

SOC 268: Sociology of Food
Fall 2008
Bellevue Community College

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Office Hours: 12:30-1:30pm, or by appointment
Class meets: Daily, 10:30-11:20am
Class location: C164

*"Anyone who is passionately interested in food
has to be passionately interested in life."
-Alice Waters (renowned chef)*



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 to. 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.*

So...welcome to our class! This is the first time this course has been taught at Bellevue Community College, and I'm thrilled to be teaching it. I am hopeful that, if I do my job well, you'll be much more interested in sociology and the social world by the end of the quarter. I think sociology is very fascinating, as it is practical and applicable to our daily lives. I'm looking forward to a good quarter! Welcome!

LEARNING ATMOSPHERE

I believe 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*. You are expected to 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 make a comment or ask a question, 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 – take control of your own education! I think you’ll enjoy it and learn a lot in the process.

COURSE LEARNING OUTCOMES

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

- Demonstrate a general knowledge and comprehension of food and culture from a sociological perspective;
- Apply some basic sociological tools to the analysis of food and culture;
- Explain how food relates to social power;
- Discuss the relationship between food practices and identities;
- Describe the complexities of the modern industrial food complex;
- Understand how the production, distribution, and consumption of food reflects deeper social patterns and inequalities;
- 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

Barndt, Deborah “Tangled Routes: Women, Work, and Globalization on the Tomato Trail” – *an interdisciplinary, scientific study that examines in-depth the social production and distribution of one food – the tomato*

Menzel, Peter and Faith D’Aluisio “Hungry Planet: What the World Eats” – *a profound, photographically-driven book about how and what people around the world eat*

Pollan, Michael “The Omnivore’s Dilemma: A Natural History of Four Meals” – *a fascinating bestseller that will open your eyes by shedding light on our complex industrial food system and what you really ARE eating*

Additional readings will be posted on the course website (access course website through “MyBCC” on the BCC homepage)

We will have four potlucks over the course of the quarter, so you will need to purchase some food!

COURSE REQUIREMENTS AND EXPECTATIONS

The following outlines what you may expect of me as your instructor:

- *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.
- *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. Please try to make it your personal



goal to visit my office hours at least once this quarter. I think you will find it helpful. If my office hours are not convenient for you, we can schedule an appointment that fits your schedule.

- *Attention.* When you are speaking, you will have my undivided attention.
- *Fairness.* Your grade will be based upon what I detect that you have learned and how I assess your performance. 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.*
- *Preparation.* You should come to class having done the assigned readings and homework, and you should always bring text with you. On seminar days, bring the seminar reading. Note that the BCC guideline for homework is two hours outside of class for each hour spent in class.
- *Attendance.* Please attend all class sessions – your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that can not be found in the readings. 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. 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.
- *Promptness.* You should be in class on time except when delayed by an emergency, and you should stay until class is over unless you become ill or have made arrangements with me to leave early. Furthermore, you should 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 will be accepted unless you have had it approved by me BEFORE the due date.** Late work will receive a **zero** grade.

NOTE: I do not accept assignments via email. It is your responsibility to get the work to me in class when it is due.

If you know you are going to be absent on the day an assignment is due, then turn it in early. Being absent on a date something is due does NOT grant you an extension. Major due dates are indicated on the attached Course Calendar, so plan ahead.

- *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 suffer if you do not participate and contribute to the intellectual life of our class.
- *Respect and tolerance.* Since learning about diverse experiences is central to this course, it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. Disrespectful attitudes will not be tolerated.
- *Honesty.* If you cheat, you fail. No excuses will be taken into account. Your work must be your own, except when asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms, or phrases, even if you have borrowed from a classmate. 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 @ 30pts each)	270 points (27% of final grade)
Fieldwork Exercises (2 @ 100pts each)	200 points (20% of final grade)
Group Project and Presentation	200 points (20% of final grade)
Homework Assignments	140 points (14% of final grade)
Participation	100 points (10% of final grade)
<u>Seminar (9 @ 10pts each)</u>	<u>90 points (9% of final grade)</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 in-class 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). Quizzes should take no longer than 15 minutes and are administered at the beginning of class. **Quizzes cover the readings, lecture notes, and class discussions**, so you should keep up with the readings and ALWAYS study your class notes. Quizzes are designed to test whether or not you *understand* the important ideas. 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 in late on a quiz day, you will be expected to finish the quiz at the same time as the rest of the class. Quiz dates are provided on the attached Course Calendar, so plan ahead accordingly.
(9 quizzes @ 30 points each = 270 total 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) **Fieldwork Exercises:** You are required to complete two fieldwork activities of your choice. (The due dates vary depending upon the assignments you select.) Each activity requires you to make observations about some social aspect of food, and then write a brief paper about what you learned. Descriptions of the fieldwork exercises are attached. Fieldwork papers are about 3 pages long. Please remember: I will not accept late work, so plan ahead. Specific information about paper format, including citation style, will be distributed early in the quarter.
(2 fieldwork papers @ 100 points each = 200 total points)

- (3) **Group Research Project and Presentation:** You will form groups (of 4 to 5 students each) and conduct team research about a food of your choice. You will select a food and trace it from its beginning until it gets to your plate (production, distribution, and consumption). Your group will present your research to the class at the end of the quarter. *More details about this project will be distributed early the quarter.*
(Group Project and Presentation = 200 total points)

- (4) **Homework Assignments:** You will complete several homework assignments throughout the quarter that require you to reflect on the course material. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness, but also thoughtfulness. Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (usually typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a **zero** grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten). Some homework assignments are described in the attached Course Calendar, and others will be announced during class. Homework will be graded on a check-plus/check/check-minus/zero scale.

- (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 (including seminar), potlucks, and independent in-class assignments. As a result, if you skip class or disrupt class by coming in late regularly or whispering, 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) Seminar: We will have ten seminars over the course of the quarter; you are permitted to miss one seminar without consequence to your grade. Seminar involves breaking students into groups in order to have thought-provoking discussions about a reading. It is crucial that you come to seminar prepared. You will need to complete the reading ahead of time and bring a brief paper (approximately 1 typed page) to each seminar. (NOTE: I will not accept papers that are not typed.) Each seminar paper should include the following:

- a statement of the reading's thesis in your own words; in other words, what is the main point of the reading, and what is the author CONCLUDING?
- 3-4 central questions that you have about the reading (the questions should be thought-provoking, not "What did you think about the article?" and "What is the author saying?").

(Seminar papers: 9 @ 10pts each = 90 points)

Students with Disabilities. All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center (564-2498). You will need to obtain the appropriate documentation from the DRC in room B233. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements.

FIELDWORK EXERCISES

For the fieldwork assignment, you should complete TWO of the following assignments. You must choose one option from A, B, or C, and then one option from D, E, or F.

FIELDWORK OPTION A: Social Class in the Supermarket

Go to a supermarket that caters to a more affluent clientele (a whole foods or organic grocery store is usually a good choice), and then visit a supermarket that appeals to a broader range of folks (maybe a Safeway or Albertsons). (Note: you must actually visit the stores for this assignment, even if you have been there before. You will miss a great deal if you simply rely upon your memory.) Bring a notepad with you, and on it, make detailed observations about the products in the stores. Although you are free to observe whatever details you think are important, at a minimum you should address the following questions:

- What range of food items is available in the store? For example, do they sell mainly canned and processed goods, or do they also have produce, dairy, etc.? Do they sell only organic foods? How “big” are the respective sections?
- What are the produce sections like? Does one have a bigger range of produce than the other? Do they offer the same fruits and vegetables?
- How fresh are the produce, fruits, vegetables, milk, and meat? (Check expiration dates on some of these!)
- What are the “junk food” sections like in the store (such as chips, snacks, and cookies)? Do they offer similar products?
- What are the prices like? Compare the prices on several items, such as apples to apples, milk to milk, bread to bread, ground beef to ground beef, chocolate chip cookies to chocolate chip cookies, and so on.

Be observant. Present your findings in a *sociological* manner (that is, you should present the FACTS of what you saw...be specific). Your paper should not only discuss the above questions, but you should conclude by addressing the following:

- Is one store more expensive than the other? If so, why do you think this is? What are the consequences of this on people?
- Does one store seem to offer healthier food than the other? If so, why do you think this is? What are the consequences of this on people?

Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper. (Your fieldnotes are graded!) **If you choose this assignment, it is due on Wednesday, October 1st, at the beginning of class.**

FIELDWORK OPTION B: Gender and Food in Magazines

Purchase two women’s and two men’s health magazines (ask me if you have questions about which magazines to select). Cut out the advertisements and articles that focus on food or food supplements. Analyze the ads, taking detailed notes about the following (your notes will be graded!):

- What foods are being marketed in these magazines?
- What are the images about food and health the advertisements are trying to convey? What strategies are advertisers using to do this?
- Are there any gender differences in the foods marketed? Is one type of food marketed more toward women than men, or vice versa?

In your paper, be sure to explain what magazines you selected as well as the general patterns to the questions above. You will probably not want to discuss each advertisement separately, but rather, combine the data together to do an overall analysis of the entire body of food/health advertisements. (Ask me if you need clarification or help with this.) Provide examples to illustrate the patterns, and present specific numbers whenever you can. Your paper should conclude by discussing the following questions:

- What image of “food health” do our media sell to us?
- What can we learn about gender, health, and food in America by looking at these advertisements?

Your paper should be no longer than 3 typed pages. Turn in the ads and your detailed fieldnotes along with your paper (Your fieldnotes are graded!). **If you choose this assignment, it is due on Monday, October 13th, at the beginning of class.**

FIELDWORK OPTION C: Media Marketing of Food in America

Watch three hours of television and systematically keep track of how food is marketed. Keep a log of every advertisement you see for food (keep in mind that not all “ads” may take the form of commercials; some may also be product placements or references). You will actually have to watch television and take notes for this assignment – do not rely upon your memory. As you watch television, you should take notes on the following:

- What foods are being marketed? Be specific. After you’re done watching television, group the specific foods according to type (e.g. fast food, vegetables, sodas, alcohol, etc.) It’s a good idea to keep an ongoing tally for each food as you watch.
- What are the advertisements specifically saying about the food? Are they talking about how yummy it tastes, or how healthy it is, or are they not really talking about the quality of the food at all?
- Are there any gender differences in the foods marketed? Is one type of food marketed more toward women than men, or vice versa?

In your paper, be sure to explain what hours you watched television, what programs you viewed, as well as the general patterns to the questions above. You will probably not want to discuss each advertisement separately, but rather, combine the data together to do an overall analysis of the entire body of food advertisements. (Ask me if you need clarification or help with this.) You should provide specific examples to help illustrate your descriptions when appropriate. Your paper should conclude by discussing the following questions:

- What image of food do our media “sell” to us?
- What can we learn about food in America, and about American culture in general, by watching these advertisements?

Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper (Your fieldnotes are graded!). **If you choose this assignment, it is due on Monday, October 27th, at the beginning of class.**

FIELDWORK OPTION D: Alternative Foods

NOTE: You are NOT permitted to do this assignment if you already completed Option A.

Visit a traditional grocery store, a natural foods store (like Whole Foods or PCC), and a farmer’s market (this assignment will be easier if you visit the farmers’ market FIRST; see me if you need to know about the locations of farmers’ markets). You must actually make the visits, even if you have been there before. You will miss a great deal if you simply rely upon your memory. Bring a notepad with you, and on it, make detailed observations about what you see. Although you are free to observe whatever details you think are important, at a minimum you should address the following questions:

- How does the produce at the three places compare? What range of produce is available? Does one have a bigger range of produce than the others? Do they offer the same fruits and vegetables?
- How fresh do the produce, fruits, and vegetables seem to be?
- What are the prices like? Compare the prices on several similar items.
- Compare the customers’ interactions with the employees/sellers. Do you see any differences in the three different places?
- How do the farmers’ market and natural food store differ from the traditional supermarket? What other differences do you notice?

For this project, you should be detailed and observant. Present your findings in a *sociological* manner (that is, you should present the FACTS of what you saw...be specific). Your paper should conclude by addressing the following questions:

- Is one place more expensive than the others? If so, why do you think this is? What are the consequences of this on people?
- What are the benefits and drawbacks of shopping for produce at each of the three places?

Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper. (Your fieldnotes are graded!) **If you choose this assignment, it is due on Monday, November 3rd, at the beginning of class.**

FIELDWORK OPTION E: Hunger in America

Volunteer at Northwest Harvest or some other foodbank (see me if you need help with this) for at least three hours. Take notes on the following:

- When and where did you volunteer?
- What did you do specifically?
- What kind of food is provided to those in need? Is it healthy and nourishing?
- From where does the food come? Private owners? Corporations?
- How do the people in need get access to the food?
- How big of an operation is the foodbank? Do many individuals or families get served?
- Did the organization seem to need more help – more food, more economic support, more volunteers?

In addition to describing the above, your paper should conclude by addressing the following questions:

- How did you feel about this assignment before you began it? How did you feel afterward?
- In your opinion, does this organization adequately address the problem of hunger, or does more need to be done? Why/why not?

Your paper should be no longer than 3 typed pages. You must also provide to me some “proof” that you did, in fact, volunteer at the foodbank - perhaps you might take a picture; perhaps you might grab a flyer or a business card. You will turn this in to me, along with your fieldnotes. (Your fieldnotes are graded!) **If you choose this assignment, it is due on Monday, November 24th, at the beginning of class.**

FIELDWORK OPTION F: The Food Industry

Visit a restaurant where you can observe the kitchen (i.e. a place with an ‘open’ kitchen). Bring with you a discreet notepad in order to jot down your observations. Take note of the following:

- What is the gender and ethnic makeup of the hosts/hostesses? Keep a tally.
- What is the gender and ethnic makeup of the servers/waitstaff? Keep a tally.
- What is the gender and ethnic makeup of the cooks in the kitchen? Keep a tally.
- What is the gender and ethnic makeup of the managers (if visible)? Keep a tally.
- What is the gender and ethnic makeup of the bussers (if applicable)? Keep a tally.

In your paper, be sure to explain what workplace you observed, as well as the general patterns to the questions above. Your paper should also address the following questions:

- Are there gender patterns? Do men and women tend to do the same or different kinds of work in the restaurant? What kinds of jobs are men's jobs, women's jobs, gender-neutral jobs?
- Are there ethnic patterns?
- What do you think your observation might teach us about the food industry in America? Does it remind you of any of the readings, lectures, or films we've discussed this quarter?

Remember, provide specific examples to help illustrate your descriptions when appropriate. Your paper should be no longer than 3 typed pages. Turn in your detailed fieldnotes along with your paper (they will be graded!). **If you choose this assignment, it is due on Monday, December 1st, at the beginning of class.**

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 - Food and Ethnicity

Readings and Assignments:

- ❑ Read Course Syllabus and make sure you understand it (particularly the section about journals)
- ❑ Read McIntyre, L. "Who's Afraid of Sociology" (on WEBSITE)
- ❑ Read Scott and Schwartz's "Cultural Snapshot: Food for Thought" (on WEBSITE)
- ❑ Read Jen's "Don't Ask, Just Eat" (on WEBSITE)
- ❑ Read Girardi's "Spaghetti" (on WEBSITE)
- ❑ Read Harris' "In a Leaf of Collard, Green" (on WEBSITE)
- ❑ **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.



WEEK TWO - Food and Social Class

"Double tall, sugar-free, non-fat, vanilla latte."
-my friend's daily espresso order

"Drip. Black."
-my dad's daily coffee order

Readings and Assignments:

- ❑ Read Hungry Planet, pp. 7-21, 278, 22- 35, 74-91, 125-127, 132-139, 261-276
- ❑ **DUE TUESDAY: HW**
Visit this website: http://foodstampchallenge.typepad.com/my_weblog/
Write a couple of paragraphs on the following question: What can we learn about food and poverty from the Food Stamp Challenge?
- ❑ **DUE WEDNESDAY: Fieldwork Option "A"**
- ❑ **DUE THURSDAY: Seminar on "Hungry Planet" readings for the week**
- ❑ **DUE FRIDAY: Quiz!**

WEEK THREE – Food and Gender



*“To the old saying that man built the house,
but woman made of it a ‘home’
might be added the modern supplement that
woman accepted cooking as a chore
but man has made of it a recreation.”*
~Emily Post

Readings and Assignments:

- ❑ Read Hungry Planet, pp47-51, 106-117, 118-123, 174-179, 180-195, 252-259
- ❑ **DUE WEDNESDAY: Quiz on “Hungry Planet” readings for this week**
- ❑ **DUE WEDNESDAY: Seminar on “Hungry Planet” readings for the week**

WEEK FOUR – Food and the Body

Readings and Assignments:

- ❑ Read Hungry Planet, pp242-245
- ❑ Read Wangsgaard-Thompson’s “A Way Outa No Way: Eating Problems Among African American, Latina, and White Women” (on WEBSITE)
- ❑ Read Bordo’s “Anorexia Nervosa: Psychopathology as Crystallization of Culture” (on WEBSITE)
- ❑ Read Parasecoli’s “Feeding Hard Bodies: Food and Masculinities in Men’s Fitness Magazines” (on WEBSITE)
- ❑ Read Julier’s “The Political Economy of Obesity: The Fat Pay All” (on WEBSITE)
- ❑ **DUE MONDAY: Fieldwork Option “B”**
- ❑ **DUE TUESDAY: Seminar on Wangsgaard-Thompson’s “A Way Outa No Way...”**
- ❑ **DUE FRIDAY: Quiz**

WEEK FIVE – Modern Industrial Food Complex

*“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
- ❑ Read Omnivore's Dilemma, Section 1, "Industrial Corn" pp1-122
- ❑ **DUE MONDAY: Bring to class a food from your home that has an ingredient list (we won't be eating it)**
- ❑ **DUE TUESDAY: HW to be distributed in class on Monday**
- ❑ **DUE TUESDAY: Seminar on "Omnivore's Dilemma"**
- ❑ **DUE WEDNESDAY: HW** Answer the following questions in a few sentences:
How often do you eat fast food? Why do you eat fast food? (If you don't eat fast food, explain why you don't.)
- ❑ **DUE THURSDAY: HW** Draw a flowchart of where the corn goes. Draw a flowchart of where the meat goes and how it intersects with the corn. Reflect on the flowchart by answering the following questions in a few sentences: What do you think about the flowchart? Do you think most Americans understand this system? What do you think would happen if all Americans understood the system? Would it affect what/how we eat?
- ❑ **DUE FRIDAY: Quiz**
- ❑ **DUE FRIDAY: POTLUCK #2** Bring to class a processed, store-bought food. We will share each other's food.

WEEK SIX – Food Movements: Countering the Industrial Food Complex

*"We may find in the long run
that tinned food is a deadlier
weapon
than the machine gun."
– George Orwell, 1937*



-a small, backyard urban farm

Readings and Assignments: **NOTE: No class on Wednesday, October 29th**

- ❑ Read Hungry Planet, pp128-131
- ❑ Read Omnivore's Dilemma, Section 2, "Pastoral Grass" pp123-273
- ❑ **DUE MONDAY, Fieldwork Option "C"**
- ❑ **DUE TUESDAY: Seminar on "Omnivore's Dilemma"**
- ❑ **DUE THURSDAY: HW** Draw a flowchart of Joel Salatin's farm production - what is used for what? How do things get "recycled?" Reflect on the flowchart by answering the following questions in a few sentences: What do you think about Salatin's farm? Do you think Americans care about self-sustaining farming? Why/why not?
- ❑ **DUE FRIDAY: Quiz**
- ❑ **DUE FRIDAY: HW** Answer the following questions in a few sentences: How does local farming produce a different kind of community? What kind of community has modern industrial farming produced?

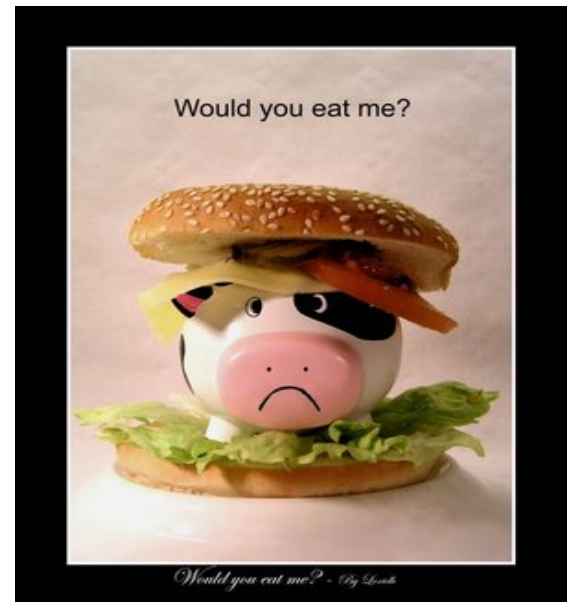
WEEK SEVEN – Food Movements: Vegetarianism, Raw Food, Slow Food

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

~Lewis Grizzard

Readings and Assignments:

- ❑ Read Hungry Planet, pp92-95, 162-165
- ❑ Read Omnivore's Dilemma, Section 3, "The Forest" pp277-411
- ❑ Read Dylan's "The Raw and the Rotten: Punk Cuisine" (on WEBSITE)
- ❑ **DUE MONDAY: Fieldwork Option "D"**
- ❑ **DUE TUESDAY: Quiz on all readings**
- ❑ **DUE TUESDAY: Seminar on "Omnivore's Dilemma"**
- ❑ **DUE THURSDAY: HW** Answer the following questions in a few sentences each:
What is the omnivore's dilemma? How has American society "coped" with this dilemma?



WEEK EIGHT – Food Distribution: Overconsumption and Waste

*In general, mankind, since the improvement in cookery,
eats twice as much as nature requires. [sic]*

~Benjamin Franklin

Readings and Assignments: **NOTE: No class on Tuesday, November 11th**

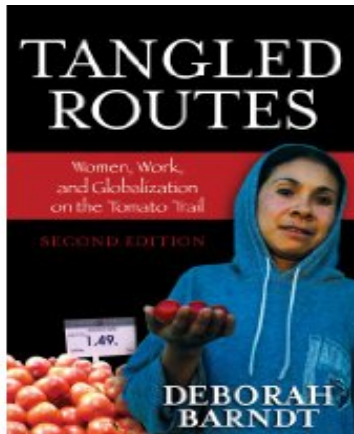
- ❑ Read Hungry Planet, pp141-143, 218-225, 280-281 (read table closely)
- ❑ **DUE MONDAY: POTLUCK #3** Bring to class a homemade food. That is, something you made. We will share each other's food
- ❑ **DUE WEDNESDAY: HW** Answer the following questions in a few sentences:
Of the two most recent potlucks (with storebought v. homemade food), which did you prefer? Why? Of the three meals Michael Pollan consumed in "Omnivore's Dilemma," which sounds most appetizing to you? Why? Of the three meals in "Omnivore's Dilemma," which are you, in all honesty, most likely to eat? Why?
- ❑ **DUE THURSDAY: Quiz (including this week's readings)**
- ❑ **DUE THURSDAY: Seminar on "Hungry Planet" readings for this week**
- ❑ **DUE FRIDAY: HW** Answer the following questions in a few sentences:
In what kinds of circumstances do you "overeat" – when you're alone, around others, at social events, when you're stressed or sad? In what ways could these behaviors be *influenced* by others? How much food do you throw away? How often do you throw away un-eaten food? Why? Do you think your behaviors above are very different from most other Americans?

WEEK NINE – Food Distribution: Scarcity and Hunger

Readings and Assignments:

- ❑ Read Hungry Planet, pp37-45, 56-73, 96-105, 145-155, 156-161, 166-173, 206-217, 246-251
- ❑ Read Coen Flynn's "Street Credit: The Cultural Politics of African Street Children's Hunger" (on WEBSITE)
- ❑ Read Mehta's "The Famine of Bengal" (on WEBSITE)
- ❑ **DUE MONDAY: Quiz (including all of this week's readings)**
- ❑ **DUE MONDAY: Seminar on "Hungry Planet" readings for this week**
- ❑ **DUE TUESDAY: HW**
Report on your "access" to food...how often are you hungry? In a typical day, how many meals do you eat? Do you snack? In a typical day, how many hours do you go between meals? Have you ever worried about getting food? Why/why not? Your answer should be a couple of paragraphs long.
- ❑ **DUE FRIDAY: HW**
In The Omnivore's Dilemma, Pollan writes, "...all life on earth can be viewed as a competition for the energy captured by the plants and stored in carbohydrates, energy we measure in calories. There is a limit to how many of those calories the world's arable land can produce each year, and an industrial meal of meat and processed food consumes – and wastes – an unconscionable amount of that energy." Based on this quote, and the book The Hungry Planet, which countries or regions of the world appear to be "winning" this competition? Why? Which countries/regions are "losing?" Why?

WEEK TEN – Food Production: Who Produces Our Food?



Readings and Assignments: **NOTE: No class on Thursday and Friday, November 27th and 28th**

- ❑ Read Hungry Planet, pp.196-201
- ❑ Read Schlosser's "The Chain Never Stops" (on WEBSITE)
- ❑ Read Tangled Routes (chapters to be announced in class)
- ❑ **DUE MONDAY: Fieldwork Option "E"**
- ❑ **DUE WEDNESDAY: Quiz**
- ❑ **DUE WEDNESDAY: Seminar on "Tangled Routes" assigned chapter**

WEEK ELEVEN – Food Distribution: How Does Food Get to Our Plates?

"Today, one sits down to breakfast, spreads out a napkin of Irish linen, opens the meal with a banana from Central America, follows with a cereal from Minnesota sweetened with the product of Cuban cane, and ends with a Montana lamb chop and 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

Readings and Assignments:

- ❑ Read Tangled Routes (chapters to be announced in class)
- ❑ Read Berry's "The Pleasures of Eating" (on WEBSITE)
- ❑ **DUE MONDAY: Fieldwork Option "F"**
- ❑ **DUE TUESDAY: HW** You will analyze the role behavior of the members of your family around Thanksgiving. (If your family does not celebrate Thanksgiving, you can substitute another

holiday your family celebrates with a family meal.) These are the questions you must answer for your homework:

Where did you go for the holiday meal? Why?

Who decided where you would go (and not go)? Why?

Who organized the meal? Why?

Where the “invitations” formal or informal? Who handled them? Who invited people?

What food was served? Why?

Who cooked, served drinks, served the dinner, carved the turkey or roast or other main dish, cleared the table, washed the dishes? Why?

Alternative: If you went to a restaurant, who chose the restaurant? How was the meal paid for? Who paid for who, and why?

In what way did this family celebration over food create a sense of family?

- **DUE WEDNESDAY: Seminar on “Tangled Routes” assigned chapter**
- **DUE FRIDAY: Potluck #4** Bring whatever you want to class

WEEK TWELVE – Group Presentations

You will present your group projects during our scheduled “final exam” time on **Wednesday, December 10th, from 9:30am-11:20am.**

*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*