

Course Code & No. SUST 480
Course Title (3 credits): (3 credits)
Term & Year: Spring 2014
Course Ref. No. (CRN): 10026

Instructor: Soraya Cardenas
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Office: Prim 334
Class Meeting Time: T & R 11:30-12:45
Location: TCES 206

Prerequisites (from Catalog): SUST 101, Composition I & II recommended or permission by instructor

Course Description:

This course explores sugar's history, commercialization, globalization, consumer preferences. It also looks at the health implications and the impact on nature and social structure to produce. The course will encourage you to explore your relationship with sugar and how it has affected your world, personally, locally, nationally and globally. It also has a service and research component. The service aspect will offer an opportunity to share your gained wisdom with children. The research project is an applied endeavor that potentially will contribute to future culinary options at Sierra Nevada College.

Student Outcomes for Course:

1. Read about the history, the health, social and environmental implications from sugar
2. Keep a journal reflecting one's relationship with sugar
3. Share knowledge with a local classroom
4. Create a timeline collage
5. Write reflective essays from assigned readings
6. Discuss in class readings and personal reflections
7. Conduct research regarding food options in the cafeteria

Methods of Assessing Student Outcomes:

1. Instructor observation
2. In class participation and assignments
3. Integration of texts and materials
4. My Sugar Book: reflection journal
5. Class research project & poster
6. "Sugar & Me" presentation
7. Elementary School Station
8. In-class participation/attendance
9. Sugar time-line collage
10. In-class quizzes over readings

Instructional Strategies: Class will engage students through assigned readings, discussion, reflection writing, presentations, group research and service outreach. Students will be required to be active learners inside and outside the classroom.

Required Texts and Materials:

Sweetness & Power by Sidney W. Mintz (isbn #978-0-14-009233-2)

Salt, Sugar & Fat by Michael Moss (isbn # 978-1-4000-6980-4)

Sugar Shock! By Connie Bennet & Stephen T. Sinatra (isbn #978-0-425-21357-5)

Selected Readings TBA on library reserve

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for SUST 480: Educational Issues include, but are not limited to:

1. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO: Academic Search Premier, Professional Development Collection, ERIC, PsycInfo, Teacher Reference Center, Newspaper Source, TOPICsearch, and others depending on topic. .
2. Hardcopy texts: Prim Library has a large resource of texts related to educational issues. Students are required to pick a hardcopy text to use in research. It may be necessary to utilize interlibrary loan to locate an appropriate text.
3. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluation the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Class Requirements, Expectations and Regulations:

Class expectations: Students are expected to read and be prepared to discuss the readings and keep up with assigned work, such as reflections, presentation and group work. Everyone needs to respect each other in class since in-class participation is a significant portion of our learning experience. Trust is essential to a welcoming classroom environment. Also be courteous and allow others a chance to equally participate. Late assignments will not be accepted unless related to medical, personal emergency, such as a death in the family or school obligation. All submitted materials must be typed, double-spaced, New Times Roman (12 font) with one inch margins on a word document and stapled if it applies; unless permission given by instructor. All assigned materials are due at the beginning of class, no exceptions. I will not accept papers under my office door, via email or in my mail box. I would recommend that you do not throw any graded materials until you receive your final grade. All students are expected to provide the best possible work.

Attendance, Participation & Tardiness: Attendance and participation is required. You will receive one excused absence and afterwards points will be deducted for each unexcused absence. Assignments cannot be made up unless for medical or personal documented emergency such as a death in the family. Tardiness is disruptive to class, so please be considerate and be on time. If you have a conflict, please let me know ASAP so that we can make any necessary arrangements.

****Special Note:** Excused absence consists of missing class related to obligatory school function such as participating in game or conference. If you miss due to medical or family related illnesses, you will need to provide written evidence of such event. For example, a doctor's note for a documented illness will suffice, but you telling me that you were sick will NOT constitute an excused absence.

Electronic Devices & Note taking: Turn off your cell phone, iPod and all other devices in the classroom. You are NOT allowed to have your laptop on during class unless you are using it for a presentation. Thus, note taking of class lectures on laptops is strictly prohibited, along with audio tape and video recording.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

ADA Accommodations

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

Personal Problems: If something is bothering you or don't understand something discussed in class, please see me during office hours, make an appointment or send me an e-mail. If you are going through a personal hardship, you may want to contact student services and/or seek counseling services to assist you. For additional information contact Henry Conover at X-7534.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Grading:

My Sugar Book	550 points
Class Research Project & Poster	125 points
Elementary School Station	125 points
Sugar & Me Presentation	100 points
Attendance & Class Participation	100 points

Total:	1000 points
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Grade Scale

	A = 94% TO 100%	A- = 90% TO 93%
B+ = 88% TO 89%	B = 84% TO 87%	B- = 80% to 83%
C+ = 78% TO 79%	C = 74% TO 77%	C- = 70% to 73%
D+ = 68% TO 69%	D = 64% TO 67%	D- = 60% TO 63%
F = 59% and below		

Grading Material Overview

In-class Participation/Attendance (100 points)

Attendance will be taken and in-class participation is required. This will include regular quizzes over required readings, which are designed to encourage reading. Everyone needs to read because it contributes to a richer class discussion.

My Sugar Book

You will create your own sugar book, which you are responsible to bond in some format; whether through a printing agency or a binder. The entire book is worth 550 points. I encourage you to include pictures and your own personal narrative dialogue. Though your book should be typed, I will allow some hand written work on the basis that it is legible and relevant to your presentation. If I cannot read your handwriting then you risk receiving deduction points. This book is like a personal scrapbook of your journey. Your book will be displayed in the library for three weeks after finals (you may choose to opt out of this option if you feel that your narrative is too personal). Your sugar book will consist of the following components:

1. My personal Sugar Story (50 points)
 - a. You will write a one to two page narrative about your relationship with sugar. This is your story, so you can discuss it in terms of the first time you fell in love with it like on Halloween or when you discovered how it impacted your health. It's your story to tell. You will be asked to share your story with the class.
 2. Someone close to me (50 points)
 - a. This one to two page narrative is about someone you know a relative, friend or maybe a personal story that you read and were touched by it. For example, both my father and mother are diabetic and my grandfather and uncle both died due to diabetes complications. My grandfather became blind and my uncle lost a leg, which later became infected in the hospital and died. Again, you must be prepared to share your story in-class.
 3. Giving up Sugar for a two weeks (100 points)
 - a. Unless you have a medical condition (if you do, I have an alternative activity, so come see me for details), you are asked to give up all sugar for two weeks or at least try and document the challenges that you experienced. When doing this, substitute sugar, honey, maple syrup, corn syrup, fructose, agave or any kind of sweetener is not allowed. Also fruit is limited to USDA requirements, 2 to 3 pieces a day (this includes individual portions of dried fruit too). Upon completion of this task, you must write a one to two page narrative of your experience, plus include a log of your diet during those two weeks.
 4. How the readings changed me (200 points)
 - a. You will have readings from three books and supplemental readings, which you will be required to write a half page summary and reflection for each chapter assigned in the books or individual readings (unless otherwise noted on the class schedule). After completing all the readings, you must write a one to two page reflection paper how the readings have impacted your perception of sugar and if it has influenced any future behaviors. All these papers combined are worth 200 points. This portion of your Sugar Book must be typed (either single or double space is acceptable) with the exception of the personal one to two page narrative, which you can request to be hand-written.
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5. Sharing my Knowledge (elementary school) (50 points)
 - a. In this one to two page narrative, you will discuss your experience preparing and executing your sugar knowledge station that you developed for the Incline Elementary School. Make sure to include pictures of your experience.
6. Reflecting on other's stories (after the presentation) (25 points)
 - a. After listening to everyone's presentation, you will reflect on your peers' presentations. You can discuss the experience overall or you can discuss one or two peer's presentation that really impacted you. You will be asked to write a one page narrative.
7. Sugar Time-line Collage (50 points)
 - a. This is the scrap book portion of your book. You must develop a time line for sugar from slavery to commercialization to social justice to you. This is a collage, so pictures/images dominate your story and some words can be used to accent your points. You will be graded on creativity, presentation (Does it look nice or did you just slap it together overnight?) and how well your pictures tell the whole story.
8. Final Reflection (25 points): In this one page narrative, conclude your story. What was your take away? What do you want your reader to remember about your sugar book?

Class Research Project & Poster (125 points)

The class will embark in field and applied research. We will conduct an in depth interview with a cafeteria administrator then distribute a survey from 11:30 to 12:45 at the SNC cafeteria. The data collected will be entered into graph producing software. As a class we will analyze the data and develop a poster with the results and present them at SNC symposium.

Elementary School Sugar Knowledge Station (125 points)

You will work in groups of two and develop tactile working stations to demonstrate some aspect of sugar to Mr. Harssema's third grade class at Incline Elementary. Your station should be able to demonstrate its point within about 5 minutes and you must be prepared to do this about 4 to 5 times. You will be graded on creativity, execution, accessibility to children, knowledge and research. There are about 22 children in his classroom. The presentation will run from 11:30 am to noon. You must arrive about 15 minutes prior to set up. Some of you have classes prior so please make arrangements with your teacher. The designated day for our event is April 3, 2014. We will meet at 11:15 a.m. at the Incline Elementary School Office.

Sugar & Me Presentation (100 points)

You will be required to select a topic about sugar and create a presentation that embodies your personal experiences along with research. You can expand on something that you learned in class or add to an already powerful story in your life. You will have 10 minutes to present your story. You will be graded on creativity, preparedness, research, execution/delivery, organization, relevance, and your ability to captivate your audience. You must have a works cited page at the end of your presentation using APA or MLA. You are required to have at least 4 resources and two of those must be scholarly. Though you can use in-class readings, they do not count towards the 4 resources, but rather they are in addition to.

Class Schedule Template: Please see the proposed class schedule below. Instructor reserves the right to change assignments or class plans based on student needs.

Class Schedule:

Week 1: January 21 & 23

- 21: In-class:** Introduce Class to syllabus and go over assignments
Homework out: Read & Narrative:
Sugar & Slaves on library reserve:
Chapters 5, 6 & 7
Due Thursday 1/30
- 23: In-class:** Movie: Picture Bride

Week 2: January 28 & 30

- 28: In-class:** Movie: Picture Bride
Discuss Research Project
- 30: In-class:** Quiz 1, Narrative & Discuss:
Sugar & Slaves: Chapters 5, 6 & 7
- Homework out:** *Sugar Blues* on Library Reserve
Read & Narrative of following chapters:
The Mark of Cane
How We Got Here
In Sugar We Trust
Blame it on the Bees
Due Thursday 2/6

Week 3: February 4 & 6

- 4: In-class:** Research Day:
Survey, Assigned Tasks, Break-out Sessions
- Homework out:** Personal Narrative: "My Personal Sugar Story"
Due Tuesday 2/11
Read Chapter 1: *Sugar Shock* (pp. 3-16)
Due Thursday, February 11
(No narrative due for this reading, but yes, quiz)
- 6: In-class:** Quiz 2, Narrative, & Discuss *Sugar Blues*
- Homework out:** Read & Narrative *Sweetness and Power* Chapters 1 & 2
Due Thursday, 2/13

Week 4: February 11 & 13

- 11: In class: Personal Narrative: "My Personal Sugar Story"
Quiz & Discuss Chapter 1: *Sugar Shock* (pp. 3-16)
- 13: In class: Quiz 3, Narrative & Discussion:
Sweetness and Power Chapters 1 & 2
- Homework out: Read & Narrative *Sweetness and Power Chapters 3 & 4*
, Due Thursday, 2/20

Week 5: February 18 & 20

- 18: In-class: Meet at Cafeteria and administer Survey
- 20: In-class: Quiz 4, Narrative and Discussion
Sweetness and Power Chapters 3 & 4
- Homework out: Read & Narrative *Sweetness and Power Chapter 5*
, *Due Tuesday 2/25

Week 6: February 25 & 27

- 25: In-class: Quiz 5, Narrative and Discussion
Sweetness and Power Chapter 5
- 27: In-class: Work on Research:
Check in on School Sugar Centers (Topic Due)
- Homework out: Read & Narrative:
Sugar Nation: Chapters 4 & 5
Poverty & Obesity (article)
Both readings on library reserve
Due Tuesday 3/4
Personal Narrative: "Someone Close to Me"
Due Thursday 3/6
Read Chapter 2: *Sugar Shock* (pp. 17-27)
Due Thursday, 3/6
(No narrative due for this reading, but yes, quiz)
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Week 7: March 4 & 6

- 4: In-class: Quiz 6, Narrative & Discussion:
Sugar Nation: Chapters 4 & 5
Poverty & Obesity (article)
Watch Clips from *Super Size me*
- 6: In-class: Personal Narrative: "Someone Close to Me"
Quiz & Discuss Chapter 2: *Sugar Shock* (pp. 17-27)
- Homework out: Read & Narrative *Gaining Weight* on library reserve
Read & Narrative *Suicide by Sugar* on library reserve
Due Tuesday 3/11

Week 8: March 11 & 13

- 11: In-class: Close Reading: *Sugar Shock* (pp. 71-72) (BRING BOOK)
Quiz 7, Narrative & Discuss:
Gaining Weight
Suicide by Sugar
- Homework out: Narrative "Giving Up Sugar for Two Weeks"
Due Tuesday 4/1
Read & Narrative (only three pages due total)
Sugar Shock (Parts 3, 4 & 5)
Due Tuesday 3/25
- 13: Meet with your School Center Partner and Plan Center
Practice Center Due 3/27

Week 9: March 18 & 20 (SPRING BREAK)**Week 10: March 25 & 27**

- 25: In-class: "Sugar and Me Topic Due"
Quiz 8, Narrative & Discuss
Sugar Shock (Parts 3, 4 & 5)
- 27: In-class: Practice School Centers
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Week 11: April 1

- 1: In-class: Narrative "Giving Up Sugar for Two Weeks"
- 3: In-class: Go to Elementary School and do centers
- Homework out: Narrative: "Sharing My Knowledge"
Due Tuesday 4/8
- Reading & Narrative:
Salt, Sugar & Fat: Part One
Due Tuesday 4/15

Week 12: April 8 & 10

- 8: In-class: Narrative: "Sharing My Knowledge"
- 10: In-class: Research, bring pieces together
Final report Due Thursday 4/17
- Homework out: Presentation: "Sugar & Me"
Due April 22 & 24

Week 13: April 15 & 17

- 15: In-class: Quiz 9, Narrative & Discuss
Salt, Sugar & Fat: Part One
- Homework out: Reading & Narrative: Sugar Water on library reserve
Due Tuesday 4/29
- 17: In-class: Put Research Poster Together

Week 14: April 22 & 24

- 22: In-class: Presentation: Sugar & Me
- 24: In-class: Presentation: Sugar & Me
- Homework out: Narrative: "Reflecting on Other's Stories"
Due Thursday 5/1
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Week 15: April 29 & May 1

- 28: In-class: Maui Group Presentation
No Quiz, but Narrative due *Sugar Water*
- 1: In-class: Narrative: "Reflecting on Other's Stories"
- Homework out: Narrative: "How the Readings Changed Me"
Due Tuesday, 5/6

Week 16: May 6

- 6: In-class: Narrative: "How the Readings Changed Me"

May 8: Poster Symposium (date, time and location to be confirmed at a later date)

Final Exam Tuesday, May 13: (11:30 to 2:30)

Final Exam: Sugar Collage, Final Reflection & Sugar Book Due:
Be prepared to discuss with class
