

SOC 268
You Are What You Eat: Food in Society
Bellevue College: Spring 2015

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Office Hours: 10:30a-11:30a, or by appointment
Class meets: Daily, 11:30a-12:20pm
Class location: L220



*napkin of
America,
the
chop and*

"Today, one sits down to breakfast, spreads out a Irish linen, opens the meal with a banana from Central follows with a cereal from Minnesota sweetened with product of Cuban cane, and ends with a Montana lamb a cup of Brazilian coffee. Our daily life is a trip around the world, yet the wonder of which gives us not a single thrill. We are oblivious."
– Edward East, Mankind at the Crossroads, 1924

-a close-up of one of the cans from Andy Warhol's "Campbell's Soup Cans" (1962)

COURSE INTRODUCTION

Most Americans know little about the food we eat. Perhaps this morning, as you opened your favorite box of cereal and read the label, you were taken aback at number of unrecognizable ingredients. You might have wondered, "What is all of this stuff? Is it good for me? Why am I eating things I don't recognize?" Those are certainly important questions, but if we think even more deeply, perhaps about the more hidden, social aspects of food, even more questions arise. "Why is the vast majority of our society's food processed and full of additives? Since it hasn't always been this way, how did we get to this point? Where do all these ingredients come from? Who are the people who produced my cereal...the farmers, the food chemists, the packers? How are their lives similar to or different from mine? Why is it relatively easy for me to have access to breakfast, whereas others are going hungry?" Indeed, there are many, many social aspects to food production, distribution, and consumption, and this quarter, we will examine these phenomena from a sociological perspective. This means that we will be asking different kinds of questions about food than you may at first be accustomed. For example, we're going to attempt to answer the following:

Why do we eat what we do?

What does the food we eat reveal about who we are as a people?

From where does our food come? Which people produce our food?

What kind of social system are we participating in when we eat cereal, a hamburger, a hot dog, or a salad?

Why do some societies have an overabundance of food and others not enough?

Why is food often a class issue? An ethnic issue? A gender issue?

Why do Americans sometimes have problematic relationships with food,
leading to health problems, like obesity and eating disorders?

Indeed, food has many sociological "layers" – it serves as an identity marker, it's embedded in culture, it can be a source of both pleasure and pain, it's a social system, and it is even a tool of power. The fact of the matter is that food connects us to a complex web of cultures and peoples around the globe – even though most of us are not consciously aware of this connection. The overarching goal of the quarter, then, is to increase our awareness and knowledge by exploring how the contemporary production, distribution, and consumption of food reflects social and economic power relations between peoples.

Visit and consider “liking” the Sociology Program’s FACEBOOK page!
<https://www.facebook.com/#!/groups/373440292722303/>

LEARNING ATMOSPHERE

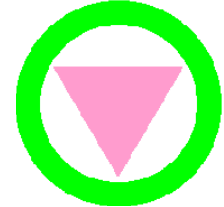
Research about learning tells us that students learn best when they are actively involved in the teaching and learning process. Thus, this is an *active, interactive* course where you will often *learn by doing*. In other words, this class is *experiential*. You are expected to personally reflect on yourself and your own life. In fact, reflection and then sharing your reflections with others are critical components of our class. In our class, you will observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you contribute, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

You should know that class time will NOT be spent regurgitating the reading material. Although we will have what I call “interactive lectures,” we will be spending the bulk of our class time doing other things – activities, discussions, films, and so on. We don’t have a lot of time each week to spend with each other, so we have to make the most of our class time by applying what we’ve learned from the readings. Students typically tell me that they really like our class time together, as we get the opportunity to engage in a lot of fun and interesting activities.

“Education is not the filling of a pail but the lighting of a fire.”
-William Butler Yeats

A note about course content: Since sociologists examine just about every aspect of the social world, we sometimes talk about provocative material in class. Please be advised that, when we explore controversial topics, they will always be framed within an academic context. You are free to leave the room at any time, but please know that you will be responsible for any course material you may have missed while you were gone. If you have any questions or concerns about course content, don’t hesitate to let me know.

REGARDING SAFE SPACE: This class is intended to be a Safe Space for **all** students. Lesbian, gay, bisexual, questioning, queer-identified, and transgendered students welcome in this classroom and encouraged to speak out and be an integral part of class. Any questions about what this means should be brought to me immediately. All are welcome!



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COURSE LEARNING OUTCOMES

After completing the course, the successful student will be able to:

- Explain how food relates to social power;
- Discuss the relationship between food practices and identities;
- Apply sociological knowledge to real-life situations;
- Look at your own life sociologically; and
- Describe how food patterns vary according to race, class, and gender.

TEXTS AND MISCELLANEOUS PURCHASES

- Menzel, Peter and Faith D’Aluisio “Hungry Planet: What the World Eats” –
- Additional readings will be posted on the course website (access course website through Canvas)
- You will also need to purchase some food in this class – you will bring food to class on about four days. **NOTE: Since we will be eating food in this class, please notify me right away if you have any food allergies.**

COURSE REQUIREMENTS AND EXPECTATIONS

In order to have a respectful, cooperative environment in which we learn as much as other, we all need to contribute positively to dynamics. Although each class is unique own 'personality,' the following are the expectations that serve as the foundation of

The following outlines what you may expect instructor:



learning possible from one classroom and develops its basic our class culture.

of me as your

- ***A sincere effort to help you learn the course material.*** Since my ultimate goal is to help you learn and succeed, I intend to spend enough time and effort on class preparation to make the material as understandable and as interesting as I possibly can. Class time will only sometimes be lecture – we will have interesting discussions, watch films, and engage in a variety of activities. I am a big believer that a variety of teaching styles/approaches helps you learn more. I am also a big believer that 'learning by doing' leads to deeper levels of understanding.
- ***Accessibility.*** I agree to be available to you outside of class should you desire help. I encourage you to come to my office hours whenever you have a question or concern. I am more than happy to help. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule. However, please be aware that I am not available 24-hours a day, 7 days a week. In general, I am in my office for a couple of hours in the morning (before my classes) and again in the afternoon, and I always check my email a few times a day. I do my coursework during the week, during daytime business hours. *Thus, please do not send to me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration. **(NOTE: I will award you 10 extra credit points if you come to my office hours at any time before the end of the quarter.** Maybe we can talk about how you're doing in class, a challenging topic, or your future academic plans.)
- ***Attention and respect.*** When you are speaking, you will have my undivided attention. I will never make you feel "stupid" or less intelligent for asking a question or making a comment. I will treat you as a multi-dimensional human being with feelings and a unique personal background. You are not a student identification number to me!
- ***Fairness.*** Your grade will be based upon what I detect that you have learned and how I assess your performance. It is your job to clearly communicate to me that you understand the material. I will not negotiate final grades.

The following outlines what I expect from you as a student in this class:

- ***A sincere effort to learn the course material.*** I work hard to make this course a success for you, and I expect you to try hard too. When participating in discussions and when writing assignments, your comments should indicate to me that you have read and understand the course material. Some students wrongly assume that they can simply "wing it" in this class and still receive a high grade.
- ***Promptness.*** When you arrive late, it hurts not only yourself but also your classmates. Often at the beginning of class I make important announcements or discuss crucial material, and when you come in late, not only do you miss it but you also disrupt your classmates. I certainly understand that sometimes "life happens" and you might miss a bus or have trouble finding a parking space, so don't worry if that happens to you (just try to sneak into the classroom with as little disruption as possible, grabbing a seat along the side or back). Repetitive lateness is a sign of disrespect to our class, however, so if you repeatedly come in late to class, it will affect the participation portion of your course grade. The same thing goes for repeatedly leaving class early.

As far as your assignments, you will need to comply with all due dates. I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work is accepted in this class**. Late work will receive a **zero** grade. Please do not ask me if I will accept your

work late...I won't. If you know you are going to be absent on the day something is due, then turn it in early. **Being absent on the day something is due does NOT grant you an automatic extension (even if you were absent on the day it was assigned).** Major due dates are indicated on the attached Course Calendar, so plan ahead.

NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due. You might want to get the contact information of a classmate so the two of you can turn each other's work in if one of you happen to become ill.

- **Attendance.** Please attend all class sessions – we need you here! Being in class contributes positively to our classroom culture (we want to hear your contributions!), and it also increases your mastery of the course content. As a result, your presence in class contributes toward your final grade in the course. If you do need to miss class, please note that you will not be able to make up any in-class work that you may have missed (such as group work), and you are also responsible for any and all work that is due at the class meeting immediately upon your return. Again, that means that being absent does not grant you an extension on anything. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation.** You should come to class having done the assigned readings and homework, and you should always bring the proper supplies with you. A chunk of the work in this class is worth a small amount of points – don't neglect these assignments because they are usually easy points that can rack up and help (or hurt!) your grade a lot. Note that the BC guideline for homework is two hours outside of class for each hour spent in class (this means 10 hours of homework per week for a typical 5-credit class). Don't worry, though – the work load in this class is probably not going to come to 10 hours a week, although it's not a class that you can 'blow off.'
- **Contribution.** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. To work effectively in this course, therefore, you are expected to be an active participant in our learning environment. You should do your best to contribute to class discussions and activities. Please be advised that your grade will decline if you do not participate and contribute to the intellectual life of our class.
- **Respect and tolerance.** Since learning about diverse experiences is important in this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Bigoted comments and attitudes will not be tolerated. This means that insulting, belittling, degrading, or castigating a group of people (such as women, men, transpeople, people of color, gays and lesbians, poor people, Christians, Jews, Muslims, veterans, conservatives, liberals, and so on) will not be permitted. You are entitled to your beliefs, of course, but you are not entitled to make other people feel attacked, insulted, or victimized by them. Everyone in our class has the right to feel welcome here and safe from personal attack. It is unacceptable to justify bigoted attitudes for any reason, including religion. As a sociologist, I know that words do matter (they can hurt a lot!), so please think of other people's feelings before speaking. If you are unable to express your beliefs in a non-insulting manner, please keep them to yourself. I think you'll find, however, that with a little practice, you can express your viewpoint in an open, respectful manner. If you have any doubts, feel free to check with me and I'd be more than happy to help you express yourself responsibly.
- **Honesty.** Of course, this means no cheating and no plagiarism. If you cheat/plagiarize, you will fail the assignment and possibly the course, depending on the severity. No excuses will be taken into account on this, as this is the central tenet of the student conduct code at any college or university. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your work if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. Please do not copy and paste material from wikipedia or any other website into your assignments, as this is a severe form of cheating (that is very easy to catch, by the way). If you have any hesitation, or if you are in doubt about one of these issues, feel free to ask me.

GRADING

Grades are based on your performance on six factors: (1) quizzes, (2) “fieldwork” exercises, (3) group project and presentation, (4) homework, (5) class participation, and (6) seminar. Each of these elements is awarded a specific number of points:

Quizzes (9 @ 35pts each)	315 points
Group Project and Presentation	250 points
Hungry Planet Reflections (7 @ 15pts each)	105 points
Seminar (7 @ 15pts each)	105 points
Participation	100 points
Journal	75 points
<u>Food sharing</u>	<u>50 points</u>
TOTAL	1000 points

The following are the letter-grade equivalents to the course points:

Course Grade	Point Total	Course Grade	Point Total
A	= 930-1,000 points	C+	= 770-799 points
A-	= 900-929 points	C	= 730-769 points
B+	= 870-899 points	C-	= 700-729 points
B	= 830-869 points	D+	= 670-699 points
B-	= 800-829 points	D	= 600-669 points
		F	= 0-599 points

- (1) Quizzes: Ten quizzes are given over the course of the quarter (that’s one each week), but only nine count toward your final grade in the class (I drop the lowest score). Each quiz consists of an individual and group component – you’ll first take the quiz independently (worth 15 points), and then you’ll take the same quiz in groups (worth 20 points). The individual component of the quizzes are designed to test whether or not you *understand* the course material for the week, and the group component is designed to help you learn the material better. **Quizzes cover the readings, lecture notes, and class discussions**, so you should keep up with the readings and ALWAYS study your class notes. Note that **you cannot makeup missed quizzes**. If you are absent on a quiz day, then you should consider that your dropped score. If you come to class late and the rest of the class is already taking the quiz in groups, you will not be permitted to take the group portion of the quiz (instead, your individual score will be adjusted to also reflect a “group” score).

9 individual quizzes @ 15 points each =	135 points
<u>9 group quizzes @ 20 points each =</u>	<u>180 points</u>
TOTAL	315 points

Please note that we will not have exams in this class, as I’m reasonably sure that, by keeping up with the readings and completing the quizzes and assignments, you will learn significantly.

- (2) Group Project and Presentation: You will form groups (of 4 to 5 students each) and conduct team research about a food issue (I will give you a list of topics from which to choose). Your group will present your research to the class at the end of the quarter. *More details about this project will be distributed early in the quarter.*
- (3) Hungry Planet Reflections: The book we are reading in this class is non-traditional for a college text. However, it is chock full of thought-provoking, sociological content. Throughout the quarter, you’ll be reading the book, not from front to back, but in segmented chunks of pages. On the days that Hungry Planet Reflections are due, you should bring to class a **typed** response to questions that are listed in the course calendar.
- (4) Seminar: We will have eight seminars over the course of the quarter; you are permitted to miss one seminar without consequence to your grade. Seminar involves discussing a specific reading and completing a brief assignment independently AND another one in small groups in order to reach

deeper levels of learning. During class on each seminar day, I will assign students randomly to groups. **Each individual group member must come to class with the following on a TYPED paper:**

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) An interesting or provocative quote from the reading.
- C) At least one statement of praise about the reading. What did you learn that was new or interesting?
- D) At least one statement of critique about the reading— are there limitations or problems with the reading, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her/his/their argument with adequate evidence?
- E) Two discussion questions about the reading. Are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not "What did you think about the article," or "What is the author saying"?

During seminar group work, each group should first choose a notetaker for the discussion. Then, each individual in the group will present their quote and statements of praise/critique (B, C, and D above) as well as questions to their Seminar group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class, in writing. The notetaker should prepare the writeup during the group discussion. After your discussion ends and the notetaker has completed the writeup, your group will staple your individual seminar assignments to the back of the writeup.

Your Seminar grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade.

- (5) **Participation:** Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your *active* participation. "Participation" includes attendance, class discussions, and potlucks. As a result, if you skip class or disrupt class by coming in late regularly, then your participation grade will suffer. Conversely, if you contribute to class discussions and add important insights, your grade will benefit. *Do not take this portion of your grade lightly – excellent attendance and participation can significantly improve your final grade!*
- (6) **Journal.** Throughout the quarter, you will complete various assignments that you should collect in a "journal" to turn in at the end of the quarter. Oftentimes these assignments will be completed during classtime, but other times they will be done at home. I highly recommend that you purchase a folder in which to keep these assignments so that you do not lose them. **I will tell you when an assignment is for your journal.**
- (7) **Food Sharing.** Students will sign up to bring a food item to class on a given day. This should be food that has some kind of special meaning for you. Bring enough for others to have a small taste/sample, but you do not need to bring enough to feed a meal to the entire class. You should also bring napkins and utensils (if necessary). When bringing your food, be prepared to explain to the class (in 2 minutes or less at the beginning of class) why you brought the food. You will also turn in a one-paragraph (typed) reflection on the food. Why does the food have meaning for you? **And as always when bringing food to our class, please bring the ingredient list.**

DISABLED STUDENTS

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 student with a documented autism spectrum disorder, there is a program of support available to you. 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. The DRC office is located in B 132 or you can call them at 425.564.2498. Deaf students can reach them 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

COURSE CALENDAR

The following Course Calendar will be revised as needed. Please note that you will be held responsible for all revisions to the calendar. So, if you miss a class, be sure to immediately check with me regarding any changes. You should make every effort to complete the readings in the order listed.

WEEK ONE - Why We Eat What We Do: Food and Ethnicity

*"Anyone who is passionately interested in food
has to be passionately interested in life."*

-Alice Waters (renowned chef)

Readings and Assignments:

- ❑ Read Course Syllabus and make sure you understand it
- ❑ Read McIntyre, L. "Who's Afraid of Sociology" (on CANVAS)
- ❑ Read Scott and Schwartz's "Cultural Snapshot: Food for Thought" (on CANVAS)
- ❑ Read Jen "Don't Ask, Just Eat" (on CANVAS)
- ❑ Read Girardi "Spaghetti" (on CANVAS)
- ❑ Read Harris "In a Leaf of Collard, Green" (on CANVAS)
- ❑ **DUE THURSDAY: QUIZ on Week 1 readings and class discussions**
- ❑ **DUE FRIDAY: Potluck!**



Bring a food that reflects your culture. It should be something you are "attached" to, in some way or another. Maybe it reminds you of your family or a special memory. Maybe you just love the taste of it, and it makes you happy. Either way, bring some of it to class for your classmates to sample. Please be sure to bring a printout of the ingredient list.

WEEK TWO - Why We Eat What We Do: Socialization and Food

Readings and Assignments:

- ❑ Read *Hungry Planet* pp. 7-21, 278
- ❑ Read "Words/Meaning" (on CANVAS) from Foer, J. (2009). *Eating Animals* Back Bay Books: New York
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) According to the book, does the world produce enough food to feed everyone? Explain.
 - 2) What happens to people's eating habits in developing countries as they become "better off?"
 - 3) Briefly describe (in a couple of sentences) how the authors of this book made the book. What were their methods, in other words?
- ❑ **DUE THURSDAY: Seminar on "Words/Meaning"**
- ❑ **DUE FRIDAY: Quiz on Week 2 Material**

WEEK THREE - Why We Eat What We Do: Food and Social Class

"Double tall, sugar-free, non-fat, 135-degree, split-shot, vanilla latte."
-my friend's espresso order

“Drip. Black.”
-my dad’s daily coffee order

Readings and Assignments:

- ❑ Read Hungry Planet pp22- 35, 74-91, 125-127, 132-139, 261-276
- ❑ Read <http://www.everydaysociologyblog.com/2011/07/food-whats-class-got-to-do-with-it.html>
- ❑ Read “How White Bread Became White Trash” (on CANVAS)
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) In a couple of sentences, compare and contrast the diets of the Browns (p22) and the Molloyes (p30).
 - 2) In a couple of sentences, compare and contrast the diets of the Dongs (p74) and the Cuis (p82).
 - 3) In about a paragraph, compare and contrast the diets of the Cavens (p260), the Revises (p266), and the Fernandezes (p270).
 - 4) Looking at all of the families for this week, how does their social class shape their eating patterns, from what you can tell?
- ❑ **DUE THURSDAY: Seminar on “How White Bread Became White Trash”**
- ❑ **DUE FRIDAY: Quiz on all Week 3 material**

WEEK FOUR – Why We Eat What We Do: Food and Gender

Readings and Assignments:

- ❑ Read Hungry Planet, pp47-51, 106-117, 118-123, 174-179, 180-195, 252-259
- ❑ Read http://www.salon.com/2010/07/02/food_gendering/
- ❑ Read <http://www.theguardian.com/lifeandstyle/2010/oct/17/gender-eating-men-women>
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) How do gender roles shape food preparation in the Dudo household? (pp47-51) What kinds of foods do they eat?
 - 2) Who seems to be responsible for food in the Aymes household? (pp107-117) Explain.
 - 3) How do the Manzoes divide up the responsibilities for food? (pp174-179)
 - 4) What are the health differences between younger and older Okinawans? What do the authors think explains these health differences? (pp187-195)
 - 5) Briefly describe Melahat’s responsibilities. (pp252-259) Describe Mëhmët’s responsibilities.
- ❑ **DUE TUESDAY: Seminar on “The Guardian” link above**
- ❑ **DUE FRIDAY: Quiz Week 4 course material**

WEEK FIVE – The Food Industry

*“The foods we favor
And the foods we savor
Have artificial color
And artificial flavor.”*

–Arthur Asa Berger



Readings and Assignments:

- ❑ Read Hungry Planet, pp52-55, 196-201
- ❑ Read “Introduction: The Food Industry and ‘Eat More’” (on CANVAS) from Nestle, M. (2013) *Food Politics: How the Food Industry Influences Nutrition and Health*. U of Calif Press: Berkeley.
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) Briefly summarize how human eating patterns have shifted over time, beginning with apes and our early ancestors.
 - 2) In your opinion, what are the pros and cons of the way we produce and consume food in America today? Write about a paragraph.
- ❑ **DUE MONDAY: Seminar on “Introduction: The Food Industry and ‘Eat More’”**
- ❑ **DUE FRIDAY: Quiz on Week 5 material**
- ❑ **DUE FRIDAY: POTLUCK #2** Bring to class a processed, store-bought food. We will share each other’s food. **Please bring the complete ingredient list too!**

WEEK SIX – Food Socialization: Marketing and the Body

*“We may find in the long run
that tinned food is a deadlier weapon
than the machine gun.”*

– George Orwell, 1937

Readings and Assignments:

- ❑ Read Hungry Planet, pp242-245
- ❑ Read “Starting Early: Underage Consumers” (on CANVAS) from Nestle, M. (2013) *Food Politics: How the Food Industry Influences Nutrition and Health*. U of Calif Press: Berkeley.
- ❑ **DUE TUESDAY: Seminar on “Starting Early: Underage Consumers”**
- ❑ **DUE FRIDAY: Quiz on Week 6 course material**

WEEK SEVEN – Food in Popular Culture: Diets, Fads, and ‘Food Porn’

“I just clipped 2 articles from a current magazine.
One is a diet guaranteed to drop 5 pounds
off my body in a weekend.
The other is a recipe for a 6 minute pecan pie.”
–Erma Bombeck

Readings and Assignments:

- ❑ Read Pollan “Our National Eating Disorder” (on CANVAS)
- ❑ Read: <http://recipes.howstuffworks.com/10-food-fads.htm#page=0> (click through the slide show by hitting “next”)
- ❑ Read: http://www.washingtonpost.com/business/capitalbusiness/the-cronut-so-last-year-dcs-latest-food-fad-is-conveyor-belt-pizzas/2015/02/27/bc0e941e-b7b7-11e4-a200-c008a01a6692_story.html
- ❑ Look at this site: <http://foodporndaily.com/>
- ❑ **DUE TUESDAY: Seminar on Pollan**
- ❑ **DUE FRIDAY: POTLUCK #3** Bring to class a homemade food. That is, something you made. We will share each other’s food. Please be sure to bring a printout of the ingredient list.
- ❑ **DUE FRIDAY: Quiz on Week 7 course material**

WEEK EIGHT - Food Distribution: Overconsumption and Waste

*In general, humanity, since the improvement in cookery,
eats twice as much as nature requires.*
~Benjamin Franklin

Readings and Assignments: **NOTE: No class on Monday, May 25th**

- ❑ Read Hungry Planet, pp141-143, 218-225, 280-281 (read table closely)
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) What is the daily caloric intake available to the Bainton family? (pp141-143). How does this compare to the Natomos? (p207)
 - 2) According to the World Health Organization, what percentage of Mexico’s population is obese or overweight? What do you think explains this problem? In other words, what is it about Mexico that’s leading so many people to be obese/overweight?
 - 3) Look at the “Measuring Table” on pp280-281. For each column, circle and mark the countries that rank 1st, 2nd, and 3rd on that measure. Write a “1,” “2,” and “3” next to each. Which country in the book has the most caloric intake available, and which country has the highest percent of overweight/obese people?
 - 4) Which country in the book has the least caloric intake available, and how does this compare to the country that has the most?
 - 5) What explains this significant disparity between the countries and their access to food?
 - 6) Do you think it’s a problem that this disparity exists? What can we do about it?
- ❑ **DUE FRIDAY: Quiz on Week 8 course material**

WEEK NINE- Food Distribution: Scarcity and Hunger

Readings and Assignments:

- ❑ Read Hungry Planet, pp37-45, 56-73, 96-105, 145-161, 166-173, 206-217, 246-251
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) Out of all of the families that we read about this week in *Hungry Planet*, which is most surprising or shocking to you? Why? Write a few sentences.
 - 2) How do the Namgays (pp37-45) get their food? What tradeoffs do they have to make in order to put food on the table? Based on what you've read about them, would they be considered "food secure" or "food insecure?" Explain.
 - 3) What is the food supply like for the Aboubakars (pp57-67)? How does the refugee camp feed its people?
 - 4) What is the life expectancy for males and females in Chad? pp69-73. Why do you think this is so?
 - 5) Briefly describe the food rations in Cuba.
 - 6) What kinds of meat and fish do the Madsens eat and from where do they get it?
 - 7) How many people in the family do the Natomos have to feed? How do they feed them?
 - 8) In your opinion, what can we do to ensure that food gets to people who need it?
- ❑ Read <http://www.nationalgeographic.com/foodfeatures/hunger/> (Read "The New Face of Hunger" – scroll down on this page, read the article, and explore the graphs and maps thoroughly)
- ❑ **DUE TUESDAY: Seminar on "The New Face of Hunger" link above**
- ❑ **DUE FRIDAY: Quiz on Week 9 course material**

WEEK TEN– Food Movements

It's difficult to think anything but pleasant thoughts eating a homegrown tomato.

~Lewis Grizzard



while

-a small, backyard urban farm

Readings and Assignments:

- ❑ Read Hungry Planet, pp92-95, 128-131, 162-165
- ❑ Read Berry's "The Pleasure of Eating" (on CANVAS)
- ❑ Read Dylan's "The Raw and the Rotten: Punk Cuisine" (on CANVAS)
- ❑ Read Salatin "Sowing Dissent" (on CANVAS)
- ❑ **DUE MONDAY: Hungry Planet Reflection**
 - 1) What is the "slow food" movement? What are its goals, from what you can tell?
 - 2) What is "street food?" Is it the same as "fast food," in your opinion? Do we see evidence of a "street food" culture in the Seattle area?
 - 3) According to the authors, what is our "schizoid" relationship with animals?
 - 4) What is a "CAFO?" Briefly describe the life of piglets in CAFOs.
 - 5) How is Salatin's farm different?
 - 6) What do you think are the pros and cons of CAFOs? Do the pros outweigh the cons, in your view? Explain.
- ❑ **DUE TUESDAY: Seminar on "The Raw and the Rotten"**
- ❑ **DUE THURSDAY: Quiz on Week 10 course material**
- ❑ **FRIDAY is a group project day – your group has the entire class period to work!**

WEEK ELEVEN – Group Presentations

Group Presentations on Monday, Tuesday, and Friday. You must attend all class sessions this week.

*We are living in a world today
where lemonade is made from artificial flavors
and furniture polish is made from real lemons.
~Alfred E. Newman*