 5	Tri-term #1 (short answer in section + a take home essay)		150
Final exam	March 20, 8 am	Tri-term #3 (covering the final section on food sovereignty). <u>In person</u> exam, plan ahead.		150
Practice, oral argumentation				200
Dinner date!	March 12	Tri-term #2 - Record yourself responding to a meal with delightful trivia that pivots into a social justice topic.		100
Advocate, agitate!	Feb. 19 select topic; due March 5	Pick a structural challenge impeding food sovereignty or a possible sources of resources for creating space for Indigenous food revitalization. This is an exercise in thinking locally, but acting nationally or globally. You will need to research the topic and prep talking points. You will record yourself making a persuasive pitch -- whether that's calling a Congressional office; making a public comment for a regulatory hearing; a speech to mobilize allies; etc.  Topics are up to you -- but the 2023 Farm Bill is important; the Circle of Poison should be ended; Mesoamerica is embattled with GMOs and unfair trade policies; Via Campesina's website is filled with strategic targets; the ETC group has a brilliant forecast for the future; etc... And Native and Indigenous farmers/producers throughout the Americas need their land bank.		100
Total				1000

### Manners, rules, and academic customs

1. **Zoom etiquette.** I really, really wish I could be in person, so would appreciate if you keep your video on during lectures so we can dialogue; it's no fun talking to black screens. Use the "raise hand" function and I will call on you or just unmute yourself and jump in!
2. **Names.** In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing. I'm not "Miss Grandia," "Ms. Grandia," nor "Mrs. Grandia." If we should become genuine friends after you graduate, you will be more than welcome then to call me by my first name and friend me on Facebook. Until then, let's keep it professional.



For more information on my research and links to my publications, see <http://nas.ucdavis.edu/faculty/liza-grandia>.

3. **Long COVID.** I will be honest and vulnerable with you. I've had "Long COVID" for three miserable years and continue to be exhausted. I don't have the physical energy or patience to answer emails like "Hey Lisa, what did I miss?" or to chase you down for assignments. I'm on a book deadline and overloaded with service assignments and human rights work, so my email inbox is a fright most of the time (200-300 messages a day).
4. **Communication.** I've created an email list for the class and will be communicating with you via that ([NAS123-w23@ucdavis.edu](mailto:NAS123-w23@ucdavis.edu)). You are welcome to share materials to the list. If it's an important announcement, I'll double-post in Canvas/Announcements. Please do take advantage of Zoom lecture time to ask questions. There are no dumb questions; someone else probably has the same question. If you don't ask in class or chat with me right after class, then follow these steps in order.
  1. Look at the syllabus; check announcements.
  2. Ask your buddy or dash into the Chat Room (I will stay out of the Chat room in Canvas to make this a safe space for asking questions of your classmates.)
  3. Check with the TA (email or office hours).
  4. If it's a general tech issue, call Canvas support; if the settings are wrong and you can't turn something in, then definitely alert me.
  5. For the most substantive, confidential, or important issues that *no one else can address*, email me or come to office hours. When you email me, it helps if you tell me your section and TA.
  6. Do come to office hours for genuine intellectual discussion, mentorship, content queries, clarifications, etc. That's what I'm here for!
5. **Office hours via Zoom:** Wednesdays 3-5 pm, **Meeting ID: 692 818 0014**. If there is a long line, I'll try to text you an approximate estimated time, so you aren't left in limbo in the waiting room. If the Zoom room gets overloaded, then I'll go back to telephone appointments. You are welcome to come in pairs or groups about common topics.
5. **Discordance with Discord.** Discord makes for grotesque groupthink and cheating. Under NO CIRCUMSTANCES should anyone in this class start a Discord.
6. **Plagiarism, AI software, Discord and cheating** will not be tolerated. Turning in the same paper you wrote for another class definitely counts as plagiarism. I will refer any cases of academic dishonesty to Student Judicial Affairs and you will receive a zero for the given assignment or test, likely resulting in a failing grade in the course. For tips on avoiding plagiarism problems, see: <http://cai.ucdavis.edu/aip.html>. And, yes, using ChatGT is mostly definitely plagiarism.
6. **Assignments** should be turned into Canvas in compatible software, Microsoft Word formats (.doc or .docx) or inline. ***We will not accept assignments by email! Seriously, your TAs and I will delete them! We are not your secretary.*** Deadlines are strict. With 100+ students this quarter, we cannot hunt down your late assignments.
7. **Special needs or concerns.** But, of course, any student with documented special learning needs or concerns should speak with me during the first two weeks of the quarter about any accommodations needed. I have more than one disability and serve on the campus disability advisory committee, so I empathize with disability accommodations.
8. **Slides.** Although you will have access to the slides, I recommend taking active notes. No adversary, supervisor, boss, or any other figure of authority in your future professional life is going to take notes for you. One of the essential skills of college is learning to take dynamic, memorable notes while actively listening. I

Studies clearly show that taking handwritten notes are the best method for retention. Some people prefer to type to get more down; you know your own brain and can decide what's best. Although I'm from the deep south, I get excited about these topics and apparently talk fast. Feel free to ask me to slow down or clarify. Or if you are routinely having trouble keeping up, I'd encourage you to read online tips about note-taking, use the Chatroom to query other students right after class about points you missed, organize study groups, or whatever else you need to do to learn the material.

9. **Legalities.** "My lectures and course materials, including Keynote presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course. You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way—whether or not a fee is charged—without my express prior written consent. You also may not allow others to do so. If you do so, you may be subject to student conduct proceedings under the UC Davis Code of Academic Conduct."
10. **Any revisions will typed into announcements and FAQs.** Those will take precedent over this document.

## **Stay in touch!**

In one quarter we can only scratch the surface of the food histories, cultural topics, and social justice issues associated with the amazing agro-diversity of the Americas. To support future learning and connection to unfolding food justice issues, I have set up four ways for students who have taken this course to stay in touch. I suggest you use your permanent email account to join rather than your UC Davis account.

- 1) To be on an infrequent **email listserv** go here:

<https://groups.google.com/forum/?hl=en#!forum/alumsnativefoods>

\*Note anyone can send messages to the group with this address: [alumsnativefoods@googlegroups.com](mailto:alumsnativefoods@googlegroups.com)

- 2) Request to join the closed **Facebook** group, go here: <https://www.facebook.com/groups/506395176191854/>

- *Note, you can join without "friending" me so don't worry about me seeing your Friday night party pics. I only can see what you post in the group. I welcome and encourage you to add content to the feed. I learn a lot from what students share.*

- 3) To join the **Linked In** group, go here:

[https://www.linkedin.com/grp/home?gid=6985428&trk=my\\_groups-tile-grp](https://www.linkedin.com/grp/home?gid=6985428&trk=my_groups-tile-grp)

- *This can be a powerful way you can connect professionally with other folks for job searchers and project coordination.*

- 4) If you want to link separately with me on Linked In to connect to my broader networks, then you should send me an individual invite from your account. While I don't "friend" active students on Facebook, I do appreciate adding students to my Linked In account because it enables me to see what you go on to do in life!

It's your choice whether to join one or all four, depending on your web-social preferences.



## Readings

### Symbol codes:

☞ - Canvas

β Book Selection or whole book

® Recommended reading or video

[page] — in brackets are the total pages, give or take one.

Yellow highlight - assignments due

Day	Date	Topic	Readings	
<b>I. Introductions /overview</b>				
1a	Jan 10	A Growing Field	☞ Wikipedia, Timeline of food, skim [6] ☞ McWorter, "If you have something to say" [4]	10
1b	Jan 12	Food Sovereignty	β Mihesuah and Hoover, Foreword, Introduction xii- 20 [20]  ☞-1 Peña, "Autonomía and Food Sovereignty" [23] ☞-2 Rossett, "Food Sovereignty" [3] ☞-3 Wittman, "The Origins and Potential of Food Sovereignty," p. 1-14, book excerpt + appendices [14]  ® recommended, Alonso-Fradejas et al. "Food Sovereignty: Convergence and Contradictions, Conditions and Challenges" ® recommended, Edelman, "Bringing the Moral Economy" (15)  Recommended - UC Santa Barbara awards Chancellor's medal to Narciso Eusebio Torres, Master Maya Forest Gardener, Friday January 13, 11am-noon. Webinar link: <a href="https://ucsb.zoom.us/j/82233089520">https://ucsb.zoom.us/j/82233089520</a>	60
January 15		Check in with your buddy; Google survey/introductions; Canvas profile; acquire your books and/or get familiar with library reserve. Sundown Sunday weekly quiz (about previous week's lecture and upcoming week's reading)		
2a	Jan 17	Maize - Corn & Colombian Exchange	☞-1 Peña, "Mexican Deep Food" [7] ☞-2 Warman, "Preface" "American Plants, World Treasures" & "A Bastard's Tale", p. ix-xii, 1-11, 28-36 [22] ☞-3 Kimmerer, Corn Tastes Better on the Honor System or view the online version at <a href="https://emergencemagazine.org/feature/corn-tastes-better/">https://emergencemagazine.org/feature/corn-tastes-better/</a> [10ish] ☞-4 Pilcher, "The Colombian Exchange," pp. 23-31 [8] ☞-5 Wells, "A Thanksgiving History Lesson in a Handful of Corn" [5]  β Coe, Chapter 1, Domestication, pp. 1-8 [8] β Coe, Chapter 2, section on maize, pp. 8-16 [7]	67

Day	Date	Topic	Readings	
2b	Jan 19	Milpamerica v. Monsanto	Ç-1 Grandia, "Sacred Maize against a Legal Maize," 1-27 [27] Ç-2 Goldman Foundation, Ledy Pech [5] Ç-3 Wise, Mexico to ban glyphosate [5] Ç-4 Brant, "Zapatista corn" [23] Ç-5 Ortega, "Maseca flours test positive for weedkiller and GMOs" [2]  ® <i>recommended</i> , Grandia, "Modified Landscapes"	62
January 22		No assignment, heavy reading ahead! Sundown Sunday weekly quiz		
II. Staple problems - Green to Gene Revolution				
3a	Jan 24	Large v. small  "Green Revolution" Mechanization and fertilizers	Ç-1 Pollan, pp. 15-64, 85-108 [72] Ç-2 Localwashing [1] Ç-3 What the Farm-to-Table Got Wrong [4]	77
3b	Jan 26	Insecticides v. farmworker health	ß Weir and Shapiro, <i>Circle of Poison</i> [100 pages]  Ç-1 Davis, "How Keeping Your Food Bug-Free" Ç-2 Mexican cactus, Chinese ginger top the list Ç-3 From farm to table Ç-4 Organic diet cuts pesticide exposure Ç-5 People of color more likely to be harmed by pesticides  ® <i>recommended</i> , Leahy and the Circle of Poison	110
January 29		Interview an elder about your foodways; or review a documentary film Sundown Sunday weekly quiz		
4a	Jan 31	Herbicides v. milpa/ swidden/fire/ polycropping	ß Mihesuah and Hoover, Chapter 12 by Devon Peña on intimacy with soil, pp. 276-299 [23]  Ç-1 Corzo and Schwartz, "Swidden Counts," pp. 69-86 [17] Ç-2 Ford and Nigh, "Maya Forest Garden," pp. 13-18, 155-68 [18] Ç-3, Falkowski et al. "More than just corn and calories," pp.39-404; ok to skim methods [10] Ç-4, Grandia, excerpts on milpa from <i>Enclosed</i> , [10]  ® <i>recommended</i> , Reina, pp. 1-20 ® <i>recommended</i> , Corzo and Schwartz, Traditional home gardens, 306-116 [10] ® <i>recommended</i> , Perfecto and Vandemeer, "Biodiversity Conservation, p. 173-92 [20]  ® <i>recommended</i> , Aviv, "A Valuable Reputation" [18]	78

Day	Date	Topic	Readings	
4b	Feb 2	GMOs 101	β Altieri, <i>Genetic Engineering in Agriculture</i> [70, fast reading] ç-1 Montenegro, 2021. "Can Agroecology and CRISPR Mix?" pp. 733-755 [20]  ® <i>recommended</i> , GMO OMG <a href="https://ucdavis.kanopy.com/video/gmo-omg-0">https://ucdavis.kanopy.com/video/gmo-omg-0</a>	90
Feb 5		Tri-term #1 take-home essay Sundown Sunday weekly quiz		
III. Origin Centers and Cuisines - Central, South, North, and Oceanic				
5a	Feb 7	Aztecs / Maya	β Coe, "Chapter 5: Aztec Ingredients" through the end of "Chapter 11: Maya Produce" pp. 88-168, o.k. to skim a little β Key pages in Coe, "Chapter 16: The Occupation"- the end of "Chapter 18: Finale," pp. 228-52	120
5b	Feb 9	Inca / potatoes	β Key pages in Coe, pp. 228-52 ç-1 Weatherford, 77-101  ® <i>recommended</i> , Pollan, <i>Botany of Desire</i> , chapter on potato ® <i>recommended</i> , Grandia, pages on Malthus, <i>Enclosed</i>	75
Feb 12		No assignment, heavy reading ahead! Sundown Sunday weekly quiz		
6a	Feb 14	North American agrarian  (Farm Bill)	β Coe , pp. 37-41 [4]  β Mihesuah and Hoover, Chapter 1, "Voices from the Food Movement," pp.26-56 [30] β Mihesuah and Hoover, Chapter 9 by Wall and Msayesva on Hopi agriculture , pp. 276-299 [23] β Mihesuah and Hoover, Chapter 6 by Livingston on Diné nation , pp. 173-85 [22]  ç-1 "For Tribes in US, a Movement to Revive Native Foods and Lands" [3] ç-2 Bray and Nelson, "Revitalizing Native Foodways" [2] ç-3 Noble, "Native Americans are Reclaiming their Agricultural Roots" [5]  ® <i>recommended</i> - Coté , <i>Indigenizing Food Sovereignty</i> [14]	82
6b	Feb 16	Hunting/gathering/ medicines - agrarian bias	β Mihesuah and Hoover, Chapter 11 by Gerald Clarke on southern California, pp. 253-75 [22] β Mihesuah and Hoover: Chapter 5 about Alaska, pp. 155-172 [18]  ç Anderson, Chapter 2, <i>Gathering, Hunting, Fishing</i> [21] ç Herbicide glyphosate in Vancouver Sun [2]  ® <i>Recommended</i> films; see either <a href="#">Gather</a> or <a href="#">Return</a> on Kanopy	70
Feb 19		Cook something special for your valentine. Select a lobby topic. Sunday Sunday quiz		

Day	Date	Topic	Readings	
7a	Feb 21	Empire / islands / interconnections	Ç-1 Gupta, "Return to Freedom: Anti-GMO Aloha 'Aina Activism" [14] Ç-2 Antoine, "Standing against GMOs is Standing for Food Sovereignty" [2] Ç-3 Lakhani, "Farmers Restoring Hawaii's Ancient Food System" [8] Ç-4 Mintz, "Time, Sugar and Sweetness" [12]  <i>® recommended, <a href="#">Film</a>, Growing People: youth empowerment on an organic farm in Hawaii.</i>	36
<b>IV. Banquet of foods and social justice</b>				
7b	Feb 23	Diet for a small planet - Beans - Roots	• Coe, 28; 37-41 Ç-1 Kurutz, "The Godmother of Plant-Based Living"	4
Feb 26		Food journal; recipe book review; share a recipe. Sundown Sunday quiz		
8a	Feb 28	Superfoods, fads, and allergies - Amaranth & chia, quinoa - Peanuts, sunflowers, cashews	• Coe 34-36  Ç-1 Ariele-Lerer, "Grain Forecast" [2] Ç-2 Chermas, "Your Quinoa Habit Really Did Help Peru" [6] Ç-3, Blythman, "Can Vegans Stomach the Unpalatable" [3]	3
8b	March 2	Luxuries & fair trade - Vanilla, spices - Chocolate - fair trade - Stimulants	• Coe, pp. 50-58, pp. 58-60, 60-65  • Watch Kanopy, "El Cacao and the Challenge of Free Trade," 19 minutes. <a href="https://www.kanopy.com/en/ucdavis/video/188673">https://www.kanopy.com/en/ucdavis/video/188673</a>	15 + 19 min.
March 5		Lobby call recorded. Sundown Sunday quiz		
9a	March 7	Labor organizing - Peppers - Tomatoes - Avocados	• Coe, pp. 41-50 • Watch Youtube, "The Fields of Immokalee" <a href="https://www.youtube.com/watch?v=l47ah767g_c&amp;t=1s">https://www.youtube.com/watch?v=l47ah767g_c&amp;t=1s</a>	10 + 30 min
<b>V. Elements/challenges of food sovereignty</b>				
9b	March 9	Seeds & knowledge	• Watch: "Seeds: The Untold Story." <i>If you have trouble with the Kanopy VPN, someone will show it on the Zoom during class time.</i> <a href="https://ucdavis.kanopy.com/video/seed-untold-story-1">https://ucdavis.kanopy.com/video/seed-untold-story-1</a>  ß Mihesuah and Hoover, Chapter 7 by Rowen White on sacred seeds, pp. 186-97 [11] ß Mihesuah and Hoover, Chapter 8 on Cherokee Nation seedbank by Twin, pp. 198-208 [10]  Ç-1 Shiva, Manifestos on Food and Seed [15] Ç-2 LaDuke, White Earth Band recognizes wild rice [2] Ç-3 Nabhan, seeds on seeds [2] Ç-4 Nazarea, preface to seed saver book [15]	46 + 1 hr. 30 min

Day	Date	Topic	Readings	
March 12		Dinner date - oral quiz (or substitute diary of dialogues) Sundown Sunday quiz		
10a	March 14	Land & climate	Ç-1 GRAIN report on land grabs (3) Ç-2 Oakland Institute report on land grabs [20, skim] Ç-3 GRAIN, "Want to Double World Food Production?" [5] Ç-4, "Land Grab Universities," <i>High Country News</i> [20] Ç-5, "Be It Resolved," TIAA and land grabs [2]  ß Mihesuah and Hoover, Chapter 14 by Kyle Powys Whyte and Conclusion, p. 320-339 [19]	68
10b	March 16	Decolonizing / decorporatizing	Ç-1 Grandia, "Back to the Future: The Autonomous Indigenous Communities of Petén, Guatemala" [22] Ç-2 Milpamerica resiste [10ish] Ç-3 Manifesto on the future of food [2] Ç-4 Peasant Agroecology, Via Campesina experiences [3] Ç-5 UNDROP, Book of illustration [20ish] Ç-6 Mangan, Decolonizing Regenerative Agriculture: An Indigenous Perspectives, <i>Bioneers</i> [10]  ® <i>Recommended, ETC Group, A Long Food Movement</i> [12]	65
March 19		Course evaluation, check your grades on Canvas		
March 20, 8 am, final exam slot		Tri-term #3 - Essay and short answer exam focused on 9b, 10a, and 10b, but you can be comprehensive if you wish.		