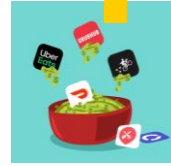


You Are What You Eat: Food in Society

SOC 268 | Spring 2021

Section 5784 | Online

Instructor: Jennifer Lê
Office Location: Zoom
Office Hours: 10-11am M-Th
Phone: 425.564.2803 (office)
Email: jennifer.le@bellevuecollege.edu (preferred)



Course Description and Goals

From where does your food come? Why and when do you eat what you do? Critically analyze the social history of food production and consumption in America over time. Themes include the changing rhythms of food development, understanding diet and nutrition from a cultural perspective, and food in pop culture.

To make appointments, please go to drlle.youcanbook.me or scan the code above. Download a free QR Code Reader from your App Store to scan this.

Course Outcomes

After completing this course, successful students should be able to:

- Describe how the production and consumption of food is fundamentally a social process that reflects and produces inequalities between people.
- Critically analyze some of the contemporary social and political controversies about food.
- Discuss the relationships between social power, group identities, and access to food.

Required Text and Readings

- Menzel, Peter and Faith D’Aluisio “Hungry Planet: What the World Eats”
- Additional readings will be posted on the course website

Attendance

As this is an online class, attendance will be counted by your online access to the course and the meeting of deadlines. In order to be considered an active member of the course, students must log into the course within the **first two days** of the quarter, or you may be automatically withdrawn from the class.

Each week for this course begins on Monday and ends on Sunday. All assignments listed as due for each week will be due on Sunday by 11:59pm PST with the exception of initial discussion board posts, which are due each week on Thursday by 11:59pm PST.

Classroom Policies

As this is a college course, this classroom shall be treated as a professional environment. I expect everyone to be respectful of others. There will be zero tolerance for disrespect including but not limited to racism, sexism, ageism, ableism, cissexism, and heterosexism.

Online Etiquette

The following are general guidelines to follow in an online classroom environment. These guidelines will help foster a positive and constructive learning environment.

1. Avoid using ALL CAPS as this suggests you are shouting and is more difficult to read.
2. Avoid using emojis (e.g. :-), >:(, etc.) and texting slang (e.g. lol, btw, etc.).
3. Keep your written communications focused and to the point.
4. Remember that your posts are public to the members of this class. Do not say anything online that you wouldn't say to someone's face.
5. Obey copyright laws. Do not use text, images, or other context without permission or proper citation.
6. As with all college courses, academic dishonesty (including plagiarism, cheating, multiple submissions, etc.) will not be tolerated.

Course Requirements

Syllabus Quiz

(20 points)

During the first week, you will need to review the syllabus and Course Materials module and complete the quiz.

Online Discussions

(360 points total, 30 points each)

A new topic of discussion will be available each week. Initial posts—your own response to the discussion topic—are due each week on Thursday by 11:59pm PST with the exception of the week of Thanksgiving. Response posts—responses made on your classmates' threads (not including replies made on your own thread)—are due each week on Sunday by 11:59pm PST. You are required to make a minimum of THREE posts each week (one initial post and two response posts) but are encouraged to post more to demonstrate your engagement with your peers and the topic. Each post should use critical thinking, be thoughtful, concise, and include related research from the textbook or news sources.

TIP: thoughtful response posts should include critical reflection, meaningful questions, and/or related content or research from the textbook or news sources. Simple agreement or disagreement will not count toward your minimum number of posts.

Hungry Planet Reflections

(270 points total, 30 points each)

As the readings for this course are non-traditional, in that many do not come from scholarly or academic sources, you will be submitting reflections on your textbook, Hungry Planet, and the other readings using your sociological imagination.

Essays

(200 points total, 50 points each)

Throughout the quarter, you will be writing short papers that involve reflection, analysis, and at times, observations. Assignment guidelines will be available on Canvas. They will be between 3-4 pages in length.

Each paper should follow proper citation guidelines using either MLA or APA style. This website contains helpful guidelines: <https://owl.english.purdue.edu/owl/>. The format for all papers should be double spaced, Arial 12 point font, with 1 inch margins on all sides, and no title page or running header. Guidelines and a grading rubric will be available for students to review. Papers are to be uploaded on Canvas on or before the due date.

Food Porn

(20 points)

During the week on diets, fads, and other food trends, you will need to make and submit a simple collage of various diets, fads, and other food trends. It should be visual with a few words. The can include “food porn” (photos of food made to look especially enticing, not at all related to traditional pornography), social media posts (short tweets are acceptable), memes, etc. All images should be relatively recent, however, from within the last year. Trends can be related to food in any way: consumption, distribution, delivery, agriculture, etc. Beverages may be included. You are welcome to create this by hand (cut and glue), but digital/electronic creation (copy and paste) is perfectly acceptable.

Food Diary

(100 points)

Over the course of a week (seven consecutive days of your choosing), you will need to document everything you eat. Record what you ate, when you ate, where you ate, who prepared it, where it came from (including where it was produced, if known), who you ate with, and your general reflection on the social significance of food in these contexts. After compiling your data in a grid format, deconstruct your diet using key concepts from the readings and class lectures.

Grades

Your grade will consist of the following:

TOTAL: 1000 points

A = 930 - 1000+

A- = 900 - 929

B+ = 870 - 899

B = 830 - 869

B- = 800 - 829

C+ = 770 - 799

C = 730 - 769

C- = 700 - 729

D+ = 670 - 699

D = 630 - 669

D- = 600 - 629

F = 0 – 599

Syllabus Quiz – 20 points = 2%

Discussions – 360 points (30 points each) = 36%

Reflections – 300 points (30 points each) = 30%

Food Diary – 100 points = 10%

Food Porn – 20 points = 2%

Essays – 200 points (50 points each) 20%

Note: There will be no curve in this class, including for single assignments. Your grade is what you earn.

Extra Credit

Video links will be posted in the Canvas assignment link. One of the videos is to be watched and analyzed. The requirements for the paper are on Canvas. Students may complete ONE total of these extra credit opportunities for a possible 20 points. These extra points are added onto a student’s total points for the course. No late work will be accepted without a pre-approved reason. Please view the full assignment description on Canvas.

Late Policy

Assignments

- Late papers may be submitted late for any reason and will receive a 10% deduction per day late up until the final day of the course
- Any other missed assignments not pre-approved by the instructor must accompany an approved excuse* in order for an extended due date to be given, and
- Late discussions are not accepted, with the exception of initial posts for discussions that must be submitted before the discussion closes for the week (11:59pm Sunday night)

Approved Excuses

*Approved excuses include school-sponsored event participation, hospitalization, childbirth, major accident or injury, bereavement, or select COVID-19-related issues. It is the student’s responsibility to provide the instructor appropriate documentation within a reasonable timeframe. Unapproved excuses will result in zeros on assignments and **cannot** be made up.

Tentative Schedule

Week 1 – April 8-11

Topic	The Sociological Imagination	
Readings	Vogt Isaksen “The Sociological Imagination: Thinking Outside the Box”	Hungry Planet p. 6-18 (because this book contains a lot of photographs, this reading is only 8 pages, some rather short)
Assignments Due	Week 1 Discussion	Syllabus Quiz

Week 2 – April 12-18

Topic	Food and Social Class				
Readings	Hungry Planet p. 22-35, 166-173, 226-241, 252-259	Erickson 28-35	Phatbeets	Easter	Feeding America
Assignments Due	Week 2 Discussion	HP Reflection 1	Essay 1: Food Pantry		

Week 3 – April 19-25

Topic	Food and Gender					
Readings	Hungry Planet p. 68-73, 106-123, 206-217	Saxena	Chefify #1	Erickson 35-47	Shah	Wiseman
Assignments Due	Week 3 Discussion			HP Reflection 2		

Week 4 – April 26 – May 2

Topic	Meals and the Family			
Readings	Hungry Planet p. 36-45, 52-55, 140-143	Warde and Martens	Sobal	DeVault
Assignments Due	Week 9 Discussion	HP Reflection 3	Essay 2: Your Autobiography of Food	

McIntosh et al. 1 and 2			
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Week 5 – May 3-9

Topic	Food and Race			
Readings	Hungry Planet p. 156-161	Miller	Deck	Williams
Assignments Due	Week 5 Discussion		HP Reflection 4	

Week 6 – May 10-16

Topic	Immigration, Race, and Food							
Readings	Hungry Planet p. 56-67, 246-251	Parker Talwar 1-10	Chuen	Inness	Akresh	Wang	Ku	Monaco Ragavan Sen The Cleaver Quarterly Wei
Assignments Due	Week 6 Discussion			HP Reflection 5				
From hunger foods to heritage foods soc 657 globalization from hunger (apr 25 gmail)	<p>Much has been made about the issue of authenticity when it comes to food. To what degree is authenticity important to those who wish to maintain their culture and perhaps their own identities? At the same time ethnic community members may see some forms of their food appeal to a wider audience for both economic reasons and acceptance by this wider audience.</p>			<p>An area of American sociology that has been the subject of huge debate in that of assimilation and acculturation. I think that if carefully used, they are useful as research tools. Assimilation and acculturation do take place. But they are hardly the whole story. At the same time, these ideas have been used to 1) oppose immigration of Southern Europeans, Asians, and Hispanics, 2) means of harassing immigrants once they have arrived. The fear has been that migrants from different cultures will change/destroy American culture. Prejudice as well in the form of perceptions of inferiority of other groups, often based on false claims about biology. But I am interested in your thoughts.</p> <p>2. Of course, assimilation and acculturation overlook issues of ethnic identity. That not only recent</p>				

		<p>immigrants try to preserve their culture, but their offspring do as well often generations after the initial migration. Particularly true of food. When this is expressed in terms of ethnic food festivals, are traditions diluted in the same way they are in the restaurant trade? Is it a fool's paradise to think that ethnic identity can be preserved while permitting immigrants and their offspring full and equal participation in American life?</p> <p>3. This raises issues regarding what degree we ought to interfere with the diets of immigrants. If we do for health reasons, how can we do this while respecting their cultural heritage?</p>
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Week 7 – May 17-23

Topic	Obesity, Hunger, and Food Waste					
Readings	Hungry Planet p. 218-225, 242-245, 260-265, 270-275, 280-281 (read table closely)	Patel's Stuffed and Starved 1-6, 267-277 Canaries in a coalmine (children)	Blanchard and Matthews	Ginsburg	Galvin	Robinson
Assignments Due	Week 7 Discussion	HP Reflection 6	Essay 3: Problem Food			

Week 8 – May 24-30

Topic	Diets, Fads, and Other Food Trends					
Readings	Hungry Planet p. 266-269	Wright and Mittendorf's The Fight Over Food Pt 1	Heid	Ahl	Zuppello	Sternheimer
Assignments Due	Week 8 Discussion			HP Reflection 7	Food Porn	
Shapiro for me for early trend of ready made and frozen foods McIntosh— food and nutrition as	It's not rice parody https://www.youtube.com/watch?v=oNqY5w6dVAE					

social problems ch 10			
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Week 9 – May 31 – June 6

Topic	Restaurants and Food Service						
Readings	Hungry Planet p. 92-95, 124-139, 174-179	Erickson	Crossman	Timms	Shyong	Simon	Lewis
Assignments Due	Week 4 Discussion		HP Reflection 8		Essay 4: The Future of Food Service		

Week 10 – June 7-13

Topic	Economics and the Business of Food				
Readings	Hungry Planet p. 96-105, 162-165	Thompson	Wright and Mittendorf's The Fight Over Food Pt 2	Kowitt and Winters	Petersen
Assignments Due	Week 9 Discussion		HP Reflection 9		
McGinnis for marketing food					

Week 11 – June 14-20

Topic	Food Supply Chain, Globalization, and the Environment						
Readings	Hungry Planet p. 46-51, 74-91, 144-155, 180-205	Brown's Full Planet, Empty Plates	Regmi et al.	Van Esterik	Cherfas	Dehghan	Horowitz
Assignments Due	Week 11 Discussion		HP Reflection 10		Food Diary		
Cultural imperialism, cocacolonization	World systems theory for globalization—global capital accumulation is the driving force Relativization theory—geographically discontinuous but socially integrated Chaotic globalization theory All look at the homogenizing effects of globalization		Globalization is in flows of capital, waves of migration, satellite broadcasts and transoceanic air routes, but the global is also in the heads and interactions of those whose daily lives underpin those larger-order phenomena		Cocoacolonization		

Week 12 – June 21-25 (Finals Week)

Topic	Conclusion
Readings	Hungry Planet p. 276-277

Assignment Due	Week 12 Discussion
*As this is the last week of the quarter, all outstanding assignments will be due on Friday, June 25	

Sexual Assault Resources

If you experience sexual assault or rape, there are many resources on campus to help you. It is not your fault for what happened and you do not have to go through this alone. Submit a CARE Team report using “Report Concerns” link on the Bellevue College website. Be sure to click on Title IX so that your report gets routed to Rachel Wellman and Jill Powell in the Title IX office. We also have counseling services available for free for all students. You can call (425.564.5747), go to their offices when we can be back on campus (upstairs in the B Building—I’m happy to walk you there if it feels intimidating), or email the counselors (askacounselor@bellevuecollege.edu). Please note that email is not a confidential means of communication. You may also request an appointment online. Public Safety is also able to help with certain things: 425.564.2400. For emergencies please call 911. Finally, an excellent resource is the National Sexual Assault Hotline: 1.800.656.4673, open 24 hours. I am also happy to be a resource and help you get the help you need.

Disability Resource Center

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc. please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Reasonable Accommodations for Reasons of Faith and Conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](#)). In the event you feel you are being discriminated against based on faith

or conscious, you may refer to the procedures outlined in the college's Discrimination, Harassment and Retaliation Policy ([1440P](#)).

Academic Honesty and Integrity

Cheating, stealing, and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/devices to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at <https://www.bellevuecollege.edu/policies/id-2050/>

Copyright Notice

All documents disseminated by your instructor are under copyright by said instructor. Any re-use or distribution of these materials outside of our classroom without permission is copyright infringement and is considered a crime.

Final Comments

It is my goal to make this course worth your time and effort. Therefore, I will do all that is reasonable and within my power to ensure that you learn and succeed. If you are concerned with any aspect of this course please feel free to contact me.