Description. While there is much excitement and enthusiasm currently around the topic of sustainable approaches to food production and consumption, the question arises as to whether or not that interest is itself sustainable. Viewing Christian spirituality as a praxis, or way of life, students will examine current problems in industrialized agriculture and why more sustainable approaches to food production and consumption cannot be simple "passing fads" but must be understood as fundamental attitudes of the Christian spiritual life. While relevant ethical issues are discussed, this is not a course in bioethics. The seminar format requires students to enter fully into class discussion. Through a research paper and class presentation, students will present the results of their own original research in a particular area of contemporary food production and consumption. Topics in this course will be linked to co-curricular events on food sponsored by DSPT and CARE. Intended audience: MDiv, MA, MTS, PhD, ThD.

Goal. Bringing together Scriptural and theological principles about creation and stewardship (the “literary context”), sin and suffering, feast and salvation, students will acquire tools for understanding the main problems associated with industrialized agriculture, and for developing a faith-based construct from which to make their own personal choices about food production and consumption.

Outcomes. The goals for this course are specifically related to program and institutional goals. Numbers in brackets refer to these goals. At the end of this course, students will

1. Understand the Christian “literary context” (Biblical and theological) which grounds a “spirituality of food” [A.1-3; MATh 1-2, 4];
2. Understand the effects that a culture of food overabundance has on individual and corporate attitudes towards food production and consumption [A.1-3; MATh 1-2, 4];
3. Reflect on whether or not industrialization and capitalism are incompatible with food production [A.1-3; B.1; B.3; MATh 2-4];
4. Reflect on the usefulness and/or appropriateness of alternatives to industrialized agriculture in light of the “literary context” [A.1-3; B.1; B.3; MATh 2-4];
5. Produce a written document which clearly articulates a summary of the learned and reflected experience, and present a succinct summary of that project to the class [A.3; B.1-3; MATh 2-4].

Course Requirements:
This course is conducted as an upper-division seminar. As such, students are expected to play a more active role in each class session. Student learning is assessed in three areas: a) class participation; b) a research paper; and c) a class presentation on a portion of the research work. The assessment is guided by a set of common rubrics related to the DSPT institutional core abilities (see "Rubric for Life-long Learning" and "Rubric for Effective Leadership" posted at the DSPT website).

I. Reading Assignments & Discussion. Students will complete all reading assignments and come to class prepared to engage in a significant discussion on the materials. Students are expected not only to know the facts related to the assignment, but also to make deeper connections between various readings, and so to draw conclusions and follow implications. You will be graded on class participation according to the following criteria:

- Attendance
• Familiarity with assigned materials
• Regular contributions to discussion
• Ability to offer critical analysis of topic

II. Research Paper. Each student will write a research paper, of 15-20 pages in length, on a topic of their choosing, related to the materials covered in the course. Papers must conform to proper research format and style, including a properly formatted bibliography, according to the most recent edition of Kate Turabian; A Manual for the Writers of Term Papers, Theses, and Dissertations. The work must demonstrate not only the ability to report and summarize the work of other scholars, but also the ability to draw relevant conclusions. Personal opinions and conclusions must flow from your research work. Due 5/18/2012. No late papers will be accepted; no exceptions.

Outcomes: In this exercise you will demonstrate your ability to:
• integrate principles of industrial and/or sustainable food production with ideas related to your own personal interest;
• explore the relationship between this topic and other components of the life, e.g. political action, social justice, personal conversation;
• communicate the results of your research in a professional format.

III. Class Presentation. Each student is required to present a synopsis of their research project to the class for analysis and discussion. Presentations should be clear, concise, and organized. The total presentation time of 30 minutes is to be organized as follows:

1) a 15 minute summary which includes:
   a) the problem or topic of exploration, including any background information
   b) how you have integrated ideas from this course into your research
   c) (tentative) conclusions
   d) the topic for discussion with the members of the class – which may be a question or dilemma which has arisen for you as a result of your research;

2) 15 minutes of discussion.

Outcomes: In this exercise you will demonstrate your ability to:
• summarize your work in an organized way;
• convey that summary to others in a way which helps them to engage the material;
• lead a group discussion in an effective manner.

Proposal/Outline: To facilitate your successful completion of both the paper and presentation, you also must submit a proposal and outline of your research project, including a preliminary bibliography, by Thursday, March 22nd. The document should include a brief description of the proposed topic, a thesis statement, the proposed methodology, and a sample bibliography. Students may find it useful to consult the “Thesis Proposal Guidelines,” posted at the DSPT website.

Course Grade. In determining the final grade, these three components will be weighted as follows: Class Participation: 40%; Research Paper: 40%; Class Presentation: 20%. 
Text Requirements (on reserve at GTU Library):


Recommended Texts (on reserve at the GTU Library):


All other readings as noted below are available on Moodle. Students must check Moodle on a regular (at least weekly) basis as the most recent version of the course syllabus, assigned materials, and discussion questions and assignments will be posted there.

IMPORTANT: In order to comply with copyright laws, materials for each session are available on Moodle only for the week prior to the date of the class. For example, if the class meets on Monday, February 9th, then you will have access to the required reading materials only from February 2nd through February 9th. After Feb. 9th, the materials will no longer be accessible.

A note about assigned readings. It is not possible to grasp the complex world of industrialized food production without at least some science. The material is complex and dense. Thankfully, resources such as those produced by Nestle and Pollan help to render that information accessible to a lay audience. However, these are not primary sources. Therefore, some of the assigned readings are scientific analyses or reports. Given the nature of this course, students are not expected to grasp the science. Rather, the goal is to develop a skill and comfort for reading these technical documents so as to glean from them the relevant conclusions and to make useful applications to the project at hand.
SYLLABUS
This course meets on Thursday afternoons in DSPT 18, from 2:10 p.m. to 5:00 p.m. Each date lists the topic and one or more learning outcomes (statements intended to help you focus your attention while reading the assigned texts, and to underscore what you should expect to know by the end of that session) which will serve as the basis for discussion. Please read the materials with these outcomes in mind, and be prepared to engage them during the session.

February 2, 2012 – Session 1
Introduction/Overview: Defining "spirituality"
READ before coming to the first class:
- P. Rozin, “Food is Fundamental, Fun, Frightening, and Far-Reaching” [on Moodle]
- A. Astin et. al., Chapters 1 and 2 from Cultivating the Spirit [on Moodle]
- Genesis: 1-3 (any translation is fine).
- R. Rolheiser, pp. 1-19, 53-70 from The Holy Longing: The Search for a Christian Spirituality [on Moodle]

February 9 – Session 2
Concepts about sin:
READ:
- Barbara Brown Taylor, Speaking of Sin.
- M. Scott Peck, People of the Lie, Chapter 2, "Toward a Psychology of Evil," and Chapter 6, "Mylai: An Examination of Group Evil"

DSPT Movie Night – “Ratatouille” 7:30 p.m. in DSPT Classroom 1.
N.B. As part of its series on “Faith in Food,” DSPT is sponsoring a gallery exhibit and a movie series (please see the DSPT website for details). For each movie night, interested participants may gather at 5:15 to walk to the Berkeley Farmers’ Market to purchase selected fresh produce to be incorporated into a simple meal which precedes the film. Each film focuses on a different aspect of food and will be introduced by a member of the DSPT community. Students of SPST 4065 are highly encouraged, though not required, to attend these movie nights.

February 16 – Session 3
Concepts about healing from sin:
READ:
- Walter Wink, The Powers That Be.

February 20 DSPT Movie Night – “The Cheese Nun” 7:30 p.m. in DSPT Classroom 1.
Included with this short film is a Power Point presentation by Fr. Michael Morris, OP, DSPT Professor of Religion and the Arts, who will explore the topic, “Friars and Monks and Food – Oh my!” The evening will include a sampling of artisan foods produced by religious communities of monks and nuns, with a special sampling of imported Belgian beers.

February 23 – Session 4
Complex and Broken Relations (1) – How the Industrial Revolution has obscured the relationships between and among humans and the foods they eat
READ:
Renz – SPST 4065, Food: Does Local Really Matter?

Michael Pollan, Chapters 1-7 of *The Omnivore’s Dilemma: A Natural History of Four Meals.*

Introduction and Conclusion to “Livestock’s Long Shadow: Environmental Issues and Options.” [Moodle]. Then go to the main website for “Livestock’s Long Shadow” and select one other chapter which is of personal interest for further exploration on this topic.

**March 1 – Session 5**
Complex and Broken Relations (2) – Industrialized Food Production, Profit and Politics
READ:
Marion Nestle, Chapters 1-7 in *Food Politics: How the Food Industry Influences Nutrition and Health.*

**March 8 – Session 6**
Complex and Broken Relations (3) – Concentration in the Public Market
READ:
William D. Heffernan, "Biotechnology and Mature Capitalism"
T. Lang, G. Rayner, and E. Kaelin, “The Food Industry, Diet, Physical Activity and Health
D. Domina & R. Taylor, “The Debilitating Effects of Concentration in Markets Affecting Agriculture” (skim this report)
Please also visit any five websites for the following food production corporations (or others you may find interesting): Archer Daniels Midland, Cargill, ConAgra Foods, H. J. Heinz, Hershey's, Kellogg, Nabisco Group Holdings, Sara Lee, and Tyson Food Services, and Unilever.

As you visit these sites, record the number of brand name labels held by each parent corporation. List several problems that might arise for the consumer who hopes to “unraveling” the complexity of such industrial concentration.

**March 15 – Session 7**
Complex and Broken Relations (4) – Technology Access and the Case of Monsanto
READ:
M. Chrispeels, “Biotechnology and the Poor”
Moore, Kaitlyn. “Monsanto trying to take over world seed supply, nation by nation.”
Read the definition of “Genetic Use Restriction Technology” (“terminator technology”) at Wikipedia.
Optional Reading:

**DSPT Movie Night** – “Like Water for Chocolate” 7:30 p.m. in DSPT Classroom 1.

**March 22 – Session 8**
The Literary Context (I) – Biblical Concepts of the Land, Sustainability, and Food

Guest Speaker: Barbara Green, O.P., DSPT Professor of Biblical Studies
March 29 – NO CLASS (Spring Break)

April 5 – Session 9
The Literary Context (II) – Theological Concepts of the Land, Sustainability, and Food
READ:
Bishops of Ohio, "Life on the Land: A Call to Reflection and Action."

April 12 – Session 10
Healing Broken Relationships (1) – Addressing Environmental Racism and Obesity
READ:
Marion Nestle, Chapters 8-9 in Food Politics
Institute of Medicine, Executive Summary of “Food Marketing to Children and Youth: Threat or Opportunity?” N.B. Welcome to read the entire report (available online) but not required.
Institute of Medicine, Executive Summary of “Early Childhood Obesity Prevention Policies.” N.B. Welcome to read the entire report (available online) but not required.
“McDonald’s Corporation and Child Obesity,” 10 Feb 2011.
A. Drewnowski and SE Spector, “Poverty and obesity: the role of energy density and energy costs”
“A Shining Light on the Valley of Heart’s Delight,” Food Empowerment Project.

DSPT Movie Night – “Babette’s Feast” 7:30 p.m. in DSPT Classroom 1.

April 19 – Session 11
Healing Broken Relations (2) – Towards Sustainable Food Production & Consumption
READ:
M. Pollan, Chapters 8-14 in The Omnivore’s Dilemma. N.B. You’re welcome to continue reading through to the end, but that’s not required.
Heffernan and Hendrick, “The Global Food System: A Research Agenda,”
Sustainable Agriculture Research and Education, “What is Sustainable Agriculture?”
Jonathan Bennett et. al., “A Recipe for Success: How Food companies can profit from consumer health.”

April 26 – Session 12
Healing Broken Relationships (3) – Choosing to become a seasonal omnivore
READ:
Renz – SPST 4065, Food: Does Local Really Matter?

Marion Nestle, Conclusion and Afterward in Food Politics
Review “Slavery in the Chocolate Industry” and the recommended list of chocolate products at the Food Empowerment Project website.
Review “Stop Chocolate Slavery” website and the recommended list of chocolate products
Patagonia Advertisement
Slow Food Declaration
J. Hausman, “Holy Food.”
Review the list of religious communities that produce artisanal foods listed at the end of this syllabus and visit a few of these websites.
Optional Reading:
P. Rozin, et. al. “Moralization and Becoming a Vegetarian”
Barbara Kingsolver, Animal, Vegetable, Miracle: A Year of Food Life. In a month-by-month narrative, Kingsolver uses her poetic skills to describe the joys (and fears!) of eating seasonally. Interspersed throughout are interesting “factoids” about industrialized agriculture.

May 3 – Class Presentations

DSPT Movie Night – “The World According to Monsanto” and “Heart and Soil,” 7:30 p.m. in DSPT Classroom 1.

May 10 – Class Presentations
Selected Bibliography


*Avalon* (film) – traces a European immigrant family’s inculturation in America, a process in which festive meals with a large extended family gradually become a hurried dinner for four eating in front of the televisions.


Benedict XVI, “*Fighting Poverty to Build Peace,*” 1 January 2011.


Renz – SPST 4065, Food: Does Local Really Matter?


Selected Websites of Related Interests

GENERAL

Center for Food Safety, http://www.centerforfoodsafety.org/about/.
Fair Trade USA, http://fairtradeusa.org/.
Las Hermanas and Peet’s Coffee & Tea, http://www.peets.com/who_we_are/community_hermanas.asp?rdir=1&.
Genesee Abbey (Piffard, NY) is a 1951 foundation from the Cistersian Abbey of Gethsemani (KY). They are best known for their “Monks’ Bread” products.

Monastery of Christ in the Desert (Abiquiu, NM) is a 1964 foundation from the Mount Savior Monastery (NY). Since 2005, they have produced two types of beer, Monks’ Ale and Monks’ Wit, through their Abbey Beverage Company, LCC.

New Skete Monastery (Cambridge, NY) is an ecumenical community of monks and nuns who follow the Orthodox liturgical cycle. There are three branches: monks, nuns, and companions. They produce a variety of cheese products, including cheese cakes.

- **Monks**: founded in 1966 as a break-off from the Byzantine Rite Franciscans. They are internationally known for their work with breeding and training of dogs, especially German Shepherds.
- **Nuns**: foundation: 1969 in by Poor Clare nuns (another branch of the Franciscan Order).

Our Lady of Gethsemani Abbey (Trappist, KY) was founded in 1851 as the “proto-abbey of the New World” from the Abbey of Mellerey (France). They produce cheese, fudge and fruitcakes through their Gethsemani Farms.

Our Lady of Consolation Priory (Amity, OR) a 1976 foundation of Brigittine Monks. They produce fudge.

St. Joseph’s Abbey (Spencer, MA) founded in 1950 from the Cistersian Abbey of Our Lady of the Valley (1900-1949, RI), which was in turn a foundation from Abbey of La Val Sainte (Switzerland). Best known for “Trappist Preserves,” and for finely tailored liturgical vestments (Holy Rood Guild).