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Paradox, Image, and Sustainability: Using Art and Aesthetic Experiences to Explore Ethical Challenges in the Global Agriculture and Food Industry

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Abstract

The global food industry is a useful domain for examining ethical challenges and exploring paradoxes. The authors make the case for the use of art, design, and aesthetic experiences to provoke students to see the world differently and take action. Issues of consumer consciousness, cultural identity, environment, politics, and the growing separation from the developed and less developed countries are considered with suggested activities to bring these to life. The paper offers suggestions for future research, teaching ideas, and a set of food industry resources for the classroom.

Keywords: Sustainability; Paradox; Ethical challenges; Agribusiness; experiential education

1 Context: New Challenges, New Methods

A casual review of the popular world news over the last few months puts global agriculture and food in the spotlight. One has only to consider a few of the recent headlines including "What El Nino means for farms and global food prices" (Silverberg, 2024) or "For many Big Food Companies Emissions Head in Wrong Direction" (Creswell, 2023) or "Which Food is Better for the Planet" (Kommenda et al., 2021) to realize the widespread impact and importance of the food industry. It raises issues about global interdependence and the challenges of managing even a small company in this worldwide industry. This turbulence is characteristic of the global economy, the information revolution, and the presence of two forms of technology – those that threaten and tax the planet and its people, and those that enable our connectedness, enhance productivity, and are sustainable. To prepare tomorrow's managers and leaders in agribusiness and other industries, educators need to go beyond the "left-brain" logical, linear, and deductive models used in the past. We must prepare our students for the new world of work, or as Vaill (1996) calls it the "permanent whitewater", managers must navigate in the changing economic and socio-political environment. The manager's toolbox must include additional tools of analysis, perspective, problem solving, creativity, empathy, and critical thinking. Langer (2014) refers to these new skills as a level of "mindfulness."
Using art, aesthetics, and design experiences as part of our curriculum can serve as a means for bringing right brain thinking into the process. Consistent with Pink (2005) notions of whole brain thinking to address complex issues, this philosophy is grounded in the educational literature on adult learning, cognitive and affective development, emotional intelligence, and experi-

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ential challenges (Taylor & Ladkin, 2009).
Until recently, aesthetics was not a concept typically used in food science or management education. Yet the urgency to bring new perspective and ways of seeing into our classrooms directs us to two relevant applications of the concept of aesthetics. One perspective focuses on aesthetics as used in human reason and judgment, not simply about beauty as in a piece of art, but also in notions of reasoning, grounded decision making and intention. For the student it means discerning paradox, considering alternatives, or even framing a problem in a way which brings out the real choices involved in decision making. These are choices that can create a unique, albeit aesthetic experience which then have the potential to inspire others. Second, there is the notion that aesthetics applies to art itself, its features, and its power to resonate beyond the serious art student. Students can appreciate the image created in a logo, a label, a product's design, a video, or an advertising campaign. Their aesthetic experience happens as they see and experience these images more deeply and with an increased level of self-reflection and engagement.
Two key assumptions are at the core of this paper. First is the belief that through art and aesthetic experiences, students can witness issues in the" first person" as participants and not simply as "third person" observers. It is through such felt, witnessed, and experienced moments of emotion (e.g., anger, fear, joy, awe, anguish) and moments of action that deep learning and perspective can result. The second assumption is that ethics can be taught, that dilemmas can be brought to life and that students can be made more aware of the paradox in global food as well as other industries. This is consistent with Dewey's view that "moral action depends on being able to imaginatively put oneself into another's shoes and art encourages this" ("Dewey's aesthetics," 2012). The methods used in this paper bring out the ethical challenges of issues in the food industry with the aid of aesthetics, art, and design (i.e., the right brain skills such as problem solving, creativity and empathy).
The goal of this paper is to demonstrate how we can use art and art experiences to bring out the ethical paradoxes, the myths and the issues that challenge the sustainability of the agricultural industry. To capture the range of issues and challenges to sustainability in agriculture, five key paradoxes of the global food industry are used as a structure for organizing student experiences around sustainability and ethics. The five paradoxes include 1) Consumer Consciousness, 2) Food and Cultural Identity, 3) Political Issues of Sustainability, 4) Environmental Issues of Sustainability, and 5) Developed World versus Less Developed World. These are like the topics suggested by Kagan (2011) in his text *Art and Sustainability, Connecting Patterns for a Culture of Complexity*, to build knowledge and study "interrelatedness.

2 Paradox, Aesthetics, and the New Logics of Sustainability

A major domain for discussions about sustainability and ethics is the global food industry. It is replete with paradox, politics, emerging technologies, and protection of cultural identity. Globally, it is a study of contrasts. In the developed world, we see abundance, large supermarkets displaying their brands, heavy use of processed ingredients, and growing levels of obesity and Type II diabetes among those reasonably well off. In the less developed world and in urban pockets of "food deserts" we find scarcity, inaccessibility to resources, and malnutrition among the "have nots". With a growing consumer movement in developed economies to "buy local" and a growing awareness about environmental issues such as soil erosion, water supply and misuse of crop chemistry, it appears more people are paying attention not only to what they eat but also to where it comes from. Opportunities arise for new players from local farm markets to such players as Whole Foods and Aldi. Some are questioning our "bigger is better" assumptions about scale and the resource and labour sustainability of large-scale operations in grain, livestock, and meatpacking. Thus, it is a suitable platform to bring out the ethical dilemmas for us as consumers, investors, and citizens.
Paradox is an appropriate concept to frame how we examine the striking contrasts in the food industry. Aesthetic and art experiences are tools for creating experiences that illustrate paradox.

Paradox is "a statement that is seemingly contradictory or opposed to common sense and yet is perhaps true" (Merriam-Webster, 2024). Using paradoxical thinking allows the student to see two contradictory things at the same time and therefore to engage in the process of "seeing the whole" (Palmer, 1998). Being forced to see the opposite sides of an issue encourages one to think more creatively and potentially to be more open and flexible to the potential for resolution (Smith & Lewis, 2022). As Westenholz (1993) says, "Paradoxical thinking is not only a cognitive process through which one realizes the absurd aspects of one's identity. The process is partly characterized by the person's feeling of 'something incomprehensible happening.' The feeling of 'floating, of letting go' and the excitement of being part of it." This is not unlike what Dewey suggests when he describes the structure of an experience and the process of doing and undergoing, joined with thinking and perception to create a "perfect harmony" and an identification of self and world ("Dewey's aesthetics," 2012). Rothenberg (1979) suggest that artists and scientists both use paradoxical thinking as it allows them to let go of a restrictive either/or thinking to adopt a more both/and perspective.

In their work on learning through paradox, Lewis and Dehler (2000) describe three approaches for helping students to learn using paradoxical thinking, using 1) conceptual polarities, 2) using personal contradictions, and 3) paradoxical predicaments. It is the third approach which fits best as a method to convey the situations set up in the five areas introduced below.

Beyond traditional methods of lecture, cases and examples, the extraordinary tools of art and aesthetics are recommended to challenge our assumptions, broaden our perspective, and explore paradoxes. For this paper, art includes dance, film-making, theatre, writing, painting, music, photography, and sculpture. Yet, it also considers a range of aesthetic experiences from observation, listening, and reflection to such tasks as preparing a meal or designing a presentation. Students may be makers or observers inquiring into how art (e.g., a documentary, a poem, a mural, an advertisement) provokes us to engage or see things differently.

Art can help to capture a story in ways statistical tables and commodity price charts cannot. Art, from either the creator's or the viewer's vantage point, initiates the possibility of inspiration and personal meaning. Art processes are typically thought of as a right-brain way to convey content and add perspective to an issue. As a right-brain process, the act of doing art requires taking what one sees, interpreting the here and now, and being reflective. It could manifest as a heightened awareness, a new vision for the future, or a call to action. Introspection requires analysis of ethical issues, generation of leadership and courage, and the opportunity to draw others to that new perspective. In this way, art can also be the visual representation to aid in the left-brain logical processing that is required to move one to action, advocacy, or engagement. As educators we are compelled to push students beyond what is comfortable or obvious. This is consistent with the work of Kegan (1994) on new levels of consciousness and Torbert (1996) use of autobiographical inquiry. His research and executive development using deep reflection and autobiographical inquiry helps young managers bridge stages of development and consciousness. They move from tactical thinking to strategic thinking and are more wholistic in their approach to problem solving. First, a shift in perspective is helpful. It entails a "both-and logic rather than an "either-or: logic. This framing helps to visualize the whole mind thinking, popularized recently by Pink (2005) which demonstrates the need for the right brain activities (e.g., abstract processes such as art and aesthetics), along with the need for left brain activities (e.g., rational processes such as problem solving and critical thinking). This perspective parallels work of Dewey. While known to many as a philosopher and a voice for public education, he also spoke to the need for an art and aesthetic experience.

Second, as educators designing experiences, we need to be open and objective. This might include a willingness to define a successful class or exercise in a variety of new and unexpected ways. At the heart of critical thinking and ethical dilemmas is openness to "what's so", the truth, the unjust, the shadows. In reflecting on the need for art experience, Dewey helps us consider critical thinking more deeply. He believes that "thinking is an art. Propositions that ex-

press knowledge are as much works of art as statues and symphonies. Conclusions are matters of condensed meaning, while premises result from analysis of conclusions into their grounds. . . ." ("Dewey's aesthetics," 2012)

Dewey is mindful of process. He encourages us to use our imagination explicitly to connect knowledge and previous experience to our current practices and situations. It is when we truly "experience" this connection between what "was" and what "is" that we create art, that we can create something aesthetically valuable. The occasion requires action, thinking, feeling, being so deep within that process that you lose a sense of self as separate from what you are making or doing ("Dewey's aesthetics," 2012).

Finally, as educators we are called to be mindful and aware of basic activities. In the broadest sense, we can make any act of teaching, aesthetic or artistic by being mindful and conscious of both the why and how we use our content and context. Drawing distinctions, bringing out paradox and the like, gives students time to begin seeing from other vantage points. The choice of a slide, a documentary film, or article meant to provoke or challenge the prevailing thinking is "by design" aesthetic.

For example, consider a simple exercise of discussing advertising labels and logos and cultural awareness. The decision by Land O' Lake's products to discontinue the Indian princess logo is one example which speaks to the corporate response to the increasing range of views on imagery and symbols (Hinchliffe, 2020). Even the imagery about food preparation as an aesthetic experience generates a cultural debate. Bon Appetit relishes the "made from scratch" experience while Hello Fresh delivers meals 'built for your lifestyle' (Grylls, 2022) or Misfits Match solves 'the ugly problem' by selling food that would have otherwise been wasted due to imperfection or surplus quantities (Chen, 2023). These illustrate the range of things that can be done to bring the artistic to life and consider the ethical underpinnings of images in a basic discussion of advertising. In the eyes of the students, the paradox of food becomes real and relevant to their own lives with an eye to its impact on others.

3 Paradox and the Global Food Industry

At the most basic level, the paradox facing the food industry is simple – there is enough (e.g., capital, technology, land) to feed everyone, yet about 10% of humanity is starving or severely malnourished every day. Over 25,000 people, primarily children under five, die daily for lack of food (Organization, 2022). The persistence of hunger in economic, political, cultural, or development terms can be explained, yet the paradox remains. Paradoxical issues are briefly introduced here and elaborated on in a later section.

Food, always a popular topic, has become even more prevalent in the business press. Documentaries such as *Poisoned: The Dirty Truth About Your Food, GMO OMG, Eating One Way to Extinction, and Wasted! The story of Food Waste* are available for all to view via streaming services. Wal-Mart has become the largest grocery retailer. Amazon's purchase of Whole Foods Market continues to revolutionize the food sourcing supply chain and the food shopping experience (International Supermarket News, 2024). Local farmers markets are expanding in many localities as the "slow food/buy local" movement thrives. Consumers get confusing signals on what constitutes 'green,' 'recyclable,' or 'organic' and what difference these products make in our health and quality of life. Food is essential to life, to economic development, and to cultural identity. As consumers, we take pride in knowing about French wine, Wisconsin cheese, Chilean sea bass, and Mexican habanera peppers. We expect our food to be safe and inexpensive. And, we have come to rely on seasonal fruits and vegetables being available year-round. The industry provides a mosaic of business, government, and NGO/third sector organizations. The industry is a large ecosystem comprising 5.5% of the US GDP and 10.4% of US employment with unique technologies, regulation and safety concerns, trade issues, and cultural identity (Economic Research Service U.S. Department of Agriculture, 2022). Agriculture and agribusiness are the critical frontlines in economic development. Beyond

farming, jobs are created in transportation and logistics, food processing and packaging, retail, and restaurants. As development progresses, basic manufacturing jobs emerge in the food processing and storage sectors, as well as farm equipment. Before major steps in industrialization and urban migration can occur, a country needs to be able to feed its population. On some scale, production agriculture is needed to allow migration to the cities. Additionally, an export market for some agriculture products (commodities, specialty crops, cut flowers) needs to be identified.

Yet, the industry is paradoxical. Behind the pastoral scenery, a different picture emerges. Food can be political. Consider the following examples: 1) Dire situation in Gaza as food trucks not able to get relief to thousands without food (Organization, 2024), 2) National School Lunch and Breakfast Programs offering free or reduced meals for children in need, the expansion of the program to any child regardless of need during the pandemic (Economic Research Service U.S. Department of Agriculture, 2023) or 3) The expansion of the concept of 'food deserts' to include 'food swamps, and 'food mirages' all to help describe issues related to food insecurity and what the U.S. government could be doing about it (Haskell, 2021). Food is a tool of trade policy, government subsidies, and protectionism. While food represents the best of our new technology – soil and crop chemistry, seed and animal genetics, and biotechnology - modern farming techniques are blamed for soil erosion and pollution of groundwater supplies, and monoculture production for disease resistant strains of weeds and pests. Yet, for all the global innovation, farmers in developing countries want simple irrigation, a package of seed, and a bicycle to move their product to market. With all the technology and knowhow, over 800 million people go to sleep hungry (Organization, 2022).

Food production and availability brings up issues of social and environmental justice and has us look at sustainability more clearly. Issues of property rights, access to capital, availability of seed and other inputs, and fair market treatment at harvest play in here as do issues of distribution infrastructure and subsidization. By sustainability we reference Ray Anderson, former CEO of Interface who notes "sustainability is all about coming up with ways to meet our needs today without undermining the ability of other folks to meet their need tomorrow". In practical terms, sustainability practices are captured in annual reports. Sustainability reporting goes beyond financial disclosure to presenting information on environmental impact (CO2 emissions, waste, water issues) to social justice (employment, diversity, etc.) to governance (board structure and representation) (ESG). In the food industry sustainability practice is about protecting the land from erosion, replenishing soil, careful use of crop chemistry, and thoughtful water management. More broadly, it could include examination of issues of biotechnology, land ownership, animal welfare, public goods and private interest, trade policy and subsidies, and food security.

Paradox 1: Consumer Consciousness

The discussion of sustainability is making its way into the everyday lives of consumers all over the world but just as the definition is unclear in the global world of business and politics it is even more confusing in the world of everyday consumers. Many people are trying to be more conscientious in their purchases and in how they interact with others and nature, especially those that might translate to have a large impact on the world. Consumers have a heightened level of discernment regarding their consumption behaviours especially because of the global economic crisis of the last few years. People are spending more conscious effort to clarify and understand the purchases they make. In a recent study by Communispace Corporation for Ogilvy, researchers found that consumers often operated in one of two ways to control their lives in the post-recession period. They either "re-trench, shifting habits, spending patterns, rituals and priorities to maintain status quo" or they "reimage their lives, creating whole new systems of values and behaviours." (Austin, 2010). As it relates to sustainability, the survey found people were more willing to do for themselves, to simplify their lives and to seek a healthier lifestyle.

Table 1: Paradox 1: Consumer Consciousness Issues

Issue	Specific examples
Local and organic	100 mile diet Farmers markets Urban farming Ark of Taste Slow food movement
Influence of branding	Global standards Organic seal adopted by USDA
Packaging	Biodegradable vs recyclable Innovations? BPA, PVC Nutritional labelling
Safety - Domestic and International	Bans on European beef Irradiation Antibiotics usage with healthy animals
Food Preparation	Role of reality TV – competition Natural versus processed Carnivore vs. vegetarian vs. vegan

This consciousness is being referred to as the "new normal" across the world (Lupo, 2010).

Paradox 2: Cultural Identity and Food

Closely linked to the idea of a growing consciousness in consumers is the attention devoted to culture and the way one identifies with cultures. The shared values, beliefs, and attitudes of a similar group of people passed down through generations constitute the culture. Culture also includes the practice of norms, rituals, and customs. One does not have to look far to see the importance of food in established cultures around the world. For example, consider the celebrations of holidays, rites of passage into adulthood, birth, or death. Products and services may also have a cultural identification. A product maybe associated with the geographic area it comes from (e.g., French champagne, Wisconsin cheese), the colour used in promotion (e.g., Coca Cola – red), a symbol or trademark (e.g., the Coke curved bottle), among other things (e.g., age, religious or ethnic background, gender). Culture plays a part in understanding our similarities and differences and how we filter and interpret messages.

Paradox 3: Environmental Issues of Sustainability

A fair assumption about agriculture is that farmers are good stewards of the environment. In the US most crop producers have adopted "No till" methods demonstrating a sensitivity to erosion and fuel consumption. Thoughtful use of drainage systems and irrigation has lessened erosion in some areas of the country. In the livestock sector, many have utilized liners in holding ponds or methane conversion to deal with waste. In Europe, our image is one of boutique farms where land, water and waste issues are addressed conscientiously.

We have become more sensitive to interdependence in the system. Such was the case of spinach contamination in California. After a heavy rain, a creek that ran through a nearby horse farm overflowed on a part of the spinach field. We learned from this event that no matter how conscientious a single player in the system is, when it comes to food safety one must take an eco-

Table 2: Paradox 2: Cultural Identity and Food

Issue	Specific Examples
Local markets and Global markets	
Large industry vs. Local Growers	Yield Issues Use of Genetics Effects of fertilizers, pesticides
Food as a way of life	Food usage in rituals, custom Family involvement
Factors of production focused on supporting internal competition	
Specialization:	Native species Effects of raising livestock

Table 3: Paradox 3: Environmental Issues

Issues	Specific Examples
Water Use	Ground water contamination Aquifer Depletion Point source contamination – petroleum
Land erosion and stewardship	Use of pesticides and fertilizers
Animal Management	Additives (Antibiotics, rBGH) Animal Welfare Cloning Factory versus Family Farms Animal Waste
Energy Use	Greenhouse gases Fossil fuel calories Transportation versus production usage Energy usage for wasted food

system perspective.

While individual farmers may be sensitive to environmental and animal stewardship issues, we see evidence that corporate farms may not be so attentive. Smithfield, the largest producer of pork in the US, has had environmental challenges in North Carolina. Pollution from hog production waste has damaged rivers in three northeast counties of the state. The Environmental Protection Agency (EPA) has limited hog production in that region. Firms such as Syngenta and Bayer also face an environmental paradox in balancing seed and crop protection technologies. Better hybrid seed frequently needs less crop chemistry. One side of the business benefits (seeds and science) while another loses volume. Yet the environment is better served by fewer chemicals being used.

The packaging side of the industry also is subject to environmental issues. Paper, cardboard, plastics, and Styrofoam are common materials. Some is intended to get our attention on supermarket shelves and freezer cases. Others such as meat packages are highly functional in maintaining freshness.

On the livestock side, use of the entire animal

has been a tradition in many cultures. Many of the byproducts not fit for human consumption go to the pet food industry. Even the ethanol industry utilizes the waste as distillers' grain (a highly acidic material) for animal feed.

Paradox 4: Political issues of Sustainability

For better or worse, agriculture and food are embedded in the political arena. Agriculture and agribusiness are the foundations of any national economy. For a country to feed itself, it must be able to grow, transport, process, and distribute food. A government seeks to ensure food safety, price stability, and standards. It may also incentivize industries and sectors that provide stable long-term supply (dairy supports, grain supports, research funding) and generate future revenue (restaurant and tourism, export foods like chocolate, cheese, wine).

Agribusiness encourages the development of infrastructure and is frequently the driver of rural development. Beyond production farming, jobs are created in transportation and logistics, food processing and packaging, and retail and restaurants. As development progresses, basic manufacturing jobs emerge in the food processing and storage sectors and farm equipment. On a scale, production agriculture allows migration to the cities begetting other development. If a country or region is particularly good at producing something unique, an export opportunity arises (from commodity grain, to culturally identified products).

The paradox for government is over how much control (food safety) and incentive vs. letting the market forces work. Historical subsidies become part of the system. As a policy domain, agriculture and food receive lots of attention because it is so fundamental, so widely distributed, involves many jobs, and even votes. Many US government agencies are underfunded, international trade faces fluctuating scrutiny across borders and dominant food lobbyists look to minimize change in regulations and government enforcement (Political Influence, 2024). As a result, an alphabet soup of trade associations, advocacy and lobbying groups maintain a presence in Washington, Brussels as well as Beijing, Tokyo, and Mumbai (Mahon, 1989).

Paradox 5: Developed World vs. Less-Developed World

Raising issues that show the vast differences in access and affordability of food is rather easy. This area is replete with examples that show differences and contrasts. The issue of poverty versus wealth is not only the concern of a developing country but also one we see in the US and Europe. Malnutrition is a problem among the working poor; obesity is a challenge for a growing number of comfortable middle class. Educating our youth about food and nutrition is a start. Removing sugared soft drinks from school cafeterias and vending machines is progress. For those in need, food banks, and food rescue organizations are showing up in cities as a form of social entrepreneurship. More needs to be done. The G-20 countries subsidize their agriculture industries heavily which some argue make it difficult for emerging countries to join the game. Bono, the musician from U2, has made some progress lobbying the G20 to change the subsidies. In the last two years, sugar supports have changed drastically in Europe.

Other examples of the differences between the developed and less developed world in agriculture illustrate the divide. In the west, we finish a steer in 6-9 months on a corn diet. This is one cause of methane gas because the food is not being digested completely. In most of the world, the steer is grass fed over 2-3 years as nature intended. On another front, US energy policy using tax incentives has spurred the growth of the ethanol industry. It is a "food to fuel shift" that has influenced major commodity price increases in corn worldwide. Finally, the use of genetically modified materials in milk (BGH) and seeds has caused controversy. Great science was not followed by great marketing. With incomplete information on the nutritional value or the impact of better yields on the farm, consumers were hesitant to embrace GMO food. Europe created a ban on GMO use allowing a "timeout" to assuage fears and convince regulators.

For the less developed world, while poverty and less enlightened governments get our attention,

Table 4: Paradox 4: Political Issues

Issues	Specific Examples
Subsidies	Food and Farm Bill Food Stamps Land Grant Extension programs
Trade	Nutritional Labelling at restaurants Tariffs Inspection Growing imports
Technology	Cloning Biotechnology
Regulation	Farm worker protection Children Nutrition Act School Lunch Programs FDA Involvement Nutrition Labelling

Table 5: Developed Paradox 5: World vs. Less-Developed World

Subsidization and world trade	Factory farms Poverty Global Aide initiatives
Energy vs Food tradeoff	Corn, food or ethanol
Safety	Genetic engineering Irradiation Beef Protein and animal feed
Health	Food borne illness Manufacturing error
Regulation	Farm worker protection Fluctuation in governance
Waste	Impact of weather/nature related catastrophes
Entrepreneurs in agricultural sector	NGO's Urban vs rural poor
Infrastructure	Food security

there are promising signs of hope and progress. Programmes for educating farmers on use of proper seeds and chemicals, techniques for irrigation, and even marketing are being offered by universities and NGOs. Agricultural entrepreneurs make up the majority of small business and microenterprises filling a need from food production to packaging, transportation, and preparation. Many micro loans are given to women food vendors. Companies are paying more attention to "bottom of the pyramid" markets in the developing world because they represent a large opportunity for growth. The Shopping on a Budget Exercise has students experience food buying on a limited budget in two different countries.

4 Teaching, Research, and the Call to Action

The obvious question here is where to begin. Beyond the suggested exercises offered for each paradox, consider simple activities such as visiting a museum or viewing a film with the aesthetic in mind. In agribusiness, seeing a production or processing site, a slaughterhouse, a hog barn, a farmers' market, or food bank might be enlightening. Students can develop skills in observation, discernment, and questioning. New awareness can lead to action. This can include being a more thoughtful consumer, changing eating habits, sharing insights in a more public forum, doing an art show or performance, volunteering at a food pantry, planting a campus garden, or sponsoring a campus event.

Students choose an issue, follow its evolution, and examine the institutions in the eco-system around the issue. By taking a wider cut at an issue, it moves thinking beyond firm and industry analysis to a broader examination of the range of business, government, and NGOs institutions engaged in complex problems and challenges. Students are invited to get visual, hence aesthetic, in their presentations of big issues. They now look at an annual report or a policy paper in a more discerning way.

For those new to agribusiness, Harvard Business School has a great array of cases including Starbucks, Gerber in Poland, Yum Brands, and Whole Foods Market and biotechnology. These cases can be integrated into courses on strategy, marketing, business ethics, sustainability, entrepreneurship, and leadership.

A global economy requires a new awareness, an embracing of diversity, and a dancer-like flexibility for change and adaptation. Organizations are pragmatic. To survive they must attract and keep the best people, they must innovate, and they must evolve as better places to work and serve.

As educators we need to assess what works. We need to capture stories about how experience changes behaviour. Connecting issues, encouraging global awareness and local involvement on concerns such as migrant labour, mono-culture farming, the use of crop chemistry, and food labelling is the first step. Ideally this leads to consumers simply being more aware.

Assessing results could take different forms – one time versus on-going activities, new organizations started or joined, levels of volunteerism, consumer awareness. Some is discoverable in simple reflective papers.

At a more global level, look for new independent study projects, senior thesis topics that reflect a willingness to look at comprehensive issues. Some of the big issues include: policy: subsidization, protectionism, health research; trade, tariff, and tax; micro enterprise and social entrepreneurship; links to CSR: role of multinationals in global food industry; paradox in other industries e.g., electronics and recycling of toxic components; retail clothing and the environment. Albert Einstein's sentiment that "the significant problems we face cannot be solved at the same level of thinking we were at when we created them." is prescient (Einstein, 1987). As educators, we must push our students beyond that which is comfortable and obvious. The nature of the problems and the opportunity for creative solutions sets the stage for this paper which explores teaching sustainability and ethics in agriculture and food using the extraordinary tools of art and aesthetics.

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