

Teaching Food: Agriculture, Food and Society Syllabi and Course Materials Collection

**A Publication of the Association for the
Study of Food and Society and the
Agriculture, Food and Human Values Society**

2003 Edition

Edited by

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Foreword to 2000 Edition

Agricultural ethics, human rights and hunger, the semiotics of meals, crop genetics, commodity food chains, human labor, maize and collective identity, mad cow disease, cookbooks as texts, "glocalisation," food insecurity, transnational food corporations, the science and poetics of seeds, food and the body, GMOs and the future of humans and the global environment: Where else could such an array of topics regarding agriculture and food exist but in a collection of syllabi conceived and taught by leading experts in universities spanning the globe? This collection of syllabi represents courses being offered in a wide range of disciplines, including philosophy, biology, American studies, agriculture science, Latin American studies, environmental science, and geography. We, as editors of the collection, are impressed not only with disciplines represented and the range of topics covered, from production to consumption, but with the multiple strategies employed to convey the information (written texts of all kinds, film, hands-on experience, performance, writing, discussion, field trips), and also with the care and obvious passion that each instructor provides when discussing such an important component of human existence. Impressed, yes, though not surprised, given that agriculture and food are literally life and death matters.

Some overall observations. We are struck not only by the seriousness and urgency concerning matters of agriculture and food that permeate these courses, but also with the sense of playfulness, drama, irony, and the capacity to elicit deep feeling that study in this area not only allows but requires. Food, its production and consumption, is at the very core of our existence; anyone who has taught a course focused on agriculture and food quickly learns (much to her/his delight) how profoundly the topics and issues resonate with students. Thus, we as editors feel grateful for the time, effort, expertise, and passion these instructors have put into their courses, and excited by the remarkable education students enrolled in them will receive. This syllabi set is an ongoing effort by members of the Agriculture, Food, and Human Values Society (AFHVS) and the Association for the Study of Food and Society (ASFS). Because it is an electronic publication, it is relatively simple to revise. Therefore, whenever you prepare a new or revised syllabus, please send it and any related instructional materials to us (see the instructions on the following page). We will be pleased to include your contributions in supplements to the present edition and to incorporate them into the next edition.

David Myhre, Princeton University
Netta Davis, Boston University
Amy Bentley, New York University

Foreword

As academics working in the context of twenty-first century bureaucratic capitalism, we study certain topics partly because they engage us personally and partly because they fit within the structural frameworks of knowledge production in our times. We juggle the need to make judicious choices about scholarship with the desire to contribute to intellectual debates. And yet, as Warren Belasco so aptly put it, at a time when so much of academic research is of interest to no one, those of us who study food have the added satisfaction of enjoying what we do. The pleasures of producing interesting scholarship deepen when we also convey those enthusiasms to students. Anyone who peruses this syllabi collection will be struck by how creatively each of the contributors approaches the pedagogy of food, agriculture, and social life. While many people will explore this document, reaping ideas about readings and assignments, I think it is worthwhile to attend to the ways in which each instructor elaborates the study of food, historically, socially, and culturally. Consider the vibrancy of the classroom environments in which these syllabi come to life. Since food is an interdisciplinary subject, it lends itself beautifully to a wide range of courses and, more importantly, a variety of student populations, such that one can frame problems to address many needs and interests. These courses were designed for, among others, community colleges, Ivy League schools, and land grant universities; hotel and restaurant management, Russian history, and film studies majors.

As Mary Douglas has said, many of the important questions about food habits are moral and social. Reading the syllabi in this collection you will find this to be true. The ethical dimensions of foodways, agricultural practice, and cultural meaning are undeniably central to the pedagogy herein. We can also flip Douglas's assertion around to suggest that many moral and social questions can be answered by examining food. What we know about production and consumption theoretically, broadly, can be well tested in the domain of food. Furthermore, students can situate themselves within these debates when the discussion centers on fundamental everyday acts of getting and eating food. Laurie Colwin put it best when she asked, "What's more interesting than what people had for dinner?"

Pedagogy is central to the mission of both ASFS and AFHVS. Both interdisciplinary organizations strive for membership that goes beyond academia to all kinds of intellectual workers in food-related fields. What we share are theoretical and methodological concerns about the relationship between what we eat and the social, economic, political, and cultural arrangements that circumscribe the things we deign to call "food." Distractingly, there are always critics who see the study of food and society as "frivolous, peripheral, shallow, or gimmicky," since the subject matter is ubiquitous. This is an old and suspect argument, applied often to interdisciplinary topics that require a generalist's talents as much as a

specialist's skills. Rocks are ubiquitous but they warrant a field of study. Indeed, food *is* everywhere. How can it not be important to focus our scholarly efforts on the most central component of human survival? Although I teach about sex and food, I agree with Audrey Richards that the latter more aptly determines the very nature of our social existence.

When I read these syllabi, what strikes me is the ways that global capitalism continues to operate as a defining force for social life, cultural experience, literary explorations, and scientific imaginings. Food illuminates both the broad strokes of structural conditions and the nuances of daily experience and interactions. The explosion of work that deals with globalization and global contexts for food related issues suggests that we are on the forefront of academic and intellectual inquiry. There is no better field, to use Bourdieu's term, for the analysis of globalization, migration, culture, and social identity than food. Even more compelling, these syllabi show how food as a topic deserves its own methods of study: commodity chain analysis has a vital place in many kinds of classrooms. Many people use food as a means to teach field work, service learning, nutritional assessment, and archival research. Social problems, national citizenship, cultural identity, racial projects, gender structures, and economic entitlements are all played out on the field of food. Most centrally, to study food, particularly the procuring and preparing of it is to study the nature of inequality in our culture. As historian and culinary curator Barbara Haber has said, if you want to understand the everyday workings of a society, follow the food.

Of course, chances are that if you are reading this, as a teacher or student, you have already decided that food is an important component of your intellectual studies. Chances are also good that you will, like me, be amazed at the breadth and depth of the courses, readings, assignments, and approaches taken by the various teachers whose syllabi appear in this set. In the last ten years we have gone from having a handful of books that appeared in Anthropology, Nutrition, American Studies, and Sociology courses to a virtual explosion of titles and publications. Recently, our teaching has been made easier by a number of edited volumes and readers explicitly focused on food and culture. The increase in publications in food, society, and agriculture titles shows that there is an intellectual market for these books. I'm always excited to find a "food book" on the shelves in the college bookstore under one of my colleagues' required course readings. We read them, review them, and cite them in our own research. But the true test of the usefulness of ideas is whether we're able to use them in teaching about the subject to our students. These syllabi attest to extent to which can we make these issues relevant to their lives and ideas. Frequently my colleagues who teach in other fields or sub-fields look at this document for ideas about how to present issues in their courses about such varied topics as globalization, social class, gender, environment, and literature. When you explore the course readings used in these syllabi, notice the varied uses of texts (and films) in these courses. As a

group of scholars, while we may favor certain articles or books to illuminate particular problems, I detect no canon or slavish devotion to only a few core ideas.

Teaching about many different ways that food is used to find one's place in the world connects us to students in ways that other subject matter might not. We are linked by what is on our plates and by how we think about who made it, where it came from, how it was grown and transported and transformed, served, and, indeed, eaten. Awareness of that process makes us better intellectuals, better teachers, better eaters, better citizens, and ultimately, better people.

In the past, this collection has been compiled by an entire team of volunteers from both organizations. This time around, we owe Jonathan Deutsch all our gratitude for his dogged efforts to get a wide range of syllabi and course assignments. It is our hope that you will find this a rich resource from which you can spread a greater understanding of the role of food in social life.

Alice P. Julier

Smith College

President, Association for the Study of Food and Society

Introduction

Before I started revising this collection, I must confess that I didn't fully appreciate the complexity of this volume. I had used the previous edition of the syllabi set often—to check a citation, to see what resources were used on a certain topic or for a certain level, or to see how colleagues structured their courses in terms of depth, breadth, policies, and requirements. But, like most people, I suspect, I had never actually *read* the collection.

Now, having done so, I come away tired, but refreshed, inspired, and optimistic about the further development of the fields of agriculture, food and society. In my own work, I will now use this collection not merely as a supplement to developing my own courses, but as the starting point in the process. The diversity, number, and quality of the submissions received in revising this collection were astounding.

The 2000 edition of this document was impressive with its nearly forty submissions totaling over three hundred pages representing a variety of disciplinary approaches. Three years later, the contributions number over one hundred, and the collection is double in size. Many contributors, who in the 2000 edition submitted a “special topics” syllabus for one food and society course, have this time submitted blocks of curriculum or entire course sequences. Agriculture, food and society is being increasingly taught in higher education, and this doesn't seem to be a fad.

But its size is perhaps the least important feature of this collection. Faculty from an extraordinary number of disciplines and interdisciplinary fields contributed to this volume. As we might expect, many courses are in the fields of history, sociology, anthropology, philosophy, geography, nutrition, culinary arts, and hospitality. Others represent more specialized areas of nutritional anthropology, rural sociology, urban planning, cultural studies, performance studies, food studies, and food security. Still others bring food to the focus of area studies of Russia, Latin America, or the United States. Others use the study of food not as the end in itself but as a means to teach concepts and theories in research methods, political economy, or sustainable development. It is this diversity of applications and perspectives that make our field so rich; it is the exchange of ideas among them that make it so valuable.

When I embarked on this project I naively attempted to index these materials and to categorize them by subject and discipline. I am pleased to say that I failed. No attempt at organization, I felt, could guide the reader through the many and varied approaches to teaching in agriculture, food and society. Deciding whether a food systems course, for example, has more of a sociological approach or a policy and planning approach serves only to frustrate the editor. Of course it had both. Plus food history, food and culture,

environmental studies, nutrition, community planning, and geography. As an interdisciplinary field, we spurn surface categorization and invite closer study. Consequently, I hope the reader will take the “immersive” approach, reading to really get a sense of what is happening in a course, rather than simply looking at this collection as an ungainly bibliography.

In reading the previous collection, I was continually struck by how often I found “hidden gems,” ideas for assignments, lessons, activities, readings, or evaluations, buried amidst grading schemes, attendance policies, and academic honesty discussions. No doubt such gems will be found in this edition as well. But two important changes in this edition will help, I think, to highlight these valuable finds. First, contributors were invited to accompany their syllabus submission with a short narrative, explaining the philosophy, rationale, background, context, process, and/or goals of their courses. As a reader, I have found these explanations extremely helpful in personalizing these materials, helping them to speak for the person behind these ideas. Second, contributors were encouraged to submit, separate from their syllabi, assignments, classroom activities, exercises, reading lists, evaluation methods, or other materials which (a) provide a more complete picture of their course, and (b) are applicable to courses across disciplines and so can be highlighted in a separate section of the collection. Browsing through this second section yields a wealth of ideas for in- and out-of class activities. What may be a standard approach to teaching a topic in one discipline may represent a new and innovative departure in another. By separating them from the course syllabi in which they are housed, the section represents a pedagogical resource bank for agriculture, food and society.

Perhaps the most valuable pieces of information in this collection are the email addresses and phone numbers that top each syllabus. The time, intellect, and passion that went into these submissions are impressive to say the least. But to have access to their creators, to ask questions, to gain insight, to collaborate, and to share knowledge is what makes the learning opportunities represented in this collection truly remarkable.

This collection is quite deliberately minimally edited. It is meant to be inclusive of the great work being done by the contributors representing many institutions rather than focusing on a few. It is designed so that the reader may glean what she or he can, in the form of a nuanced data set, so that each scholar may use the information in as nuanced a way. It is designed to not be comprehensive, but rather to provoke questions, follow-ups, collaboration, exchange, and innovation. And most importantly, it is designed as a work in progress. As an electronic resource, it can be frequently revised, and if you have not yet contributed, I encourage you to do so.

I am indebted to each contributor in making this collection work. The value of this collection is definitely in its content over its organization. In

addition, the officers of the ASFS—Alice Julier, Netta Davis, Jennifer Berg, and Amy Bentley, and the other executive board and board members—were extremely helpful in providing guidance and encouragement for this revised edition. We owe our largest debt of gratitude to David Myhre, Netta Davis, and Amy Bentley who edited the previous edition of this collection, and, in doing so, helped to institutionalize a culture of sharing knowledge and innovative teaching in the fields of agriculture, food and society.

Please contribute to the next edition of the

Agriculture, Food, and Society Syllabi and Course Materials Collection

WANTED: Syllabi and related instructional materials (e.g., assignments, bibliographies, lists of films and videos, web sites, etc.) for courses in food history, contemporary food systems, agriculture and society, food studies, the politics of hunger, etc. Especially helpful are original thoughts and reflections on teaching agriculture, food and society.

NEEDED BY: Anytime!

HOW TO SUBMIT:

- 1) Prepare your materials in one of the following electronic formats: Word, WordPerfect, or Rich-Text-Format.
- 2) Submit your materials by mailing a 3.5 inch Windows/DOS-compatible diskette (put your name and e-mail on the diskette's label) containing your contribution AND hard copy to:

Jonathan Deutsch
Department of Tourism and Hospitality
Kingsborough Community College
City University of New York
2001 Oriental Boulevard
Brooklyn, NY 11235

We look forward to receiving your contributions!

Additional Sources of Information about Teaching in the Areas of Agriculture, Food and Society

Prepared by Jeff Sobal, Cornell University

Sobal J, McIntosh WA, Whit B. 1993. "Teaching the sociology of food, eating, and nutrition." *Teaching Sociology* 21(1):50-59.

Ritenbaugh C. 1982. "New approaches to old problems: Interactions of culture and nutrition. Pages 141-178 in *Clinically Applied Anthropology*, edited by N.J. Chrisman and Thomas W. Maretzki. Boston: Reidel.

SNAC II: Syllabi for Nutritional Anthropology Courses. Edited by Leslie Sue Lieberman and Mark Sorensen, published by the American Anthropological Association and the Council on Nutritional Anthropology. Diskette copies cost \$12.00 and bound volumes (358) pages cost \$22.00, with checks made payable to the American Anthropological Association c/o Dr. Leslie Sue Lieberman/CNA, Department of Anthropology, P.O. Box 117305, University of Florida, Gainesville, FL 32611.

Teaching Food and Society: A Collection of Syllabi and Instructional Materials, was compiled and edited by Bill Whit and Yvonne Lockwood in 1990. Copies can be purchased from Bill Whit, ASFS, Department of Sociology, Grand Valley State University, 1 Campus Drive, Allendale, MI 49401, <hitw@gvsu.edu>.

The Digest: An Interdisciplinary Study of Food and Foodways, has included many syllabi. It is published under the auspices of the Foodways section of the American Folklore Society. Address subscriptions and requests for back issues to Lucy Long, Department of Popular Culture, Bowling Green State University, Bowling Green, OH 43403.

The Association for the Study of Food and Society (ASFS) is a multidisciplinary international organization dedicated to exploring the complex relationships among food, culture, and society. Its members approach the study of food from numerous disciplines, including the social sciences, humanities and natural sciences as well as in the world of food beyond the academy. Our mission is to foster research, teaching, writing, and discussions that draw upon a wide range of theoretical and practical approaches with the aim of promoting scholarship about food that crosses traditional boundaries. Association activities include a biannual newsletter, an academic journal, a website, a moderated listserv, and an annual conference co-sponsored with other food-related societies. Participants focus on a wide range of issues and disciplines, including:

Public policy and politics	Film and media studies
Foodways	Gender studies
Dietary change	Anthropology
Hunger and food insecurity	Political Science
Nutrition	Ethics
Public health	Literature
Agriculture	Culinary Arts
Culinary history	History
Eating behaviors and food choice	Economics
Food activism	Performance studies
Folklore	Epidemiology
Gastronomy	Marketing
Food systems	Food writing
American studies	Sociology

The Agriculture, Food, and Human Values Society (AFHVS) is dedicated to the study of value issues associated with production, distribution, and consumption of food, fiber, and natural resources. It promotes open discussion of such questions as sustainability of modern food production practices, alternative visions of food systems, the benefits and risk of biological technologies and food security in developed and developing countries. For more information visit the AFHVS web site <http://web.clas.ufl.edu/users/rhaynes/afhvs/> or contact Richard Haynes, Agriculture, Food and Human Values Society, PO Box 14938, Gainesville, FL 32604. E-mail: rhaynes@phil.ufl.edu

Syllabi, Course Descriptions, and Bibliographies

A GLOBAL HISTORY OF FOOD

Ken Albala, History Department / Office: WPC 238 Kalbala@uop.edu

Spring 2002 MWF 11:00 – 12:30 Knowles Hall 207

Brief Description

This course will cover history of the interaction of humans with food resources from the earliest hunting and gathering societies to the present. It will focus on how and why civilizations have been shaped by geography, native flora and fauna and technological/structural developments that have enabled humans to exploit natural resources. It will emphasize the fact that feeding people has always been the primary concern of our species and that more than any other factor finding, growing or trading food products has been the prime catalyst in human history. The scope of this course will be global, covering civilizations of Asia, America, Africa and Europe and how cultures in each of these domesticated unique staples which literally enabled these civilizations to expand and flourish. The course will also cover the marginalized and colonized cultures which were dominated largely to feed or entice the palates of the great. A major theme of the course will be the process of globalization, imperialism and the growth of capitalist enterprise at the cost of indigenous cultures and traditional farming practices and how these processes were shaped by trade in food.

Beyond the larger economic and social issues, the course will also cover the culture of food, why humans made the food choices they have and what their food practices tell us about them and their world outlook. In other words, food practices will be used as a window for viewing culture as a whole, much as one might study painting or literature. Foodways, in fact, reveal much more because not only must all humans eat but they all make conscious choices about food within a cultural milieu. These choices not only reveal who they are and where they fit in socially but often their political, religious, philosophical bent as well. For example, a vegetarian of the 20th century (or from any century) makes food choices that reveal a great deal about the individual, perhaps the dominant food culture which is rejected, and a host of other concerns: animal welfare, a thin physique, religious taboos, etc. By studying what humans have thought and written about food, I hope that human history will become alive and direct in a way that the stories of great kings and epic battles sometimes cannot.

This course requires no prior knowledge of food issues or history and is intended to be an introduction to the topic as it relates to several different cultures throughout history. This course will necessarily be interdisciplinary, connecting in significant ways to research in anthropology and sociology, the history of science and technology, psychology, religious studies and the arts. The structure of the course, although comparative and international, will follow chronologically, so there will also be a firm foundation in history and methods of analysis throughout the course will be predominantly historical in nature.

This course will also examine in detail why different people make different food choices, why they sometimes go to extraordinary lengths to find rare or exotic items while refusing to eat foods that are cheap and plentiful, why individuals from certain social classes will avoid or esteem particular foods and in general how food is the most

important factor of self-definition. In other words, food helps define who the individual is, where she fits in society and how the culture, nationality or ethnicity she espouses expresses itself through food and cuisine. Of course, what a particular food or dish may mean differs dramatically from place to place and time to time, from generation to generation, and even in the mind of one individual depending on the context. So this course will help you not only to see how and why other cultures shape what people eat but how your own choices are ultimately determined by our culture and are often equally bizarre and arbitrary to outsiders.

Lastly, because this is a history course we will look at the way the interaction of cultures, their destruction, transformation, assimilation are all hastened by the human drive to feed and titillate the gullet. For example, the demand for sugar and spices in the late middle ages was not only the impetus for discovering the New World, but it also transformed the economy of both Old and New Worlds, involved massive migrations, the spread of human pathogens, and biological interaction of flora, fauna and humans among several continents. All this literally changed the world - so Europeans could have sugar in their tea.

Assignments

There is **no required textbook** for this course. I don't really like pre-digested textbook pap. I much prefer your engaging directly with the sources and interpreting them for yourself. It's more fun and you learn a lot more that way. If you really want something to hang onto though, I would recommend that you buy Reay Tannahill's *Food in History*. You can get a used copy from Amazon for about 8 bucks, or a new copy of the most recent paperback edition for \$12.80. Just beware that I and most food historians would disagree with many of this author's conclusions, so do not expect this to replace what I give you in lectures. Think of it as a supplement. It is really the only thing like a textbook out there for this topic. There is also, just published, *Food: A History* by Felipe Fernandez-Armesto, but I have not seen it yet.

I will also try to place on reserve a handful of reference works you might like to use: *The Cambridge World History of Food*, *The Oxford Companion to Food*, *Larousse Gastronomique*, Toussaint-Samat's *History of Food*, Flandrin and Montanari's *Food: A Culinary History* and perhaps a few others. All have extensive bibliographies which will give you an idea of how much has been published lately.

Reserved Reading Packet: You will be assigned a brief reading for every class meeting which you will be expected to discuss in class. These will be placed on reserve. I suggest that you copy the entire reserve reading packet the first week of classes. A pain in the neck – but it is infinitely cheaper this way than having a reader made. I will try to have everything placed on e-reserve also, but I can't say when that will be available or how it is accessed. The majority of the readings are primary source documents – that is things written by people in the past that we will interpret.

You will also be asked to **purchase one book** about a topic of your choice in food history. This should be a secondary source (that is written by a historian about the past). Writing a **5-page review** of this book will be your first major written assignment. I will give you a list of good options, but you are free to browse any bookstore or electronic bookseller for topics that interest you. There is a lot out there, but our library's holdings

are relatively limited. Look for titles in Amazon, Powell's Books, Acanthus Books, Foodbooks.com, or Jessica's Biscuit. All stock a lot of good food history titles. Or you may use interlibrary loan if you really want to read a book that's out of print or too expensive to buy. Our interlibrary loan service is superb.

Your second assignment will be another **5 page paper** which should be based on both primary and secondary readings about the history of one ingredient, the cuisine of a nation or people whom we have not discussed at length in class, or a topic related to food – such as agriculture, trade, nutrition, diets, the food industry, etc. in a particular time and place. For this paper you should use all and any sources you can get your hands on. But note that a lot of what you might find on the web is garbage. So ask me first if you're in doubt and before you start citing something in your paper. Send the address to me via e-mail and I'll take a look. This Food Time Line is one fun cite you might want to look at. It's designed for school kids, but I think so well done that you should not hesitate to use it. <http://www.gti.net/mocolib1/kid/food.html>

Also check out links at Foodbooks.com, Food History News, and sites you may find connected to Oregon State, the Center for Food Research at the University of Adelaide, and the New York Public Library.

There will be one **midterm and a final**, both in essay format. Each will comprise 1/5 of your grade for this course, as will each of your papers. I reserve the final 1/5 of your grade to be based on attendance, participation and any short assignments I may give you through the course. In other words, if you come all the time and participate 20% of your grade will automatically be an A. If you don't, the highest grade you could get would be an 80 or B- for the course.

I am required to say something about academic honesty. Don't try to pass off the work of others as your own. This is especially important for you papers. There is a lot of material out there in print and on the web – be sure to cite everything accurately and give credit where it is due. Otherwise it is plagiarism, for which you will fail this course and be handed over to the Dean who will thrash you soundly.

Feel free to contact me via e-mail for whatever reason, especially if you have to miss class or have a question about an assignment. It's the easiest way to find me, and I'll respond promptly. And of course my door is always open if you want to come by and chat in the flesh.

Lastly, this will be a fun course. But it is up to you to bring your ideas, concerns and whatever to the class so that we can make it as entertaining and edifying as possible. Please do not expect to be a passive sponge soaking up information. I will expect you to disagree with me, and I will often go out of my way to provoke a reaction from you. That's a good thing. That's how one learns in history. Just recognize that it may be a little different than what you're used to. Rest assured that your grade will reflect the quality and creativity of your thoughts, not whether you've ingested and regurgitated what I've fed to you.

Syllabus

16. Introduction to the Course

18. Prehistoric Hunting and Gathering

23. The Agricultural Revolution – The Fertile Crescent and Sumer

JANUARY

25. Ancient Egypt

28. Ancient Judea and the Old Testament

30. Ancient Greece

1. Republican Rome

4. Imperial Rome

- 6. Early Christianity
 - 8. Ancient India, Hinduism and Ayurveda
 - 11. Ancient China
-

FEBRUARY

- 13. The “Dark Ages” - Barbarians
 - 15. The Islamic World
 - 20. The High Middle Ages, Court Cooking, Christianity, Medicine
 - 22. More Middle Ages
 - 25. Plague Famine and Demographics
-

27. Renaissance Italy, Manners **First Paper Due**

- 1. The Reformations
- 4. Mayans, Inca and Aztecs
- 6. The Age of Exploration/ Spain and the Columbian Exchange
- 8. **Midterm**

Spring Break

- 18. Plantation Economies: Portuguese, Dutch, French and English
- MARCH
- 20. Food and Medicine –From Humoralism to Scientific Revolution
 - 22. France: The Sun King to Revolution
 - 25. England and Empire
-

- 27. Native Americans
 - 29. African Foodways
 - 3. Aboriginal Australia and other disappearing cultures
 - 5. Traditional Japan
 - 8. Colonial North America – Melting Pot?
-

- 10. The Industrial Revolution and the 19th century
 - 12. Vegetarianism and Early Health Food Movements
-

15. The Food Industry, Food Technology and Corporations

APRIL

- 17. 20th c. Agriculture: Factory Farming
- 19. Food and Science, Genetic Engineering
- 22. American Foodways, Ethnic Cuisine, McDonaldization
- 24. Nutritional Science, Food Fads and Neuroses
- 26. Global Trade and Imperialism
- 29. Hunger and Global Food Policy **Second Paper Due**
- 1. Brief Presentations on Papers
- 3.
- 6. Review

MAY

- 15. Final

A Global History of Food - Intro to Course
for 1/16/2002

I've been waiting about a decade to teach this course. I write about food. I cook every day and spend more every week on food than anyone I've ever met. I make pottery to serve food in. I read about food in every free moment. And now I'm teaching a course on food. An obsession? Yes. I won't expect you to be as insane about the topic as I am, but I hope you take an active interest in what you eat, and hopefully what others do and why by the end of this course. And I hope you will think differently about what you eat.

I also want to say, I don't really have any political agenda here, and I certainly don't want to convert you to any particular way of eating - but I do have very strong ideas about what's gone wrong with food, the food industry and our eating habits in the past century.

1. Agribusiness: loss of genetic diversity of plants and animals raised for food (corn), factory farming of animals (BSE) sewage run-off, environmental disaster caused by pesticides and chemical fertilizers. Genetically modified food (soy, corn, etc.) Lack of disclosure laws.
2. Convenience and fast food that allows food corporations to determine what we eat, and actively discourages whole generations from learning how to prepare food. Not only the loss of quality, but loss of socialization of preparing and sharing meals with others. Convenience food is a lot more expensive, highly processed, usually loaded with fat and sugar, preservatives, often irradiated. And industrially prepared food subject to contamination on a much greater scale. (E-coli)
3. Not to mention our very strange and unhealthy attitude toward nutrition. More scientific knowledge about good nutrition than any civilization in the past, and worse eating habits.
4. Most importantly – The fact that so many of us have lost a great deal of the genuine pleasure that can be had in the act of eating. I don't mean eating rare and expensive "gourmet" items – that word makes me cringe. But the pleasure of knowing where your food comes from, how it was made, **its history**. All that adds to the simple physical sensations you get in your mouth. (Like looking at art, the aesthetic experience is heightened when you know about the artist, techniques, historical context, etc.)

I also want to say though having mentioned some things that have gone wrong recently - I don't think everything was so rosy in the past either. I don't think we would all be happier if we could just turn back the clock and grow and prepare all our own food. I think it's very good that we don't have major famines anymore (at least in this country). And I like the fact that I can buy nearly anything I want in a supermarket, even if it is sometimes a flavorless shiny red apple shipped from half way around the world, or a tomato picked green and gassed to turn red. Despite all this, food is cheaper and more abundant and often better tasting here and now than it ever has been in the past. (And I know from experience, home grown produce doesn't always taste better and isn't always better for you.) But our wealth and abundance brings its own set of problems. And not

everyone enjoys such affluence around the world. (It's often the same people growing those luxury products we enjoy who are themselves starving.)

Anyway, we will get to questions like this at the end of the course, but there are just as many dramatic changes sprinkled throughout history – in fact several other major food revolutions, just as dramatic and ushering in just as many changes.

Explain **syllabus**, **e-reserve readings** are there, a few more packets to come.

Why is Studying Food Important?

1. Until quite recently most human beings on this planet made a living growing food. That's still the case in much of the world. In this country it's about 2% in agriculture, but a much greater percentage involved in the food service industries: Distribution, Retail, Preparation, Processing, Advertising, etc.
2. Food is without a doubt the major catalyst in human history. Rulers and wars are very important, but not nearly as important as a new crop that triggers a population explosion (like sweet potatoes in China). A famine which causes mass migrations. Lust for spices that cause conquest and colonization of the New World. New ideas about health and nutrition that increase the average human life span.
3. Everyone eats. In fact it's the only activity, conditioned by culture, that every single person must do. Breathing is involuntary. Sex is discretionary. (Or indiscrete as the case may be.) But everyone has to eat. So as a unit of analysis it can be applied to any time or place. (Clothing and shelter are nearly universal – music and art a little less so.)
4. And because everyone has to eat, and all people make conscious choices about what they eat, it is probably the activity that reveals most about an individual or group of people, that person's values, fears, ambitions and where that person fits in a society. It is not always a totally conscious process, but
 - a. Take a person who regularly avoids foods defined as fattening. That tells you being thin is a positive value in that society. It hasn't been to most societies on this planet.
 - b. How about a person who craves chili peppers? Apparently driven by a thrill-seeking urge, but one that's not really too dangerous.
 - c. Someone who only eats simple familiar food and nothing strange? Probably close-minded, resistant to strange ideas and people too.
 - d. Someone who spends \$300 on a bottle of Chateau Lafite-Rothschild and serves it at a dinner party? Clearly wants to flaunt wealth, sophistication, savoir-fare, to the guests. You don't drink such a thing by yourself.
5. A person's attitude toward food can reveal not just personality traits but a whole **food ideology**. That means a set of beliefs about food that encompasses a whole way of

thinking about the world, and usually an ideal way of being in that world. Most food ideologies also promise the individual that if she eats in this special way she will become a better, happier, more successful, more moral individual. So when I use this term, it applies to

- a. Kosher Food Laws – Keeping God’s Laws = morality, encapsulates relation to God as chosen people – Most religious food taboos constitute a food ideology (Christian, Hindu, Buddhist, etc.)
- b. Vegetarianism – animal rights, health, concern for environment
- c. Weight Watchers – Being thin = social acceptance, popularity, etc.
- d. Fast Food – Convenience, Standardization, Happy Meals

But it wouldn’t apply to a type of cuisine – Chinese food, or a particular cooking technique – like barbecue, but arguably Southern Barbecue could be construed as a way of life – Country music, pick up trucks, etc.

6. We won’t be looking at contemporary questions like this one until the end of the course – and it’s mostly anthropologists, sociologists and psychologists who look into this – and their methods of analysis usually involve doing surveys and tabulating statistics. In this course we will mostly be looking at food texts. Accounts of meals, recipes, medical or religious tracts about food. And most of the information I will lecture about is based on analysis of the written word.

EXPLAIN PRIMARY and SECONDARY SOURCES

Get started on analysis of a food artifact. A can of COKE. Think about this as much more than a simple slurp of sugary brown liquid. Think of all the people my act involves, and how it impacts peoples’ lives all around the globe. Let’s see how my drinking a coke is a cultural, social, political, aesthetic, psychological and maybe even spiritual thing.

What ingredients? Who made them? Where? Why? How? Consequences?

Who regularly consumes this? Class, gender, ethnicity, age group?

Drinking it serve some ritual or social function? Solitary? Why significant?

What values does it represent? Convenience, affordability, efficiency. Alertness. How about if it were Diet?

For Friday – FORAGING EXERCISE

AMST 372: AMERICAN FOOD

Fall 2002

Instructor: Warren Belasco

Office: Fine Arts 459

Office Hours: Mon 5-7, Wed 12-2, & by appointment

Office Phone: 410-455-2106 or 2154

Home Phone: 202-291-4756 (before 10PM)

Email: belasco@umbc.edu Home FAX: 202-829-2186

Course Web Page: <http://blackboard.umbc.edu>

"Tell me what you eat and I will tell you what you are."-- Anthelme Brillat-Savarin (1755-1826)

"For what is food? It is not only a collection of products that can be used for statistical or nutritional studies. It is also, and at the same time, a system of communication, a body of images, a protocol of usages, situations, and behavior."-- Roland Barthes (1961)

"History celebrates the battlefields whereon we meet our death, but scorns to speak of the plowed fields whereby we thrive; it knows the names of the King's bastards, but cannot tell us the origin of wheat. That is the way of human folly."-- Jean Henry Fabre

"Why did the Mediterranean peoples cease to dominate Europe? What led Europeans subsequently to spread all over the globe in post-Renaissance times? The starting point for the European expansion out of the Mediterranean and the Atlantic continental shelf had nothing to do with, say, religion or the rise of capitalism--but it had a great deal to do with pepper. The Americas were discovered as a byproduct in the search for pepper."-- Henry Hobhouse, Seeds of Change (1985)

"The history of American food is the history of the destruction of its taste."--John and Karen Hess, The Taste of America (1977)

"We may find in the long run that tinned food is a deadlier weapon than the machine gun."--George Orwell (1937)

"To eat the typical American diet is to participate in the biggest experiment in human nutrition ever conducted."--Frances Moore Lappe, Diet for a Small Planet (1982)

Cholesterol is poisonous
So never ever eat it.
Sugar, too, may murder you,
There's no way to beat it.
And fatty food may do you in,
Be certain to avoid it.
Some food was rich in vitamin,

But processing destroyed it.
So let your life be ordered
By each "documented" fact.
And die of malnutrition,
But with arteries intact.
-- David Kritchevsky, biochemist (1956)

"What is food to one man may be fierce poison to others."-- Lucretius (99-55 BC)

"Forget the pig as an animal. Treat him just like a machine in a factory. Schedule treatments like you would lubrication. Breeding season is like the first step in an assembly line. And marketing like the delivery of finished goods."-- J. Byrnes, Hog Farm Management (1976)

"We do it all for you."--famous corporate motto

"Someone out there is growing you. Someone is going to produce and subsequently manipulate the materials out of which each of us is made. Are people really prepared to trust that responsibility to Philip Morris [the nation's largest food company]?"--Joan Dye Gussow, Chicken Little, Tomato Sauce, and Agriculture (1991)

"We taste the spices of Arabia yet never feel the scorching sun which brings them forth."
-- Report of the East India Company (1701)

Confused? Bemused? Fed up? (Pardon the pun.) Good! Now you're ready to study food--the first of the essentials of life, our biggest industry, our most frequently indulged pleasure, and also the object of major anxiety, for food may be the single most important cause of disease and death.

But why, you ask, in an American Studies course? Doesn't the study of food more properly belong in those distant places where people specialize in nutrition, agriculture, engineering (yes, especially chemical engineering), and marketing? "No," I reply. It's precisely because all those specialists have long dominated the study of food that we generalists--ordinary people with a dash of background here, a smattering of experience there--need to take a look, too. The food supply belongs to us all. And we in American Studies may be especially well equipped to look at it because we are, by nature, interdisciplinary. We do not respect departmental or institutional barriers. True, we may not understand all the biochemistry involved in digestion, but we can speculate about why certain foods "taste good" at particular times and to particular people. We may not understand why one pesticide works better on mites than another, but we can still ask why farm workers' children seem especially cancer-prone. We may not understand why a food dye turns cherries red, but we still can wonder why the dye is necessary in the first place.

Besides being a bit rude to the "experts" and specialists, we in American Studies are well positioned to study food as a system, because we are accustomed to thinking about matters political, historical, economic, socio-cultural, and scientific all at once. Here are some of the

questions we will be pondering this term:

-- **Food and Identity:** If we are what we eat, what are we? What do our meals reveal about personality, ethnicity, gender roles, sexuality, family vitality, sub-cultural loyalties, political commitments? In what ways are our meals the source of considerable pleasure (e.g., ritual feasts) and dread (e.g., concerns about weight and hunger)?

-- **The Morality and Ecology of Fast Food:** When we down a Big Mac, what exactly are we doing? Does a meat-centered diet contribute to worldwide environmental problems, e.g. energy shortages, pollution, tropical deforestation, the greenhouse effect, ozone depletion? Do farm animals have rights? Do fast food workers get a fair shake?

-- **The Corporate Cuisine:** Where does our food come from? What is happening to the family farmer? Who picks our vegetables? Are we being poisoned by pesticides? How safe is Safeway? How on earth did the same company (Philip Morris) that sells Marlboro cigarettes and Miller Lite wind up owning Velveeta and Grape Nuts? With so much food available, why are so many people still hungry?

-- **The Future:** What will our grandchildren be eating in the year 2050? Who will control our food supply? Will there be enough food for 10-15 billion people? Will hunger increase? Is the party over? Is biotechnology our only hope?

COURSE REQUIREMENTS

To take this course you'll need to:

1. Read the syllabus very carefully and certify that you have done so by signing the "Contract" attached at the end. It's your job to ask about course requirements and material you don't understand. If you find any of these requirements to be onerous or repugnant, you should not enroll in this course, which is a pure elective that no one is obligated to take.

2. Read all books, articles, web pages, and handouts slowly and carefully. Unless you've read the material, you'll have nothing to talk or write about.

3. Attend all classes. Your physical and mental attendance is needed and expected. For spirited discussion we'll need your active attention and participation. Also, we will be covering a lot of material that can not be found in the readings. I do take attendance every day, as I believe that it is impossible to learn this stuff without coming to class. I know some of you may resent this requirement, and I respect your views on this issue. But after much teaching experience, I've found that most of us do need clear rules to keep us on track--especially after Thanksgiving. I'll allow you **2 absences**. If you miss more than that I will lower your course grade one full letter. Disruptive late arrivals or early departures may count as 1/2 of an absence.

You may, however, work off *each* extra absence by earning 10 extra participation points (#4 below) *or* by doing 1 extra exercise (#5 below).

4. Participate in class discussions. For this seminar-style class to succeed, everyone must take an active role in class discussions. *NOTE: Within the first two weeks of the course, please introduce yourself to me, so I can get to know your name.* (If you don't do this, I'll know you haven't read the syllabus carefully enough.) Participation does count in your grade. I will keep track of **participation points**. (See page 5 for how participation contributes to your final grade.) There are three ways to earn participation points in this class:

a. Make comments in class. These comments may consist of a good question, a relevant answer, a useful reaction to what someone else says in class, or an observation from your written exercises (see #5 below). While you are welcome to speak as much as you'd like in class, you may earn no more than *one* point per class, unless you bring food (see 4c below). This is to encourage you to speak in *several* classes. To make sure that you receive credit for what you say, especially in the early weeks, when I may not know your name, identify yourself when you speak and, at the end of the class, remind me that you said something. I do not evaluate what you say, but your comments must be relevant to what we're discussing in class.

b. Write to the class e-mail list. I have established a discussion list specifically for this course. You will receive *two* participation points for each 150-word contribution. (See page 6 for subscription information and submission guidelines.)

c. Bring an appropriate food to class. It really helps to *taste* food while *talking* about it. You will receive *two* participation points every time you bring a food sample that is relevant to the assigned topic for the week. Be prepared to discuss your sample. And please bring enough to give everyone a taste.

You can make up extra absences with extra participation: 10 extra points = 1 absence.

5. Write 6 exercises. These exercises will require you to think carefully and sensitively about food. In each case you will be asked to make some observations, conduct interviews, and/or reflect on an issue or reading. Exercises must be handed in on time, except for one (your choice), which may be submitted *one class late*. Evaluation criteria will be spelled out on each exercise. Exercises need to be typed, doublespaced, neat, and grammatically sound. If I think you have fulfilled the stated criteria, I will mark it "Good." If it is "Not Good," you may revise it **within 7 days** of when it was returned to you. *Note, however, that you may rewrite only if your first draft was substantially complete. This means you need to answer all the questions the first time.*

The complete assignment for each exercise will be distributed well in advance, but here are the due dates and topics. **Choose 6 of the following 8 options.** You **MUST** submit #2 and 8.

exercise # 1	due 9/4	Personal diary
2	due 9/11	Food memoirs [required]
3	due 9/25	Food and body image
4	due 10/9	Meat
5	due 10/23	Food workers
6	due 11/6	Food marketing
7	due 11/20	Alternative futures
8	due 12/4	A Family Feast [required]

While you have to submit at least 6 exercises to receive a passing letter grade (see below), you may do more to work off absences beyond the 2 allowed: one "Good" exercise per additional absence. Extra absences need to be in by 12/4.

6. Hand in "keepers." There will be no quizzes or exams, as you're already doing enough writing. But I do want to know what you're learning (that's the point of giving exams), so twice during the term I will ask you to submit a list of 10 "keepers"--i.e. 10 important ideas, concepts, or generalizations that you've picked up in each half of the course. The first list will be due midway in the term, on **October 16**; the second will be due **December 4**. Both lists will be graded "Good" if they seem serious and honest. For how they count in your overall grade, see the next section.

GRADING SYSTEM

So how do all these assignments add up? To do well here you must work hard, but since you can revise exercises, your final grade is basically in your own hands:

To earn an A in this course you must:

- Complete 6 "Good" exercises and 2 "Good" keepers.
- Miss no more than 2 classes (or do makeup work).
- Earn 20 participation points.

To earn a B in this course you must:

- Submit 6 exercises, 5 of which must be "Good."
- Submit 2 "Good" keepers.
- Miss no more than 2 classes (or do makeup work).
- Earn 16 participation points.

To earn a C in this course, you must:

- Submit 6 exercises, 4 of which must be "Good."
- Submit 2 "Good" keepers.
- Miss no more than 3 classes (or do makeup work).

Earn 12 participation points.

To earn a D or to "pass" if you're taking the course pass/fail:

Submit 5 exercises, 3 of which must be "Good."

Submit 2 "Good" keepers.

Miss no more than 3 classes (or do makeup work).

Earn 10 participation points.

NOTE: While you must submit exercises 2 and 8, they do not necessarily have to be "Good"--as long as you do other "Good" exercises that add up to the number needed for the grade you want--e.g. 6 Good for an A, 5 Good for a B, etc . Huh? See me if you're confused about this.

E-MAIL DISCUSSION LIST

The purpose of this list is to give you an informal, enjoyable way to discuss course issues, ideas and materials. This is also a way to earn "participation points"--2 per 150-word contribution. I will also use the list to make announcements between classes.

To subscribe to this list, you must

-- be enrolled in this course (your signed contract is proof of enrollment)

-- have an e-mail account (can be non-UMBC)

-- send the following subscription message:

address: listproc@listproc.umbc.edu

subject: (leave blank)

message: subscribe amst372 (or, if you're leaving: unsubscribe amst372)

You should receive an acknowledgment immediately. Once you are subscribed, you may **send a message** as follows:

address: amst372@listproc.umbc.edu

subject: (give brief title)

message: (blah blah blah)

You may also respond to a message by using the appropriate reply command in your software.

This is an unmoderated list, meaning that whatever you post will be sent automatically to all list subscribers, so do be discrete, respectful, and thoughtful. This list is supposed to be informal and accessible, but the same rules of etiquette found in the classroom should apply here, too. Private concerns should be addressed to me: belasco@umbc.edu

You can use this list to react to readings & discussions, or to try out ideas for exercises.

To get things going, here are some sample conversation topics. You may, of course, write about

anything relevant to food and this course. And do reply to what others have written.

a recent meal
 food in the news
 food in film or TV
food in the future
 why Americans are
fat my favorite foods
a food memory
 food & my family
 who invented cheese?

To receive 2 participation points, your message or reply must be at least 150 words long. While grammar and spelling don't have to be perfect, try to write well. **To receive credit, be sure to sign your messages!** And to encourage you to participate throughout the term (rather than saving up all your messages til the last week of classes), you may earn no more than 4 email pts a day.

COURSE READINGS

You can buy the following required books in the UMBC bookstore:

Arlene Avakian, ed., *Through the Kitchen Window: Women Writers Explore the Intimate Meanings of Food and Cooking* – an elegant collection of memoirs that show how we can find much social significance in what, how, and where we eat.

Joan Brumberg, *Fasting Girls* – a path breaking history of anorexia nervosa, a modern eating disorder

Eric Schlosser, *Fast Food Nation* – best selling expose of our most famous industry

Gary Gardner & Brian Halweil, *Underfed and Overfed: The Global Epidemic of Malnutrition* (Washington: Worldwatch, 2000) – a succinct analysis of the global maldistribution of food

Janet Poppendieck, *Sweet Charity* – a subtle analysis of why so many Americans are hungry despite our abundant food supply, and also a surprising critique of soup kitchens, canned food drives, and other well-meaning philanthropic efforts to feed the hungry

Warren Belasco, *Appetite for Change: How the Counterculture Took on the Food Industry* – a history of recent attempts to develop an alternative food system

In addition, the following required articles are on overnight reserve in the UMBC Library: (Some may also be available via the library's web reserve system.)

Elizabeth Adler, "Creative Eating: The Oreo Syndrome"
Warren Belasco-A, "Future Notes: The Meal-in-a-Pill"
Warren Belasco-B, "The Hegemony of Fast Food"
Warren Belasco-C, "Why Food Matters"
Amy Bentley, "Martha's Food: Whiteness of a Certain Kind"
Wendell Berry, "The Pleasures of Eating"
Hasia Diner, "Hungering for America" (excerpt)
David Orr, "Prices and the Life Exchanged: Costs of the U.S. Food System"
Elizabeth Rozin, "The Structure of Cuisine"
Wendy Welch, "Pouring Out Their Hearts: A Study of How Women Use Coffee"
Brett Williams, "Why Migrant Women Feed Their Husbands Tamales"

There will also be many handouts + some Web readings to be assigned as we go along.

COURSE WEBSITE

All course materials will be posted on our Blackboard website, which you can access with the same userid and password that you use when entering myUMBC. You can set up a free UMBC email account at the Office of Information Technology's Help Desk in the ECS Building. You can login at <http://blackboard.umbc.edu>

SCHEDULE OF TOPICS AND READINGS

Here is the general outline. There's a lot to read, so do keep up. * = exercise due; + = keepers due

DATE	TOPIC	READING
8/28	Introduction	
9/4*	Food and Identity	Avakian 1-9, 65-75, Adler, Rozin, Welch, Belasco-C
9/11*	Food, Memory, & Ritual	Avakian (parts), Diner, Williams
9/18	Food & Art	Bentley, Begin Brumberg
9/25*	Food, Women, & Body Image	Brumberg
10/2 10/9*	Meat: Moral, Medical, and Ecological Concerns	Start Schlosser, Gardner & Halweil Berry
10/16+	Working on the Food Chain	Schlosser, Orr

10/23*

10/30

Corporate Cuisine

Belasco-B

11/6*

Hunger & Inequality

Gardner & Halweil, Poppendieck

11/13

Alternative Futures

Belasco (book), Belasco-A

11/20*

11/27

Thanksgiving field research (no class)

12/4*+

Last Meal

AMST 372: Fall 2002

Name:

UMBC ID#

Name you'd like to be called:

Mailing Address during term:

Phone:

Email:

American Studies courses you've taken:

Current or probable major:

Career interests, if any, at the moment:

Current job (if any):

Food-related jobs you've held:

Favorite Foods:

Declaration: I have read the syllabus carefully, am aware of the instructor's expectations, and agree that it is my responsibility to ask questions about course content and requirements.

(sign)

Exercises

Absences

Participation

AMST 490: Senior Seminar

Spring 2002

Instructor: Warren Belasco

Office: Fine Arts 459

Office Hours: Wed 12-2PM, 5-7PM or by appt

Office Phone: 410-455-2154 or 2106

Home Phone: 202-291-4756

Email: Belasco@umbc.edu

Course web page: <http://blackboard.umbc.edu>

THE AMERICAN FOOD CHAIN

"For my part, I mind my belly very studiously, and very carefully; for I look upon it that he who does not mind his belly will hardly mind anything else."--Ben Jonson (b.1572, playwright)

"The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not."-- Mark Twain

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

"The foods we favor
And the foods we savor
Have artificial color,
And artificial flavor." -- Arthur Asa Berger (sociologist)

"The can-opener cook, even though she gets that way through indolence or ignorance, is advancing civilization."-- Printer's Ink (ad industry magazine), 1932

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

"They ate frozen meat, frozen fried potatoes, and frozen peas. Blindfolded, one could not have identified the peas and the only flavor the potatoes had was the flavor of soap. It was the monotonous fare of the besieged . . . but where was the enemy?"

-- John Cheever, The Wapshot Scandal, 1963

"We taste the spices of Arabia yet never feel the scorching sun which brings them forth."-
- Report of the East India Company, 1701

"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 of 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 it gives us not a single thrill. We are oblivious."-- Edward East, Mankind at the Crossroads, 1924

"In the [meat]packers' world, it was easy not to remember that eating was a moral act inextricably bound to killing. Such was the second nature that a corporate order had imposed on the American landscape. Forgetfulness was among the least noticed and most important of its by-products."-- William Cronon, Nature's Metropolis, 1991

"We are paying for the foolishness of yesterday while we shape our own tomorrow. Today's white bread may force a break in the levees and flood New Orleans next spring. This year's wheat from Australia's eroding slopes may flare into a Japanese war three decades hence... We must develop our sense of time and think of the availability of beefsteaks not only for this Saturday but for the Saturdays of our old age, and of our children."-- William Vogt, Road to Survival, 1948

"In our every deliberation we must consider the impact of our decisions on the next seven generations."-- The Great Law of the Iroquois Confederacy (18th century)

"The cost of a thing is the amount of what I will call life which is required to be exchanged for it, immediately or in the long run."-- Henry David Thoreau, 1840s

"Three laws: Everything's connected to everything else. Everything's got to go somewhere. There's no such thing as a free lunch."-- The Whole Earth Catalog, 1970

Confused? Angry? Bemused? Fed up? Good! Now you're ready to study food, the first of the essentials of life, our biggest industry, our most frequent pleasure, and perhaps our greatest dread.

But why in an American Studies course? As senior majors you already know the answer to that one: To study food we need to take a holistic approach that American Studies celebrates. We in American Studies are well positioned to study food as a system, because we are accustomed to thinking about matters political, historical, cultural, and scientific all at once. Studying food is inherently interdisciplinary, since eating is more than a private, physiological act. It connects us to people and places all over the globe. Take, for example, the simple act of toasting and eating a slice of packaged white bread. Growing that wheat helped some midwestern farmers pay their bills while also polluting their water supply with fertilizers and pesticides, eroding their soil, and, if they used irrigation, lowering their region's water table. The land used to grow the wheat had been acquired--or seized--long ago from other living creatures, human and otherwise, and converted to growing a grass that had originated as a weed in the Middle East and had been gradually domesticated and improved by countless generations of gatherers, peasants, farmers, and, only just recently, scientists. Turning the wheat into bread required the coordinated efforts of numerous companies specializing in food transportation, storage, processing, and marketing, as well as others involved in manufacturing and selling farm equipment.

By extending the bread's shelf life, the plastic wrapping lowered costs and increased profits for corporate processors, distributors, and supermarkets. That packaging also helped to put thousands of neighborhood bakers out of business. Making the plastic from petrochemicals may have helped to foul Cancer Alley in Louisiana, and if the oil came from the Middle East, may have helped to pay for the reconstruction of Kuwait, which was destroyed several years ago by an Iraqi army also financed by petrochemical bread wrappers. The copper in the toaster and electrical wiring may have been mined during the Pinochet dictatorship in Chile or Mobutu's Zaire or Bruce Babbitt's Arizona. The electricity itself probably came from a power plant burning coal, a source of black lung, acid rain, and global warming. And then there are the varied historical and cultural links: e.g., when did storebought white bread replace homemade whole wheat, when did they start putting vitamins back in white bread, why do we like toast anyway? And so on... All of this--and more--involved in making toast. And we have not even mentioned the butter and jam!

Your job this semester will be to view your food behavior in this broader ecological way. Specifically you will select one common food product (see specifications below) and then conduct a "commodity chain analysis," which means that you will trace the progress of this food item from field to fork (and beyond). The aim will be to put this food product into as global a context as you can, to reveal the often hidden connections between the consumer and all the people and processes that went into providing that food. Although it is not always easy to find these connections, the approach should feel familiar to you, since all American Studies courses are interested in the wider meanings of everyday phenomena. And doing this project will give you a great opportunity to prove another AMST article of faith--that, given a couple of months, a well-educated generalist can research and analyze virtually any problem.

SENIOR SEMINAR IN GENERAL

Although there are no prescribed rules for the way the seminar should be conducted, over the years a number of basic conventions have evolved:

1. As a 400-level required seminar, this is the most important and **most demanding** course you'll be taking this semester. Students do best when they budget their time appropriately. It is **not** a good idea to take a heavy load when enrolled in the senior seminar.

2. Work is organized around a single topic, with students developing their own particular sub-categories to explore. Recent topics have included: race, art and politics, suburbanization, public policy, recent immigration, and urban greenways. In earlier years students devoted considerable time and energy to choosing a group topic of interest to all, but in recent years instructors have framed the main theme, mainly to save time. (The seminar used to run 9 hours a week, then 6, now 3.) Also, faculty members have become more authoritarian, students somewhat more compliant.

3. In the early weeks of the term, the group reads a few introductory books and articles,

develops research skills and tools, chooses individual research projects, and gets acquainted. The rest of the term is devoted largely to research and class presentations.

4. The final product consists of a 20-25 page report submitted by each student, who also hands in a 2-page abstract that is included in a 20-30 page group report.

5. The process of group interaction becomes an important part of the seminar experience, for members are knit by the common theme, by their senior status, and by the intense 2 1/2 hour sessions in a small, warm room. For many this shared experience becomes the highlight of their last year at UMBC; for some it is an ordeal. Much depends on your patience, commitment, and diligence.

6. If the seminar works well you should have a chance to apply what you've learned in other American Studies courses, to polish research and writing skills, and perhaps even to enjoy the process.

WRITTEN ASSIGNMENTS

While we will be wide-ranging in our introductory discussions of food issues, your written work will be more specific. Hopefully, having a clear focus will give you a chance to relate the particular (your food item) to the broad issues and themes. Also, since most of the written work will concern the specific topic you are researching, you will have time to revise and extend your writing as the term progresses.

By the third class session (Feb. 13) you will select the single food product around which you will base your written work. This product should be:

- grown and processed elsewhere (not at home)
- comprised of a primary ingredient drawn from one of the following groups:
 - animal products (but not beef)
 - grains
 - produce (fruits, vegetables)
 - spices
- sold for profit in this area
- consumed fairly regularly by North Americans

Above all, it should be researchable. That is, you will need to be able to find out something about its history, nutritional profile, production, distribution, and consumption. Your research will span many disciplines, including agriculture, nutrition, anthropology, economics, history, literature, politics, and ethics. You'll also need to find data about its ecological impact--both local and global. Is this product good for the planet? Does eating it now harm our grandchildren later? And you will need to consider alternatives, specifically by comparing an industrial/corporate version of your product and an alternatively produced, more "virtuous" one (e.g., Tyson's chicken vs. a local "free range" chicken, Maxwell House coffee vs. organic coffee). During the early weeks of the term we will discuss each proposal to test whether it will

work. (Note: you probably should steer clear of hamburgers, as you'll be overwhelmed with data and issues.)

Your specific food product will be the focus of several written assignments. We'll flesh out the details in class. All written work--except exercise #1--should be typed, doublespaced, and neat. I'll need **two copies** of every typed assignment.

1. Your major report will be a 20-25 page analysis of your food, worth 50% of your course grade. (We'll also eat your food during your oral presentation of your report at the end of the semester.) This written report should include:

- a. a detailed description of the product and what it's made of (use exercise 2);
- b. an analysis of the nutritional issues associated with this food (i.e., is it good for me?) (use exercise 2);
- c. a description of how the product gets from farm to table, field to fork, including agricultural origins, transportation, processing, marketing, and labor relations all along the chain (use exercise 3);
- d. a discussion of how and why people consume your product;
- e. a discussion of alternatives (industrial vs. sustainable);
- f. a discussion of how your food product relates to the broader issues dealt with in the readings and class discussions. Of particular concern are the ethical issues involved in the product's production and consumption. Would Thoreau or the Iroquois (page 2) be happy eating this food?

The **first draft** of your long paper is due 4/17. The **final draft** is due 5/8. This report is worth 50% of your course grade.

2. Four exercises: You will be asked to list a few facts, observations, or ideas concerning readings or research issues--all very useful background for your reports. Except for #1, all exercises should be typed. They will be graded "OK" or "Not OK" (revisable). Revisions must be submitted 7 days after they are handed back to you. Note: Exercises 2, 3, & 4 ask for "preliminary" research results. It is assumed that you will have more complete data by the time your first full draft is due on 4/17. I will issue more complete instructions for each exercise in class.

Exercise #1 - due 2/6 -- a brief research exercise to get acquainted with the library.

#2 - due 2/20 -- a 5-page preliminary description and nutritional analysis of your food (see 1a & 1b above). Is it good for me?

#3 - due 3/6 -- a 5-page preliminary description of how your food gets from farm to table (see 1c above).

#4 - due 4/10 -- a complete list of your sources, using proper bibliographical form.

3. Two Reviews: 500-word reactions to *each* of the books by Ozeki and Schlosser.. In each case, submit one typed copy for Belasco, and *also* post it on our email discussion list. In each review, please tell us what you think of the book's "research methodology" – i.e. the book's approach to understanding the food chain – and also whether you think this approach could be useful for your own research project.

4. An Abstract: a 2 page typed, single-spaced summary of your final report to be used in the group report. Worth 10% of your course grade. Due 5/8.

5. Oral presentation: a 10-minute verbal, visual, and *edible* presentation of your research. Beginning 4/24--individual dates to be drawn by lottery.

GRADE DISTRIBUTION

Exercises + Reviews:	30% *	
Long Paper:		50%
Abstract:	10%	
Class Participation:		10% (This includes discussions, oral presentations, work booklet) on compiling group

* This grade is calculated as follows: There are 6 assignments in this category (4 exercise + 2 reviews). If all 6 are "OK" you will earn an A for 30% of your course grade; 5 "OK" = B, 3 "OK" = C, 2 or fewer = F. You may revise anything "not OK" – but only *within 7 days*.

Also please note: We need you at all sessions. If you miss more than 2 classes, your course grade will be lowered one full letter. If you are late or miss part of a class, you will be counted 1/2 absent. Also, due dates are fixed. No incompletes or extensions are possible.

POLICY ON ACADEMIC INTEGRITY: Before writing papers, make sure you familiarize yourself with University rules concerning academic misconduct, which includes cheating, fabrication, facilitating academic dishonesty, and plagiarism.(See *Spring 2002 Course Schedule*, pp.98-102.) In all papers you must *always* identify your sources. It is best to avoid quotations, but if on some *rare* occasion you do quote, give exact page numbers. Close paraphrases can also get you into trouble. Even if you borrow just a few words from another work without quote marks and citation, that's plagiarism. The safest and most honest course, therefore, is to *use your own*

words. You learn more that way, too. To protect academic integrity, I keep one copy on file. Academic misconduct is always reported to the appropriate University authorities and is punished by an automatic F in the assignment. Particularly egregious cases may result in failure of the course.

READINGS: It is your responsibility to consult and use these readings in your report. Making connections between primary data and published sources produces the most interesting analysis. The following required books are in the UMBC Bookstore:

Eric Schlosser, *Fast Food Nation* – best selling expose of “the All-American meal”; a journalistic approach to the food chain

Ruth Ozeki, *My Year of Meats* – a story about a TV producer who discovers some “unsavory truths” about meat production; examines the food chain through fiction

John C. Ryan & Alan Thein Durning, *Stuff: The Secret Lives of Everyday Things*-- informal commodity chain analysis of basic household commodities

In addition, the following useful articles are either available on **the course web page (*)** or will be **distributed in class (**)**:

Warren Belasco, "Food, Morality, and Social Reform."**

Betty Carrasco, “Righteous Food” *

Jack Kloppenborg, et al, "Coming in to the Foodshed."*

Sharon Lezberg & Jack Kloppenborg, "That We All Might Eat: Regionally-Reliant Food Systems for the 21st Century."*

Lydia Oberholtzer, "A Chicken in Every Pot: Tracing Our Food."**

David Orr, "What is Education For?"**

David Orr, "Prices and the Life Exchanged: Costs of the U.S. Food System."**

INTERNET RESOURCES:

1. Course Web Page: All course materials will be posted on our Blackboard website, which you can access with the same userid and password that you use when entering myUMBC. If you do not have a UMBC email account, you can get one free at the Office of Information Technology’s Help Desk in the Engineering & Computer Science Building. Login at:
<http://blackboard.umbc.edu>

2. Email Discussion List: Everyone needs to subscribe to our course discussion list, which will provide an invaluable way to exchange information, publish reaction reviews, stay in touch, and post announcements. This list will be available via listproc, rather than via the Blackboard web page, whose discussion list option will not be activated for our course.

To subscribe to this list, you must

- be enrolled in this course (your signed contract is proof of enrollment)
- have an e-mail account (can be non-UMBC)
- send the following subscription message:

address: listproc@listproc.umbc.edu

subject: (leave blank)

message: subscribe amst490 (or, if you're leaving: unsubscribe amst490)

You should receive an acknowledgment immediately. Once you are subscribed, you may *send a message* as follows:

address: amst490@listproc.umbc.edu

subject: (give brief title)

message: (blah blah blah)

You may also respond to a message by using the appropriate reply command in your software.

This is an unmoderated list, meaning that whatever you post will be sent automatically to all list subscribers, so do be discrete, respectful, and thoughtful. This list is supposed to be informal and accessible, but the same rules of etiquette found in the classroom should apply here, too. Private concerns should be addressed to me: belasco@umbc.edu

SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Read</u>
1/30	Introduction	Begin Ozeki
2/6	Thinking about Food & Life DUE: Exercise #1	Orr (2 articles) + Ozeki
<i>2/11 Belasco's Social Studies/ Humanities Forum Talk: "The Stakes in Steaks" (4 PM, room tba)</i>		
2/13	Discuss Ozeki DUE: Announce your subject + Ozeki Review	Finish Ozeki
2/20	Thinking about Nutrition	Start Schlosser

- DUE: Exercise #2 & oral report
- 2/27 Production Issues: *Fast Food Nation* Finish Schlosser
DUE: Schlosser Review
- 3/6 Corporate Food Chain Oberholtzer, Ryan & Durning
DUE: Exercise #3 & oral report
- 3/13 Consumption Issues Belasco
- 3/20 Sustainable Alternatives Lezburg & Kloppenburg, Carasco,
Kloppenburg (“Coming...”)
- 3/27 Spring Break – No Class*
- 4/3 Individual Consultations (to be scheduled)
- 4/10 Research Strategies
DUE: Exercise #4
- 4/17 DUE: First Full Draft of Report
- 4/24 Begin Presentations + Return First Drafts
- 5/1 Presentations
- 5/8 Feast!
DUE: Final Draft + Abstract
- 5/23 UMBC Commencement

HIST 387/687.003: FOOD, CULTURE, & HISTORY Spring 2000

Instructor: Warren Belasco
Office: McCabe 209
Office Hours: Tue & Fri 11:30-12:30, 2-3, Wed 1-2
Office Phone: 202-885-2415
Home Phone: 202-291-4756 (before 10PM)
Email: belasco@umbc.edu

"Tell me what you eat and I will tell you what you are."-- Anthelme Brillat-Savarin (1755-1826)

"For what is food? It is not only a collection of products that can be used for statistical or nutritional studies. It is also, and at the same time, a system of communication, a body of images, a protocol of usages, situations, and behavior."-- Roland Barthes (1961)

"Food reveals our souls. Like Marcel Proust reminiscing about a madeleine or Calvin Trillin astonished at a plate of ribs, we are entangled in our meals. The connection between identity and consumption gives food a central role in the creation of community, and we use our diet to convey images of public identity." – Gary Fine, *Kitchens* (1996)

"History celebrates the battlefields whereon we meet our death, but scorns to speak of the plowed fields whereby we thrive; it knows the names of the King's bastards, but cannot tell us the origin of wheat. That is the way of human folly."-- Jean Henry Fabre, French naturalist (1823-1915)

"Why did the Mediterranean peoples cease to dominate Europe? What led Europeans subsequently to spread all over the globe in post-Renaissance times? The starting point for the European expansion out of the Mediterranean and the Atlantic continental shelf had nothing to do with, say, religion or the rise of capitalism--but it had a great deal to do with pepper. The Americas were discovered as a byproduct in the search for pepper."-- Henry Hobhouse, *Seeds of Change* (1985)

The domestication of plants and nonhuman animals 10,000 years ago was "probably the single greatest achievement in the human record, more important than the internal combustion engine or nuclear energy. It was, from the beginning and long before these other triumphs, a remarkable way to capture and control energy." – Sidney Mintz, anthropologist (1989)

"The history of American food is the history of the destruction of its taste."--John and Karen Hess, *The Taste of America* (1977)

"We may find in the long-run that tinned food is a deadlier weapon than the machine gun."-- George Orwell, *The Road to Wigan Pier* (1937)

"To eat the typical American diet is to participate in the biggest experiment in human nutrition ever conducted."--Frances Moore Lappe, *Diet for a Small Planet* (1982)

"What is food to one man may be fierce poison to others."-- Lucretius (99-55 BC)

Food, Culture, & History/ page 2

Cholesterol is poisonous
So never ever eat it.
Sugar, too, may murder you,
There's no way to beat it.
And fatty food may do you in,
Be certain to avoid it.
Some food was rich in vitamin,
But processing destroyed it.
So let your life be ordered
By each "documented" fact.
And die of malnutrition,
But with arteries intact.

-- David Kritchevsky, biochemist (1956)

"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 of 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 it gives us not a single thrill. We are oblivious."-- Edward East, geneticist, *Mankind at the Crossroads* (1924)

"We do it all for you."--famous corporate motto

"Someone out there is growing you. Someone is going to produce and subsequently manipulate the materials out of which each of us is made. Are people really prepared to trust that responsibility to Philip Morris [the nation's largest food company]?"--Joan Dye Gussow, *Chicken Little, Tomato Sauce, and Agriculture* (1991)

"We taste the spices of Arabia yet never feel the scorching sun which brings them forth."
-- *Report of the East India Company* (1701)

Confused? Bemused? Fed up? (Pardon the pun.) Good! Now you're ready to study food-- the first of the essentials of life, our biggest industry, our most frequently indulged pleasure, a central ingredient in the social construction of identity and community, and also the object of major concern and dread, for food may be the single most important cause of disease and death.

Here are some of the major themes we will be examining this semester:

-- **Food and Identity:** If we are what we eat, what are we? What do our meals reveal about personality, ethnicity, gender roles, sexuality, family vitality, sub-cultural loyalties, political commitments? In what ways are our meals the source of considerable pleasure (e.g., ritual feasts) and dread (e.g., concern about weight and body image)?

Food, Culture, & History/ page 3

-- **Food and Power:** How has food production and consumption helped to determine the global distribution and control of resources?

-- **Food and Environment:** What is the impact of our diet on planetary ecosystems? When we down a cheeseburger, salad, or bagel, how are we contributing to worldwide environmental problems, e.g., energy shortages, groundwater pollution, soil depletion, the greenhouse effect, etc?

-- **Food and the Future:** What will our grandchildren be eating in the year 2050? Who will control our food supply? Will there be enough food for 10-15 billion people? Is the party over?

To help us explore these vital questions, we will use a variety of historical sources and methodologies, including memoirs, cookbooks, ecology, gender studies, demography, anthropology, and natural history. To focus our discussions – and sharpen your analytical skills – there will quite a lot of writing. And to foster community: many opportunities for shared eating.

COURSE REQUIREMENTS

Except where noted, the following requirements apply equally to undergraduate and graduate students. To take this course everyone will need to:

- 1. Read the syllabus very carefully** and certify that you have done so by signing the "Contract" attached at the end. It's your job to ask about course requirements and material you don't understand.
- 2. Read all books, articles, and handouts** slowly and carefully. This is, in fact, a *readings* course – no lectures, no exams, just discussion of important (and hopefully interesting) issues. Unless you've read the material, you'll have nothing to talk or write about. (Note: grad students will have somewhat longer reading assignments.)
- 3. Attend all classes.** Your physical and mental attendance is needed and expected. For spirited discussion we'll need your active attention and participation. I do take attendance every day, as I believe that it is impossible to learn this stuff without coming to class. I know some of you may resent this requirement, and I respect your views on this issue. But after much teaching experience, I've found that most of us do need clear rules to keep us on track--especially when morale sags a bit with the first warm spring weather. Since we meet just once a week, if you miss more than **2** classes, I will lower your course grade one full letter. Disruptive late arrivals or early departures may count as ½ of an absence. You may, however, work off extra absences by doing additional work (see page 6).

Food, Culture, & History/ page 4

4. Participate in class discussions. For this small seminar to succeed, everyone must take an active role in class discussions. *NOTE: Within the first two weeks of the course, please introduce yourself to me, so I can get to know your name.* (If you don't do this, I'll know you haven't read the syllabus carefully enough.) Participation does count in your grade. I will keep track of *participation points*. (See page 5 for how participation contributes to your final grade.) There are three ways to earn participation points in this class:

a. Make comments in class. These comments may consist of a good question, a relevant answer, a useful reaction to what someone else says in class, or an oral report based on a site visit (see 6 below). While you are welcome to speak as much as you'd like in class, you may earn no more than *one* point per class, unless you bring food (see 4c below). This is to encourage you to speak in *several* classes. To make sure that you receive credit for what you say, especially in the early weeks, when I may not know your name, identify yourself when you speak and, at the end of the class, remind me that you said something. I do not evaluate what you say, but your comments must be relevant to what we're discussing in class.

b. Write to the class e-mail list. I have established a discussion list specifically for this course. You will receive *two* participation points for each 150-word contribution. (See page 7 for subscription information and submission guidelines.)

c. Bring an appropriate food to class. It really helps to *taste* food while *talking* about it. You will receive *two* participation points every time you bring a food sample that is relevant to the assigned reading for the week. Be prepared to discuss your sample. And please bring enough to give everyone a taste.

5. Write short "reaction papers." These 750-word, typed, double spaced papers will be the basis of our weekly discussions, are due on the dates marked * on the class schedule (p.8), and should consist of the following parts:

- 3 "keepers" -- 3 main ideas or themes that are worth remembering (100 words each)
- 2 "queries" -- 2 quibbles, questions for the author, or criticisms of the book (100 wds each)
- So What? -- a 250 word evaluation of the book's overall significance

Undergraduates must do 7 reaction papers, graduate students 9. (As there are 10 books in all, you can decide which ones not to write about. But you are still responsible for every reading assignment, even if you don't write a paper on it.) I will mark papers "OK" or "Not OK." If it is "Not OK," you may revise it **within 7 days** of when it was returned to you. (See page 5 for how these papers contribute to your final course grade.)

Food, Culture, & History/ page 5

6. Report on “site visits.” Since all foods are material objects linked to *places* and *activities*, it is important to supplement readings with visits to locations where food is produced, consumed, and displayed. Specifically, you need to write 6 site reports, distributed as follows:

- 2 devoted to food production (e.g., kitchen, factory, store, farm)
- 2 devoted to food consumption (e.g., dining room, restaurant, street, car, festival)
- 2 devoted to food display (e.g., museum, festival, film, ad, store window)

For each report, please take about 500 words to describe what you observe, then another 500 words to make at *least 3 connections* to class readings and discussions. Reports should be typed and double spaced. As with reaction papers, I will mark them either “OK” or “Not OK.” The latter may be revised within 7 days of when they are returned to you. Be prepared to discuss your report briefly when you hand it in. You may hand in only one at a time. (In other words, you should space them out over the semester.) You must complete at least 3 site visits by 3/22; and all 6 must be completed by the last class, 4/26. (Note: WWW “sites” do count, but at least 4 of your sites should be in the physical world, i.e. *non-virtual*.)

GRADING SYSTEM

So how do all these assignments add up? To do well here, you must work hard, but your final grade is basically in your own hands:

To earn an A in this course undergrads must:

- Complete 7 "OK" reaction papers.
- Complete 6 “OK” site reports.
- Earn 25 participation points.
- Miss no more than 2 classes (or do makeup work—see page 6).

To earn a B in this course undergrads must:

- Submit 7 reaction papers, 6 of which must be "OK."
- Submit 6 site reports, 5 of which must be “OK.”
- Earn 20 participation points.
- Miss no more than 2 classes (or do makeup work).

To earn a C or P in this course, undergrads must:

- Submit 7 reaction papers, 5 of which must be "OK."
- Submit 5 site reports, 4 of which must be “OK.”
- Earn 16 participation points.
- Miss no more than 2 classes (or do makeup work).

For graduate students all of the same requirements apply except for reaction papers:

- For an A: complete 9 “OK” reaction papers.
- For a B: submit 9, 8 of which must be “OK.”
- For a C: submit 8, 7 of which must be “OK.”

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Makeup work: If you miss more than 2 classes, you can make these up:

5 additional participation points = 1 absence

1 additional site report = 1 absence

(Note: If you are experiencing a personal crisis that requires you to miss more than 2 classes, please let me know *at that time* (not afterwards).

COURSE READINGS

You can find the following books in the University bookstore or on library reserve.

Arlene Avakian, ed., *Through the Kitchen Window: Women Writers Explore the Intimate Meanings of Food and Cooking* (Boston: Beacon Press, 1997)

Warren Belasco, *Appetite for Change: How the Counterculture Took on the Food Industry* (Ithaca: Cornell U. Press, 1993)

Anne Bower, ed., *Recipes for Reading: Community Cookbooks, Stories, Histories* (Amherst: U. Mass. Press, 1997)

Lester Brown, *Who Will Feed China? Wake-Up Call for a Small Planet* (NY: Norton, 1995)

Joan Jacobs Brumberg, *Fasting Girls: The History of Anorexia Nervosa* (NY: Plume, 1989)

Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies* (NY: Norton, 1999)

Betty Fussell, *The Story of Corn: the Myths and History, the Culture and Agriculture, the Art and Science of America's Quintessential Crop* (NY: North Point, 1999)

Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (NY: Viking, 1995)

Jeffrey Pilcher, *¡Que Vivan Los Tamales! Food and the Making of Mexican Identity* (Albuquerque: U. New Mexico Press, 1998)

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (NY: Oxford, 1982)

There will also be some supplementary handouts and WWW readings, to be assigned as we go along. Specific page assignments and discussion questions for each book will be distributed separately.

E-MAIL DISCUSSION LIST

The purpose of this list is to give you an informal, enjoyable way to discuss course issues, ideas and materials. This is also a way to earn "participation points"--2 per 150-word contribution. I will also use the list to make announcements between classes.

To subscribe to this list, you must

- be enrolled in this course (your signed contract is proof of enrollment)
- have an e-mail account (can be non-AU)
- send the following subscription message:

address: listproc@listproc.umbc.edu
subject: (leave blank)
message: subscribe foodhist
(or, if you're leaving: unsubscribe foodhist)

You should receive an acknowledgment immediately. Once you are subscribed, you may **send a message** as follows:

address: foodhist@listproc.umbc.edu
subject: (give brief title)
message: (blah blah blah)

You may also respond to a message by using the appropriate reply command in your software.

This is an unmoderated list, meaning that whatever you post will be sent automatically to all list subscribers, so do be discrete, respectful, and thoughtful. This list is supposed to be informal and accessible, but the same rules of etiquette found in the classroom should apply here, too. No flaming, please. Private concerns should be addressed to me: belasco@umbc.edu

You can use this list to react to readings & discussions, or to try out ideas for site reports. To get things going, here are some sample conversation topics. You may, of course, write about anything relevant to food and this course. And do reply to what others have written.

a recent meal	food in the news	food in film or TV
food in the future	why Americans are fat	my favorite foods
a food memory	food & my family	who invented cheese?

To receive 2 participation credits, your message or reply must be at least 150 words long. While grammar and spelling don't have to be perfect, try to write well. **To receive credit, be sure to sign your messages!** And to encourage you to participate throughout the term (rather than saving up all your messages til the last week of classes), you may receive no more than 4 email credits a day.

Food, Culture, & History/ page 8

SCHEDULE OF TOPICS AND READINGS

Here is the general outline. There's a lot to read, so do keep up. Specific page assignments and supplementary readings will be announced as we go along. * = reaction papers are due (but remember: undergraduates need to submit 7, graduate students 9)

DATE	TOPIC	READING
1/19	Introduction	
	FOOD AND IDENTITY	
1/26*	Gender & Ethnicity	Avakian
2/2*	Cooking & Community	Bower
2/9 & 2/16*	Health & Body Image	Brumberg
2/23*	Politics & National Identity	Pilcher
	FOOD AND GLOBAL HISTORY	
3/1*	Corn	Fussell
3/8*	Sugar	Mintz
3/15	<i>No Class</i>	
3/22*	Wheat	Worster
3/29*	Why the West Won	Diamond
	FOOD AND THE FUTURE	
4/5 & 4/12*	Population Issues	Brown
4/19*	Sustainable Alternatives	Belasco
4/26	Last Meal	

HIST 387/687: FOOD

CONTRACT

Name:

Name you'd like to be called:

Mailing Address during term:

Phone:

Email:

History courses you've taken:

Current or probable major:

Career interests, if any, at the moment:

Current job (if any):

Food-related jobs you've held:

Favorite Foods:

Declaration: I have read the syllabus carefully, am aware of the instructor's expectations, and agree that it is my responsibility to ask questions about course content and requirements.

(sign)_____

Reaction Papers

Site Reports

Participation

Absences

COURSE

HISTORY 387/687: FOOD, CULTURE & HISTORY

Miscellaneous final business:

Last day to earn participation points via email: May 5

I will be in my office (McCabe 209):

Friday, 4/28, 11:30-12:30: you can pick up all papers handed in by 4/26 at this time or in the course box outside the History Dept office

Monday, 5/1, 2-3: please hand in all outstanding papers and reports by this time

Friday, 5/5, 2-3

+ I'll be coming in the following week, but please check with me via email ahead of time

If you'd like to stay in touch with Food Studies, I urge you to subscribe to the **free** email discussion list (moderated by me) for the Association for the Study of Food & Society (ASFS), an international, interdisciplinary group of food scholars. You can also join ASFS as a student for \$30. (Form attached) Subscribing to the free email list is much like getting on the list for this course:

Send the following subscription message:

Address: listproc@listproc.umbc.edu

Subject: (leave blank)

Message: subscribe asfs

You should receive an acknowledgement immediately. Once you are subscribed, you may send messages directly to: asfs@listproc.umbc.edu

I also heartily recommend joining the Culinary Historians of Washington (CHOW), who meet monthly at Mt. Vernon College. (Last meeting this spring: May 7, 4 PM, Eckles Library, W & Foxhall Rd, NW, a talk by Shirley Cherkasky on the history of the birthday cake.) Membership is just \$20.

Finally, while I'm returning to UMBC in the fall, I'm not leaving D.C. and would love to stay in touch with all of you via phone (202-291-4756), email (belasco@umbc.edu), snailmail (6909 5th Street, NW, Washington DC 20012), or meal (your choice of venue). Please keep sending me stuff. Also, you're all invited to attend my seminar at UMBC next fall: AMST 372 (American Food), Weds. 2:30-5:00. After starting with Avakian the other readings will be entirely different, with a somewhat greater focus on current food system controversies and themes: Laura Fraser, *Losing It: False Hopes and Fat Profits in the Diet Industry* (1998); Karen Davis, *Prisoned Chickens Poisoned Eggs: An Inside Look at the Modern Poultry Industry* (1997); Gary Gardner & Brian Halweil, *Underfed and Overfed: The Global Epidemic of Malnutrition* (2000); Marc Lappe and Britt Bailey, *Against the Grain: Biotechnology and the Corporate Takeover of Your Food* (1998); and Deborah Barndt, *Women Working the NAFTA Food Chain: Women, Food, & Globalization* (1999). Do let me know if you're interested in coming and I'll tell you how to get there. UMBC is only 35 minutes from DC.

Two SPAM haiku: Like some spongy rock
A granite, my piece of spam
In sunlight on my plate

Ears, snouts and innards
A homogeneous mass
Pass another slice

Professor Amy Bentley
Department of Nutrition and Food Studies
New York University
Spring 2003
Wednesdays, 4:55-6:35 p.m.
Office hours: Tuesdays 1-3 p.m. and Wednesdays 10-12 or by appt. (998-5580)
(212) 998-5591
email: amy.bentley@nyu.edu

E33.2012: FOOD HISTORY

Course Description and Objectives:

Welcome to Food History! In this course we will examine food and diet from historical and transnational perspectives. We will, among other things, consider the origins of agriculture, the phenomenon of famine, the co-evolution of world cuisines and civilizations, the international exchange and spread of foods and food technologies following the Columbian invasion, and the effects of the emergent global economy on food, production, diets and health. From this survey of food in history, students will gain a greater understanding of how food influences, and is influenced by, a myriad of factors, including politics, economics, climate, geography, technology, and culture.

Required Readings:

Belasco, Warren, *Appetite for Change: How the Counter Culture Took on the Industry* (Cornell, 1993)
Crosby, Alfred, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Greenwood Press, 1973)
Diamond, Jared, *Guns, Germs and Steel* (1998)
Fernandez-Armesto, Felipe, *Near 1000 Tables: A History of Food*
Gray, Peter. *The Irish Famine* (Abrams, 1995)
Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin, 1985)
Shapiro, Laura, *Perfection Salad: Women and Cooking at the Turn of the Century* ()

Recommended (but not required):

Tannahill, *Food in History* (1973, Three Rivers Press, 1988)

All books (perhaps not Tannahill) are available at the NYU bookstore. Please let me know if for some reasons you are unable to locate or purchase the books.

There may also be a photocopied article or two I will hand out in class.

Course Schedule:

We will stick to this schedule as closely as possible, but please be advised that this calendar is subject to change. If you miss a week, it is your responsibility to get in touch with me or another class member to find out the following week's material and activities.

January 22: Historical perspectives on the study of food

Introduction to class and overview of material

January 29: Food and human evolution: Food and agriculture in prehistoric societies

Reading: Diamond, *Guns, Germ, and Steel*
Recommended: Fernandez-Armesto, chapters 3-4

February 5: Food and famine in ancient civilizations

Reading: Fernandez-Armesto, chapters 1-2
Other supplementary reading

February 12: Food in the middle ages and early modern Europe

Reading: Fernandez-Armesto, chapter 5-6
Rachel Lauden, "Birth of the Modern Diet" *Scientific American* (August 2000): 76-81 (supplementary article).

February 19: 1492: The consequences of contact

Reading: Crosby, *The Columbian Exchange*
Recommended: Fernandez-Armesto, ch. 7

February 26: The Industrial Revolution, colonialism, and food

Reading: Mintz, *Sweetness and Power*

March 5: Fueling American colonialism and revolution

Reading: Kurlansky, *Cod*
Breen, "'Baubles of Britain': The American Revolution and Consumer Revolutions of the Eighteenth Century," *Past and Present* (May 1988): 73-104 (supplementary article).

March 12: Famine in the modern world: The Irish potato famine as test case

Reading: Gray, *The Irish Famine*

March 19: SPRING BREAK

March 26: Women and cooking at the turn of the (twentieth) century

Reading: Shapiro, *Perfection Salad*

April 2: Student project assessment

You will bring to class two copies of your paper, which should at this point be a substantial rough draft. We will then trade papers, read, and make suggestions, focusing especially on building an argument about the material being researched and written about. Use of the remainder of class time will be determined at a later point.

April 9: Counter culture meets mainstream culture: Food in the late twentieth century
Reading: Belasco, *Appetite for Change*

April 16: Where we are now: Perspectives on the global food system
Reading: Fernandez-Armesto, chapter 8

April 23: no class—last minute work on your projects

April 30: Student presentations

May 7: (finals period): Student presentations

Papers due on or before Friday, May 9

Methods of Evaluation:

Students are required to write a research paper on a topic of their choice (see below).

Research paper, rough draft, and presentation:	60% of final grade
Class participation:	40% of final grade

Meaning of "participation": By participation I mean active engagement in the course: being consistently prepared for class (come having read—really read—that day's assignment); asking questions, responding to my questions; offering your own insights and opinions; attentive listening to others. And, of course, if you do not come to class you cannot participate. If for some reason you have great trouble speaking in class, please see me to discuss early on in the semester (otherwise, I will assume there is no problem).

Research Paper and Presentation

For your culminating project for Food History you are to write an approximately 15 page research paper on a topic of your choice, accompanied by an oral presentation (approx. 8-10 minutes) on one of the last days of class.

Topic

You may choose to pursue further a topic that we are exploring in class, or examine an area of personal or academic interest. The following is a list of suggested topics, though you are by no means limited to these. Historical perspectives on:

--a plant or animal used as food (mushroom, corn, poultry)

- a prepared food (bread, beer, polenta)
- a cuisine (Mediterranean, Latin American, Korean)
- an important person (Escoffier, Heinz)
- a food event (the medieval banquet, Italian sausage-making, the Green Revolution)
- food issues in historical context (historical perspectives on famine relief, gluttony)

Procedures and Requirements

1. Conduct a thorough search in the library (or elsewhere) for material on your topic. Check with the reference librarian, do a Bobcat/ONLINE search, explore the Internet, look through encyclopedias, magazines, newspapers, archives, interview people, do an ethnographic analysis, etc. Having "too much" information, if such a thing is possible, is much less of a problem than too little. See me for ideas, visit the reference desk at the library, talk to anyone who might be of help.
2. Your bibliography must contain at least twenty sources. These can be drawn from a variety of sources (books, scholarly journals, popular magazines, newspapers, cookbooks, internet) but a substantial number (over half) must be books and scholarly articles. Beware of internet sites—not all are created equal. Be skeptical, for example, that a corporate website will tell the whole story about its product(s).
3. You must incorporate primary data of some kind. While I realize it is impossible to conduct a substantial amount of primary research in such a short time, it is important to include, to your best ability, some element of primary data, whether old newspaper/magazine/advertisements, old cookbooks or recipe cards, restaurant menus, diaries, statistical records, interviews, or ethnographic data generated by yourself. I assume you have discussed definitions of primary and secondary data, but we will go over these in class as well.
4. Your project must be original. I will not accept a topic that you have used/are using for another class.

Mechanics

1. As with all college papers I expect your paper to be typed, double-spaced. Your paper should be stapled (no slick covers, etc), and pages numbered. It should also have a title.
2. **Make sure you have a clearly-stated thesis that provides an argument, encapsulates the scope and framework of analysis of the entire paper.** Provide examples and evidence to support any claims you make; be careful to provide citations to indicate the origin of your quotes and paraphrased references. Information, even if not directly quoted, needs to be cited with footnotes or parenthetical endnotes. I will expect at least 10 scholarly references (books, scholarly articles), as well as any other materials you use (newspapers, popular magazines, surveys, pamphlets, etc.), for a total of at least twenty sources.

3. **Check the rules of plagiarism.** NYU has a clearly stated policy on plagiarism—read and follow it please. Bottom line: changing a word or two of a sentence and then passing it off as your own (without quotation marks) is plagiarism.
4. Papers need to be free of typographical errors and grammatical disasters. Consult a style manual if you have questions, and make use of the Writing Center.
5. And finally, please turn your paper in on time; late papers receive a drop in grade.

Presentation

The presentations should be of exceptional quality. You should be well-prepared, and should do your best to make the presentation interesting, informative, and worth the time of your classmates and myself. Practice beforehand so you know how much time it takes to get through, dress as if you are trying to make a good overall impression. You should include in your presentation anything that will help explain your project to the rest of the class: slides, photos, other objects, handouts, etc. Avoid the "um" syndrome. Use notecards to help you through the material. Try not to read material, but "talk" it to the audience. Look up and out to the audience, instead of down at your notes. Don't worry, your classmates will provide encouragement, support, will listen attentively, and will clap at the end of your presentation.

Professor Amy Bentley
Department of Nutrition and Food Studies
New York University
Fall 2002
Wednesdays, 6:45-8:25 p.m., Room 1080
Office hours: Tuesdays 1-3 p.m. and Thursdays 12-2 p.m. or by appt. (call 998-5580 to make appointment)
(212) 998-5591 (my office extension)
email: amy.bentley@nyu.edu

E33.2019 International Cuisine

Course Description and Objectives:

Welcome to International Cuisine! This course will examine the notion of cuisine, concentrating on the various elements that affect its evolution and development, including geography and climate, political economy, culture, industrialization, colonial occupation, and globalization. We will concentrate in class on a few cuisine “case studies,” mostly Asian, which we will analyze in detail through of scholarly and popular readings, cookbooks, a field trip, and whatever other opportunity comes our way. Finally, we will return to the United States to see how international food habits influence American cuisine, and how American food culture permeates the rest of the world. In your research papers for this course students will apply the same methods of analysis to the study of cuisines not discussed in class. Through our examination of the progression and development of established, more recent, and fusion cuisines, we will gain greater understanding concerning the processes through which cuisines evolve over time.

Required Readings:

Books:

Jeffrey Pilcher, *Que Viva los Tamales!: Food and the Making of Mexican Identity* (University of New Mexico Press, 1998).

Emiko Ohnuki-Tierney, *Rice as Self: Japanese Identities Through Time* (Princeton University Press, 1993).

Bell and Valentine, *Consuming Geographies: We are Where We Eat* (Routledge, 1997)
Belasco and Scranton, *Food Nations: Selling Taste in Consumer Societies* (Routledge, 2002).

Recommended: *You Eat What You Are: People, Culture and Food Traditions*, Thelma Barer-Stein (Firefly Books, 1999)

The first three books are available at the NYU bookstore. *Food Nations* you will need to order online or find in a bookstore. *You Eat What You Are* may be purchased online or you may borrow my copy.

Please let me know if for some reasons you are unable to locate or purchase the books.

Course Packet:

A course packet of readings available at Unique Copy, 252 Greene Street. (CP)

Handouts:

There will also be some photocopied articles I will hand out to you in class. (HO)

Course Schedule:

We will stick to this schedule as closely as possible, but please be advised that this calendar is subject to change. If you miss a week, it is your responsibility to get in touch with me or another class member to find out the following week's material and activities.

September 4: Introduction to course

Definitions of cuisine

September 11: No class in light of the anniversary of the WTC disaster.

Take time to reflect, remember, mourn, commune with family and friends.

September 18: Differentiating Cuisines; Cuisine and Religion

Readings:

Elizabeth Rozin, "The Structure of Cuisine," in Barker, ed., *The Psychobiology of Human Food Selection* (AVI Publishing, 1982): 189-209. (CP)

Consuming Geographies: chapters 1 (Introduction) and 6 (Region), pp. 1-19, 145-161.

A.H. Sakr., "Fasting in Islam," *JADA*, (July 1975): 17-21 (CP)

September 25: Cuisine and Empire Building: Nationalism and Colonialism

Reading:

S. McConnell, "Nationalism." In Dallek, Hollinger, McCraw, eds., *Encyclopedia of the United States in the Twentieth Century* (1996): pp. 455-480. (CP)

K. Appiah, "Against National Culture," In Garcia-Moreno and Pfeiffer, eds., *Text and Nation: Cross-disciplinary Essays on Cultural and National Identities* (Columbia, SC: Camden House, 1996) (CP)

Consuming Geographies, Chapter 7 (Nation), pp. 163-183.

R.W. Franke, "The Effects of Colonialism on Gastronomic Patterns of the Third World." In Harris and Ross, *Food and Evolution: Toward a Theory of Human Food Habits* (1987): 455-480) (CP)

Other articles distributed in class on September 18

October 2: Cuisine and Capitalism: Defining the Local in Light of the Global

Reading:

Consuming Geographies, Chapter 8 (Global), pp. 189-207.

Pelto and Pelto, "Diet and Delocalization: Dietary Changes Since 1750," *Journal of Interdisciplinary History*, 14, 2(1983): 507-528 (CP)

Kolleen Guy, "Rituals of Pleasure in the Land of Treasures: Wine Consumption and the Making of French Identity in the Late Nineteenth Century," in *Food Nations* (34-47).

Richard Wilk, "Food and Nationalism: The Origins of 'Belizean Food,'" in *Food Nations* (67-89).

Jeffrey Charles, "Searching for Gold in Guacamole: California Growers Market the Avocado, 1910-1994," in *Food Nations* (131-154).

October 9: China

R. Tannahill, *Food in History* (NY: Three Rivers Press, 1988), pp. 124-140, 264-274. (CP)

S. Tremayne, "We Chinese Eat a Lot: Food as a Symbol of Ethnic Identity in Kuala Lumpur," In G. Mars and V. Mars eds., *Food, Culture and History* (London: London Food Seminar), pp. 15-22. (CP)

R. Barthes, *Empire of Signs* (NY: Hill and Wang, 1982): 15-22 (CP)

Other articles to be distributed in class October 2

October 16: Japan --Aesthetics

Field trip: Japanese tea ceremony hosted by Mary Beth Welch, 87 East Houston Street (between Bowery and Elizabeth Streets)

Reading:

S. Sen, "Chado: The Japanese Way of Tea," (New York: John Weatherhill): 118-129, 166-182 (CP)

Other articles to be distributed in class October 9

October 23: Japan

Reading:

E. Ohnuki-Tierney, *Rice as Self*

K. Cwiertka, "How Cooking Became a Hobby: Changes in Attitudes toward Cooking in Early Twentieth Century Japan. Linhart and Fruhstuck, eds., *The Culture of Japan as Seen Through its Leisure* (New York: SUNY Press, 1998): 41-58 (CP)

October 30: Korea, Filipino, Vietnamese, Thai, and other Southeast and Central Asian Cuisines (Indonesian, Malay, Singaporean, Burmese)

Reading:

S. Bak, "McDonald's in Seoul: Food Choices, Identity, and Nationalism," in Watson ed., *Golden Arches East: McDonald's in East Asia*, (Stanford University Press, 1997) (CP)

Tannahill, *Food in History*, 118-123 (CP)

Other articles to be handed out the week previous

November 6: Mexico

Reading: Jeff Pilcher, *Que Vivan los Tamales!*

November 13: India

Reading:

Tannahill, *Food in History*, 105-117 (CP)

Arjun Appadurai, "How to Make a National Cuisine: Cookbooks in Contemporary India," *Comparative Studies in Society and History*, 30, 1(1988): 3-24. (CP)

Uma Narayan, "Eating Cultures: Incorporation, Identity and Indian Food," *Social Identities* 1:1 (1995) (HO)

Susan Zlotnick, "Domesticating Imperialism: Curry and Cookbooks in Victorian England," *Frontiers* 16, 2-3 (spring-summer 1996): 51-69. (HO)

November 20: Bringing it Home: Culinary Tourism, Colonialism, and toward a Global Fusion Cuisine

Readings:

Lucy Long, "Culinary Tourism: A Folkloristic Perspective on Eating and Otherness," *Southern Folklore*, 55, 3(1998): 181-204.

Lisa Heldke, "Let's Cook Thai: Recipes for Colonialism," In Inness, ed., *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*, (1999): 175-198 (CP)

Sidney Mintz, "Quenching Homologous Thirsts," (unpublished paper) (HO)

Sylvia Ferrero, "Comida sin par. Consumption of Mexican Food in Los Angeles: 'Foodscapes' in a Transnational Consumer Society," in *Food Nations*.

Jeffrey Pilcher, "Industrial *Tortillas* and Folkloric Pepsi: The Nutritional Consequences of Hybrid Cuisines in Mexico," in *Food Nations*.

November 27: Topic TBA

Reading:

December 4: Student presentations

December 18 (finals period): Student presentations

Papers due: On or before Friday, December 20

Methods of Evaluation:

Students are required to write a research paper on a topic of their choice and also to provide a brief introduction to one of the cuisines we discuss in class.

Basics of cuisine paper and presentation:	30% of final grade
Research paper and presentation:	40% of final grade
Class participation:	30% of final grade

Meaning of "participation": By participation I mean active engagement in the course: being consistently prepared for class (come having read—really read—that day's assignment); asking questions, responding to my questions; offering your own insights and opinions; attentive listening to others. And, of course, if you do not come to class you cannot participate.

Professor Amy Bentley
Department of Nutrition and Food Studies
New York University
Spring 2001
Fridays, 9:30 a.m.-12:15 p.m.
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(212) 998-5591
email: amy.bentley@nyu.edu

E33.1180: Food and Nutrition in a Global Society

Course Description and Objectives:

Welcome to Food and Nutrition in a Global Society! This course, which fulfills the undergraduate Integrated Liberal Arts (ILA) requirement, unites the liberal arts experience with a specialization in food and nutrition. The interdisciplinary study of food is a compelling medium through which to study history, culture, and human behavior, and through which to further critical thinking skills, writing, creativity and a passion for learning. *Food and Nutrition in a Global Society*, contains three areas of focus: histories and cultures, ethics and morals, and knowledge and technologies. The course will: 1) introduce students to new areas of knowledge not covered in their current course of study, specifically food and nutrition history; 2) provide opportunity to learn about and reflect upon major ethical issues in food, including those involving human labor; the globalization of the food supply; public health issues such as managing safe drinking water in New York City; and 3) provide for the exploration and critical evaluation of food and nutrition material online.

Required Readings:

Barber, Benjamin, *Jihad versus McWorld* (1996)
Desai, Anita, *Fasting, Feasting* (1999)
Diamond, Jared, *Guns, Germs and Steel* (1998)
Crosby, Alfred, *The Columbian Exchange: Biological and Cultural Consequences of 1492*
(Greenwood Press, 1973).

All books are available at the NYU bookstore. Please let me know if for some reasons you are unable to locate or purchase the books.

There will also be several photocopied articles I will hand out to you in class.

Course Schedule:

We will stick to this schedule as closely as possible, but please be advised that this calendar is subject to change. If you miss a week, it is your responsibility to get in touch with me or another class member to find out the following week's material and activities.

Section I: Histories and Cultures

In this first section we will explore, through readings, lectures, class discussion and projects, the history of food production and consumption and of human understanding of nutrition, topics currently not covered by other specialization courses. Such a focus will provide students with a broad understanding of food and nutrition within an epistemological framework: humans' knowledge of nutrition, for example, and how it has changed over time depending on views of science and religion; notions of gender, race, health and the body; discovery of vitamins; and economic and political forces.

January 19: Introduction to class and overview of material

Historical perspectives on the study of food and nutrition

January 26: Globalization and its discontents: What are the issues?

Reading: Barber, *Jihad vs. McWorld*

February 2: Back to the beginning: Food, nutrition and human evolution

Food and agriculture in prehistoric societies

Reading: Diamond, *Guns, Germ, and Steel*

We will begin talking about our final project, a commodity chain analysis

February 9: 1492: The consequences of contact

Reading: Crosby, *The Columbian Exchange*

February 16: Notions of the body and health from in the middle ages to the modern period:

Readings: articles to be handed out prior to class

*CFCA project assignment #1 due: product description and discussion of nutrition

February 23: The global food system: cash crops, food exports, and the developing world

Readings: articles to be handed out prior to class

Film:

March 2: On a personal level: The poetics of food, culture and globalization

Reading: Desai, *Fasting, Feasting*

*CFCA project assignment #2 due: the movement from farm to fork

Take home exam distributed, to be returned next week

Section II: Knowledge and Technologies

While students already are required to have basic knowledge of computer operation and food/nutrition software, and probably use computers and the internet in extensive and often sophisticated ways, in an area that changes faster than any other in our society, intensive, extensive exposure to the world of online resources will provide students with valuable research tools as well as access to information. This section thus will focus on food and nutrition as it is shaped by technology. Together we will explore online resources, including search engines, websites, and online data bases, and discuss such issues as the usefulness of computer technology and health information. In doing so we will develop analytical skills in determining the value of different kinds of online information, and think about our relationship to such technologies, including the role it plays and will continue to play in our future careers.

March 9: Exploring and evaluating food and nutrition resources on the web, Part I

After an assessment of students' current knowledge and familiarity with online resources, we will take a trip to the library to learn more about scholarly food and nutrition online resources.

Take home exam returned

March 16: SPRING BREAK!

Relax....

March 23: Exploring and evaluating food and nutrition resources on the web, Part II

Readings: to be handed out prior to class

After having read today's assigned readings that will help you critically evaluate online resources, come to class having identified and evaluated 10 different online sources (library databases, corporate, organization, or government websites, private homepages, etc.) that you feel will have significance to you in your future career. Students will share their information with the class and report their findings in a **five- to ten-page paper**.

Section III: Ethics and Morals

In this section we will explore current philosophical and ethical issues in food and nutrition. Topics might include: biotechnology, globalization of the food supply, human labor and food production, nutrition and health care systems, alternative medical therapies, government regulation of drugs and supplements, and ethical issues in food/nutrition professions. Through a variety of sources we will gain an understanding of the philosophical, historical, and ethical contexts of such issues, be made aware of positions on different sides of debates, and develop critical thinking skills regarding arguments over the above. While in class we will have time to discuss only a couple of these issues, students will include discussion of these kinds of issues in their commodity chain analysis project and presentation.

March 30: Food Production and Consumption and Human Rights

Part I: Food security, nutrition and the low-income population

Supermarkets, green markets, community gardens

Guest speaker: Meredith Taylor

Part II: Owners and workers: the complex web of labor in the global society

Owners' obligations, workers' rights (postpone if need be)

April 6: Field Trip

*CFCA project assignment #3 due: how product is consumed; larger ethical/global implications

April 13: Good Friday: No class, week to be used working on your projects!

April 20: Historical and contemporary developments of Southeast Asian foodways

We will attend the morning session of the conference *Palates of Pleasure: Spices and Flavors of Southeast Asian Foodways*, sponsored by the NYU A/P/A Studies Institute.

April 27: First version of your CFCA papers due.

Bring THREE copies of your paper into class today. We will spend most of class time exchanging papers with other class members, reading and making suggestions for improvement.

May 4 (scheduled final date): Student presentations of CFCA projects. In addition to a 10 minute oral presentation, I would like you to chart out the commodity chain in some way (overhead, slide, chart, handout) so we can see a visual representation of it). I would also like you to bring a sample of your product so we can have a taste of it!

Final paper due: May 9th (or before)

Methods of Evaluation:

Take-home exam (essay, short answer):	20%
Paper evaluating online sources (5 pages):	20%
Commodity chain analysis project (10-12 pages):	40%
Class participation:	20%

Meaning of "participation": By participation I mean active engagement in the course: being consistently prepared for class (come having read—really read—that day's assignment); asking questions, responding to my questions; offering your own insights and opinions; attentive listening to others. And, of course, if you do not come to class you cannot participate. If for some reason you have great trouble speaking in class, please see me to discuss early on in the semester (otherwise, I will assume there is no problem).

Paper mechanics

1. As with all college papers I expect your paper to be typed, double-spaced. Your paper should be stapled (no slick covers, etc), and pages numbered. It should also have a title.

2. **Make sure you have a clearly-stated thesis that provides an argument, encapsulates the scope and framework of analysis of the entire paper.** Provide examples and evidence to support any claims you make; be careful to provide citations to indicate the origin of your quotes and paraphrased references. Information, even if not directly quoted, needs to be cited with

footnotes or parenthetical endnotes. I will expect the citation of scholarly references (books, scholarly articles), as well as any other materials you use (newspapers, popular magazines, surveys, pamphlets, etc.).

6. Check the rules of plagiarism. Plagiarism can result in a failing grade and/or dismissal from the university.
7. Papers need to be free of typographical errors and grammatical disasters. Consult a style manual if you have questions, and make use of the Writing Center.
8. And finally, please turn your paper in on time; late papers receive a drop in grade.

Presentation

The presentations should be of exceptional quality. You should be well-prepared, and should do your best to make the presentation interesting, informative, and worth the time of your classmates and myself. Practice beforehand so you know how much time it takes to get through, decide who is going to present which part, dress as if you are trying to make a good overall impression. You should include in your presentation anything that will help explain your project to the rest of the class: slides, photos, other objects, handouts, etc. Avoid the "um" syndrome. Use notecards to help you through the material. Try not to read material, but "talk" it to the audience. Look up and out to the audience, instead of down at your notes. Don't worry, your classmates will provide encouragement, support, will listen attentively, and will clap at the end of your presentation.

Commodity Food Chain Analysis Project

“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 of Minnesota sweetened with the product of Cuban cane, and ends with a Montana lamb chop and cup of Brazilian coffee. Our daily life is a trip around the world, yet the wonder of it gives us not a single thrill. We are oblivious.”

Edward East, Mankind at the Crossroads, 1924

Your job this semester is to view your food behavior in a broader way. Specifically you will select one common food product (see specifications below) and then conduct a “commodity chain analysis,” which means that you will trace the progress of this food from field to fork (and beyond). The aim will be to put this food product into as global a context as you can, to reveal the often hidden connections between the consumer and all the people and processes that went into providing that food. Although it is not always easy to find these connections, the approach should feel familiar to you, since (hopefully) much of your university education is (should be) aimed at the wider implications of everyday phenomena.

While we will be wide-ranging in our discussions of food issues, your written work will be more specific. Hopefully, having a clear focus will give you a chance to relate the particular (your food item) to the broad issues and themes. The point of this exercise is for you to learn as much as you can about the system that brings you your food, the side effects of the system (social justice or injustice, pollution, resource use, nutritional implications), the system's effect on local consumers and producers, and the desirability of certain modes of production over others.

By February 9 I want you to select the single food product around which you will base your written work. This product should be:

- grown and processed elsewhere (not at home)
- comprised of a primary ingredient drawn from one of the following groups:
 - animal products (but not hamburger, too frustrating)
 - grains
 - produce (fruits, vegetables)
 - spices
- sold for profit in this area
- consumed fairly regularly by North Americans

Above all, it should be researchable. This is, you will need to be able to find out something about its history, nutritional profile, production, distribution, and consumption. Your research will span many disciplines, including agriculture, nutrition, anthropology, economics, history, literature, politics, and ethics. You'll also need to find data about its ecological impact—both local and global. Is this product good for the planet? Does eating it now harm our grandchildren later? And I would like you to at least consider briefly alternatives, specifically by comparing an industrial/corporate version of your product and an alternatively produced, more “virtuous” one (e.g. Tyson's chicken vs. a local “free range” chicken, Maxwell House coffee vs. organic coffee). During the early weeks of the term we will discuss each proposal, and I want you to run preliminary searches, to test whether it will work.

The written paper should include:

1. a description of the product and what it's made of;
2. an analysis of the nutritional issues associated with this food (i.e., is it good for me?);
3. a description of how the product gets from farm to table, including agricultural origins, transportation, processing, marketing, and labor relations all along the chain;
4. a discussion of how your product is consumed;
5. a discussion of alternatives (industrial vs. sustainable);
6. a discussion of how your food product relates to the broader issues dealt with in the readings and class discussions. Of particular concern are the ethical issues involved

Professor Amy Bentley
Department of Nutrition and Food Studies
New York University
Summer 2000
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E33.2191: Culture and Food

Course Description and Objectives:

Welcome to Culture and Food! In this course we will identify the meanings of food among different cultures, and explore the ways in which geography, cultural, political and economic forces interact to influence our food choices, health, and nutritional status. We will look critically at the following questions: How can food have different meanings and uses for different people? How do such factors as gender, ethnicity, class, religious beliefs, the media, and corporate capitalism affect the foods we choose to eat (and those we choose to avoid) and the manner in which we consume them? How does food function both to foster community feeling and drive wedges among people? What are some prevailing academic theories that help us identify and understand more nuanced meanings of food? We will accomplish all of the above through readings (scholarly articles, personal essays, newspaper articles, book chapters), lecture material, class discussion, and whatever other opportunity comes our way.

Required Readings:

Books:

Brown and Mussell, Ethnic and Regional Foodways in the United States: The Performance of Group Identity (University of Tennessee Press, 1984, 1992). **(B&M)**

Counihan and van Esterik, eds., Food and Culture: A Reader (Routledge, 1997). **(F&C)**

Visser, The Rituals of Dinner (Grove Weidenfeld, 1991). **(V)**

Course packet:

Available for purchase (\$35.60) at Unique Copy, 252 Greene Street. **(CP)**

Handouts:

Additional photocopied articles I will hand out in class. **(HO)**

***All assigned readings are due on the day they appear on the syllabus. You are expected to read all the material, and be prepared to discuss them critically.

Course Schedule:

We will stick to this schedule as closely as possible, but please be advised that this calendar is subject to change. If you miss a day, it is your responsibility to get in touch with a class member or me or to find out the following week's material and activities.

May 23: Introduction to course

Group input and adjustment, overview of semester, thinking about food and culture

May 25: Theories of Food: Mentalist and Materialist

Readings:

Levi-Strauss, Claude, "The Culinary Triangle" (F&C)

Douglas, Mary, "Deciphering a Meal" (F&C)

Rozin, Elizabeth, "The Structure of Cuisine," In Barker, ed., The Psychobiology of Human Food Selection (AVI Publishing, 1982) (CP)

Paz, Octavio, "Eroticism and Gastrosophy," Daedalus 101(Fall 1972): 67-85. (CP)

Soler, Jean, Semiotics of Food in the Bible," In Forster and Ranum, eds. (F&C)

Harris, Marvin, The Sacred Cow and the Abominable Pig (Simon and Schuster, 1985): chapters 1-4, 11. (HO)

May 30: Food and Ethnicity: Resistance and Acculturation

Readings:

Kalcik, Susan, "Ethnic Foodways in America: Symbol and the Performance of Identity." (B&M)

Goode, Theopano and Curtis, "A Framework for the Analysis of Continuity and Change in Shared Sociocultural Rules for Food Use: The Italian American Pattern." (B&M)

Moore, "Foodways and Beliefs of Russian Molokans in the U.S." (B&M).

Gutierrez, C. Paige, "The Social and Symbolic Uses of Ethnic/Regional Foodways: Cajuns and Crawfish" (B&M)

Long, Lucy, "Culinary Tourism: A Folkloric Perspective on Eating and Otherness" Journal of Southern Folklore, 55:3(1998), pp.181-204. (HO)

June 1: Attend the ASFS Conference

Students enrolled in Culture and Food are eligible (and required!) to attend the three-day conference free of charge. Take advantage of this and attend as many sessions as possible.

Assignment: Write a 4-5 page evaluation of your experience, due in class June 6

June 6: Food and Geography

Guest: Professor Daniel Block, Department of Geography, Economics and Anthropology, Chicago State University

Readings:

Block, Daniel, "The Development of Regional Institutions in Agriculture: The Chicago Milkshed." **(HO)**

Bell, Daniel and Gill Valentine, Consuming Geographies: We are Where We Eat (Routledge, 1997): chapters 5 and 6 **(HO)**

June 8: Food and Gender

Readings:

Hughes, Marvalene, "Soul, Black Women and Food." **(F&C)**

Ellis, Rhian, "The Way to a Man's Heart: Food in the Violent Home." In Murcott, ed. The Sociology of Food and Eating, (Gower, 1983, pp. 164-171) **(CP)**

Williams, Brett, "Why Migrant Women Feed Their Husbands Tamales." **(B&M)**

Adler, "Making Pancakes on Sunday: The Male Cook in Family Tradition." In M.O. Jones, et al, eds., Foodways and Eating Habits: Directions for Research (pp. 45-54) **(CP)**

June 13: Food and Socioeconomic Status

Readings:

Fitchen, Janet. "Hunger and Poverty in the Contemporary United States. **(F&C)**
Wall Street Journal series of articles on food and nutrition in low-income urban communities (Dec. 18-20, 1990). **(HO)**

Ellis, Rhian, "The Way to a Man's Heart: Food in the Violent Home." In Murcott, ed. The Sociology of Food and Eating, (Gower, 1983, pp. 164-171) **(CP)**

Joos, Sandra K., "Economic, Social, and Cultural Factors in the Analysis of Disease: Dietary Change and Diabetes Mellitus among the Florida Seminole Indians." **(B&M)**

June 15: Food and Religion

Readings:

Prosterman, Leslie, "Food and Celebrations: A Kosher Caterer as Mediator of Communal Traditions." **(B&M)**

Tuchman, Gaye and Levine, Harry, "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern," in Shortridge and Shortridge, eds., The Taste of American Place (Rowman and Littlefield, 1998): 163-186). **(CP)**

Singer, Eliot, "Conversion Through Foodways Enculturation: The Meaning of Eating in an American Hindu Sect." **(B&M)**

Moore, Willard, "Metaphor and Changing Reality: The Foodways and Beliefs of the Russian Molokans in the United States." **(B&M)**

June 20: Cookbooks as Transmitters of Culture

Readings:

- Appadurai, Arjun, "How to Make a National Cuisine: Cookbooks in Contemporary India," *Comparative Studies in Society and History* 30:1(1998): 3-24. (CP)
- DeSilva, Cara, ed., In Memory's Kitchen: A Legacy from the Women of Terezin (New York: Jason Aronson, 1996): ix-xvi, xxv-5). (CP)
- Schmidt, Paul, "As if a Cookbook Had Anything to do with Writing," Prose 8(Spring 1974): 179-203. (CP)
- Ireland, Lynne, "The Compiled Cookbook as Foodways Autobiography," in M.O. Jones, et al., eds., *Foodways and Eating Habits: Directions for Research* (pp. 45-54) (CP)
- Leonardi, Susan J., "Recipes for Reading: Summer Pasta, Lobster a la Riseholme, and Key Lime Pie," PLMA 104, 3(May 1989): 340-347. (CP)

June 22: One Man's Meat....: Food Avoidances and Aversions

Readings:

- Bynum, Caroline Walker, "Fast, Feast, and Flesh: The Significance of Food to Medieval Women." (F&C)
- Bruch, Hilde, "Body Image and Self-Awareness." (F&C)
- Bordo, Susan, "Anorexia Nervosa: Psychopathy as the Crystallization of Culture." (F&C)
- Schwabe, Unmentionable Cuisine (Charlottesville: University of Virginia Press, 1979), selections. (CP)

June 27: The Culture of Manners

Readings:

- Margaret Visser, The Rituals of Manners (NY, 1991). Entire text, but especially chapters 1,4,5. (V)
- Mennell, Stephen, "On the Civilizing of Appetite." (F&C)

June 29: Presentations

Order to be determined

**Papers Due June 29th in class

Short Writing Assignments

1. Summary of Readings

Each class period I will assign specific students to prepare a two-minute oral and summary of one required reading, to be presented the following class. You are to read the material and briefly synthesize the text into a two-minute (no more!) talk. The format of the summary is as follows:

- *clearly state the author's thesis or argument
- *cite examples of his/her argument
- *share any insight, or personal thoughts
- *do not read your paper, although you may refer to notes

The concept behind this exercise is to help you learn how to read and evaluate articles critically, and to ascertain clearly the author's objective. Additionally, this exercise will give you practice and confidence in public speaking. In addition to your oral presentation, please submit a 1-2 page typed, double-spaced paper clearly stating your interpretation of the reading. The paper is due the day of the presentation. I will not accept late papers.

2. Conference Evaluation

I would like you to attend at least four sessions of the ASFS conference and write a short, critical evaluation of the sessions you attended. While it is important to identify and describe briefly the speakers you heard, I would you to discuss the experience in its entirety. Figure out how to link and discuss the papers in a meaningful way.

Research Paper and Presentation

For your culminating project for Culture and Food you are to write a 10-15 page research paper on a topic of your choice, accompanied by an oral presentation (approx. 10 minutes) on the last day of class. You may choose to pursue further a topic that we are exploring in class, or examine an area of personal or academic interest.

Topic

I urge you to discuss project ideas with me early on. This is to help you get thinking about your project early enough to do a good job. Time slippeth away quickly. Also:

*Conduct a thorough search in the library (or elsewhere) for material on your topic. Check with the reference librarian, do a Bobcat/ONLINE search, explore the Internet, look through magazines, newspapers, archives, interview people, do an ethnographic analysis, etc. Having "too much" information, if such a thing is possible, is much less of a problem than too little. See me for ideas, visit the reference desk at the library, talk to anyone who might be of help.

*Your project must be original. I will not accept a topic that you have used/are using for another class.

Examples of possible topics:

exploring a particular culture's foodways

an aspect of religion and food

SPAM and American culture

food taboos

"La Tomatina" festival in Bunol, Spain or an in-depth study of some other food event

meat and masculinity

the culture of vegetarian restaurants

chefs and power

an ethnography of a soup kitchen

meanings of school lunch

the importance of rice in Japanese culture

study of an immigrant family's acculturation and resistance through food

street food

cultural meanings of voluntary abstention from food (religious fasts, etc)

Paper

As with all college papers I expect your paper to be typed, double-spaced. Your paper should be stapled (no slick covers, etc), and pages numbered. It should also have a title. Make sure you have a clearly-stated thesis, and that the entire paper focuses around it. Provide examples and evidence to support any claims you make; be careful to provide citations to indicate the origin of your quotes and paraphrased references. Information, even if not directly quoted, needs to be cited with footnotes or parenthetical endnotes. I will expect at least 5 scholarly references (books, scholarly articles), as well as any other materials you use (newspapers, popular magazines, surveys, pamphlets, etc.). **Check the rules of plagiarism.** Papers need to be free of typographical errors and grammatical disasters. Consult a style manual if you have questions, and make use of the Writing Center. And finally, please turn your paper in on time; late papers receive a drop in grade.

Research Roadmap

In addition to your research paper, you are required to submit a log or journal of your research. This may be conducted in any form. I am looking for an explanation of your research project. The following are the types of questions you should address:

How/why did you come up with the original research topic

What were your research strategies (key words or subject searches)

What obstacles did you encounter

What topic changes occurred and why

What sources, or bibliographies uncovered the most information

Which tactics proved unfruitful

Presentation

The presentations should be of exceptional quality. You should be well-prepared, and should do your best to make the presentation interesting, informative, and worth the time of your classmates and myself. Practice beforehand so you know how much time it

takes to get through, decide who is going to present which part, dress as if you are trying to make a good overall impression. You should include in your presentation anything that will help explain your project to the rest of the class: slides, photos, other objects, handouts, etc. Avoid the "um" syndrome. Use notecards to help you through the material. Try not to read material, but "talk" it to the audience. Look up and out to the audience, instead of down at your notes. Don't worry, your classmates will provide encouragement, support, will listen attentively, and will clap at the end of your presentation.

Methods of Evaluation

Participation: discussion and attendance	30%
Short writing assignments (Assigned reading summaries and conference evaluation)	10%
Research paper, roadmap, and presentation	60 %
<hr/>	
TOTAL	100%

Meaning of "participation": By participation I mean active engagement in the course: being consistently prepared for class (come having read—really read—that day's assignment); asking questions, responding to my questions; offering your own insights and opinions; attentive listening to others. And, of course, if you do not come to class you cannot participate.

New York University . Department of Nutrition and Food Studies
E33. 1204: Food in the Arts: Film

Summer 1998

Professor Amy Bentley - 998-5591 email: ab51@is5.nyu.edu

Jennifer Berg - 998-5597 email: jb52@is.nyu.edu

Office hours: Mondays and Wednesdays 2:30 - 4:00, or by appointment 998-5580

Class meets Mondays and Wednesdays 4:10 - 6:25

June 8, 1998 - July 15, 1998

Course description and objectives:

In this course we will identify the role of food in film, including contemporary American feature films, documentaries, "classics," foreign films and novels adapted into screenplays. We will specifically look at how films illustrate the relationships between food and culture/ethnicity, gender, socio-economic classes and religion. Additionally, the symbolic significance of food in film and the cinematic approaches toward food will be examined.

Required readings and screenings:

In addition to films viewed together in class, you are responsible for watching several films on your own. Some films are available at Bobst library, the rest can easily be rented at local video stores. The two required books are not available at the campus bookstore, but can be purchased from any major book seller.

Films: *Babette's Feast* and *Tampopo* (both are located in the foreign film section) *Eating* (drama/comedy section)

Novels: *Like Water for Chocolate*, *Fried Green Tomatoes*

Articles: A packet of related articles will be distributed in class

Course Schedule:

Week 1	June 8	Perfect Food Films Class: Introduction to course, View Big Night Assignment: <u>view</u> - <i>Babette's Feast</i> <u>read</u> - Introduction to Film article
	June 10	Perfect Food Films (continued) Class: Discussion of Big Night and <i>Babette's Feast</i> Assignment: <u>read</u> - articles on <i>Babette's Feast</i>
Week 2	June 15	Perfect Food Films (continued) Class: view <i>Like Water for Chocolate</i> Assignment: <u>read</u> - <u><i>Like Water for Chocolate</i></u>
	June 17	Perfect Food Films (continued) Class: Discussion of <u><i>Like Water for Chocolate</i></u> (film and novel)

Week 3	June 22	<p>Food in Documentaries Class: View several documentaries on food and discuss the use of food in political documentaries, industrial shorts and cooking videos Assignment: <u>view</u> - Eating</p>
	June 24	<p>The absence of food Class: View videos and film segments focusing on voluntary and involuntary food abstention.</p>
Week 4	June 29	<p>Another Perfect Food Film Class: View Fried Green Tomatoes Assignment: <u>read</u> - Fried Green Tomatoes</p>
	July 1	<p>Another Perfect Food Film (continued) Class: Discuss Fried Green Tomatoes (film and novel) Assignment: <u>view</u> - Tampopo <u>read</u> - Tampopo article <u>read</u> - Age of Innocence article</p>
Week 5	July 5	<p>Food and Asian culture Class: View segments of The Wedding Banquet, Eat Drink Man Woman and Scent of the Green Papaya</p>

New York University . Steinhardt School of Education
 Department of Nutrition and Food Studies
 E33.1180 Food and Nutrition in a Global Society
 Wednesdays 9:30 - 12:15 + H.A.

Spring 2003

Jennifer Schiff Berg
 998-5580 (For appointments)
 998-5597 (For Voice mail)
 email: jennifer.berg@nyu.edu
 REVISED February 27, 2003

Course Description and Objectives

Food and Nutrition in a Global Society fulfills the undergraduate Integrated Liberal Arts (ILA) requirement, while uniting the liberal arts experience with a specialization in food and nutrition. The interdisciplinary study of food is a compelling medium through which to further critical thinking skills, writing, creativity and a passion for learning. Food and Nutrition in a Global Society, contains six areas of focus: Food History, Food Globalization, Sustainable Agriculture, Food Commodities, Ethics and Web Evaluation. The course will: 1) introduce students to new areas of knowledge not covered in their previous or current course of study, specifically food and nutrition history; 2) provide opportunity to learn about and reflect upon major ethical issues in food, including those involving human labor; the globalization of the food supply; food scarcity and inequities; and 3) provide for the exploration and critical evaluation of food and nutrition material online.

Required Readings

Books:

Barber, Benjamin (1995). Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World. New York: Times Books

Desai, Anita (1999). Fasting, Feasting. London: Chatto & Windus.

Leidner, Robin (1993). Fast food, fast talk : service work and the routinization of everyday life. Berkeley : University of California Press.

Diamond, Jared M. (1997). Guns, germs, and steel : the fates of human societies. New York: W.W. Norton.

Kurlansky, Mark. (1997). Cod : a biography of the fish that changed the world. New York : Walker and Co.

Crosby, Alfred W. (1972), The Columbian exchange; biological and cultural consequences of 1492. Westport, Conn., Greenwood Pub. Co.

Handouts: To be given out in class

*** All assigned readings are due on the day they appear on the syllabus. You are expected to read all texts, and be prepared to discuss them critically.

Course Schedule - Please consider this syllabus a "work in progress".

- | | |
|--------------------|--|
| January 22 | Course Introduction
Handouts - Belasco; Berg, Nestle and Bentley |
| January 29 | Food History I - Back to the Beginning : Food, Nutrition and Human Evolution
Read :
Diamond, Jared M. (1997). <u>Guns, germs, and steel : the fates of human societies</u> . New York : W.W. Norton. |
| February 5 | Food History II - 1492: Consequences of Contact
Read:
Crosby, Alfred W. (1972), <u>The Columbian exchange; biological and cultural consequences of 1492</u> . Westport, Conn., Greenwood Pub. Co. |
| February 12 | Food History III - Beliefs and Notions on Nutrition and Health From the Middle Ages to the Present
Read: Articles given out in class the week before
Due: CFCA project assignment #1 due: Product description and discussion of nutrition |
| February 19 | Food History IV - Tracing a Food or Commodity
Read:
Kurlansky, Mark. (1997). <u>Cod : a biography of the fish that changed the world</u> . New York : Walker and Co. |
| February 26 | Evaluating Web sites - Library tutorial and database tour
Read: Articles given out in class the week before
Distribute: Online Resource Evaluation Guidelines |

- March 5** **Globalization I - Globalization and its discontents: What are the Issues**
Read: Barber, Benjamin (1995). Jihad vs. McWorld: How Globalism and Tribalism are Reshaping the World. New York: Times Books
 Due: CFCA Project Assignment #2 due: The Movement from Farm to Table
- March 12** **Globalization II - On a personal level**
Read:
 Desai, Anita (1999). Fasting, Feasting. London: Chatto & Windus.
 Due: Online Resource Evaluation- A four to five page paper, evaluating at least ten different online sources
- March 19** **NYU Spring Break - Relax, but find time to work on your CFCA project**
- March 26** **Agriculture and Sustainability I: Where Does Our Food Come From?**
Read: Excerpts from Barndt, Deb (2002). Tangled Routes: Women, Work and Globalization on the Tomato Trail. Toronto: Garamond Press.
 Articles given out in class the week before
 Take Home Midterm distributed - Due in class next week
 Film: Isle of Flowers
- April 2** **Agriculture and Sustainability II - Natural Disasters**
Read: Articles given out in class the week before
 Film: The Dustbowl
 Due: Take Home Midterm Exam
- April 9** **TOPIC- TBA**
 Midterm Exam Returned
 Due: CFCA Project assignment #3 due: How product is consumed, larger ethical/global implications
- April 16** **Field Trip**

- April 23** **Ethics I - What Happens in the Work Place?**
Read:
 Leidner, Robin (1993). Fast food, fast talk : service work and the routinization of everyday life. Berkeley: University of California Press.
 Film: Fast Women
- April 30** **Ethics II - How Does Globalization Fit in Here?**
 Read: Articles given out in class the week before
 Film: Food industry and lobby group documentaries
- May 7** **Scheduled final exam- Student Presentations of CFCA Projects**

***** Final Papers Due on Friday, May 9th, 2003 by 12 noon the latest ******

The Take Home Midterm Exam - This is an open-book essay exam. You will have one week to complete it. All of the class materials, as well as additional sources may be used. All of the rules on plagiarism, citation, grammar and spelling must be adhered to. ***PLEASE note the date changes.***

Distributed: March 26th

Due: April 2nd

Returned: April 9th

Paper Evaluating Online Sources - Evaluate at least ten different online sources and different types of sources (library databases, corporate, organizations, government web sites, private homepages, etc). You will share your findings in class. The paper, evaluating these sources should be between 5 and 7 pages.

You should use sources that are both helpful to you in researching your commodity, and also may be useful to you in your career. ***PLEASE note the date changes.***

Distributed: February 26th

Due: March 12th

Commodity Food Chain Analysis (CFCA)

The Paper

Please type, double space and staple your 10-12 page paper, not including bibliography and citations. Please use traditional sized margins, and a font between 10 and 12. Your paper must have a title that accurately defines your paper. **You must have a**

clearly stated thesis, and focus the entire paper around it. Provide specific examples to support this thesis. Any claims that you make regarding your product, must be supported by examples and evidence. Of course, all sources must be cited accurately.

I suggest beginning with a thorough search in the library, for any and all material related to your commodity. You may use Bobcat, or other ONLINE searches. The reference librarians at Bobst are extremely helpful. Do not be afraid to use other libraries as well. The research library at the NYPL is perhaps the finest in the world. Explore the Internet, newspaper articles, journals, live interviews, participate in an actual event or situation, or consult archives. All information is helpful. You must use at least ten scholarly references (journals or books). Additionally, you may use newspapers, popular magazines, cookbooks, trade publications, films, surveys, pamphlets, labels, etc.

It is understood that the paper must be free of typographical and grammatical errors. I strongly urge even the most accomplished writers to seek advice from the Writing Center. Make your appointments early, as they book up quickly. **Check the rules of plagiarism.** I am a stickler about this. Please see me if you have ANY questions regarding plagiarism. Cite all original quotes and paraphrased information. Any academic style is acceptable. However, make sure that you consult a style manual for the exact way to reference materials. **The paper is due on Friday, May 9 at 12 noon. Late papers will receive a drop in grade.**

Earlier parts of your paper are due throughout the semester. See syllabus for dues dates.

Guidelines Distributed: January 29th

The Presentation

The presentation is your opportunity to share your Commodity Food Chain Analysis project with the rest of the class. Use your 15 minutes of glory wisely. Remember that the class has not researched your commodity, and lacks the knowledge you acquired during the semester. You must successfully "teach" us about your chosen food 15 minutes. You obviously cannot share your entire project with the class, so choose your selections carefully.

Do not read your paper, or even read from an abridged version. Rather, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate is fine. Just make sure that your presentation is interesting. You selected a food that you are passionate about. Share the passion with us.

Use any aids that might be helpful: slides, overheads, Power Point, handouts, music,

video, photographs, etc. The commodity itself should be charted out in some way, so that we can see a visual representation of it. Here is where you can show off your finely tuned computer skills. We of course, expect to taste the food itself ☺.

Grading Criteria

Take Home Midterm Exam (essay questions)	20%
Paper Evaluating Online Sources (5 pages)	20%
Commodity Food Chain Analysis (10-12 pages) and Presentation	40 %
Participation: Discussion and Attendance	<u>20%</u>
TOTAL	100%

Participation involves coming to class, completing all of the required readings and active participation in lecture and discussion. The richness of our discussions requires involvement from everyone. Your thoughts and opinions matter.

In addition, in class writing assignments are included in your participation grade.

New York University . Steinhardt School of Education
 Department of Nutrition and Food Studies
 E33.1135 Essentials of Cuisine
 Fall 2001
 Tuesdays 12:20-2:40
 (3) credits

Jennifer Schiff Berg
 998-5580 (For appointments)
 998-5597 (For Voice mail)
 email: jennifer.berg@nyu.edu

Course Description and Objectives

In Essentials of Cuisine we will examine how cuisines evolve, concentrating on the elements and factors that contribute to defining and explaining how cuisines become transformed. We will specifically focus on geography, climate, culture, food habits, industrialization, technology, religion, population growth, colonial rule, economics and politics. Our primary area of study is Asia; however, we will also analyze other regions as well. Finally, we will come back to the United States to see how international food habits influence American cuisine, and how American food culture permeates the rest of the world. Through reading of scholarly articles, book excerpts, newspaper articles and cookbooks, we will examine the progression and development of established, new, and fusion cuisines.

Required Readings

Books:

David Bell and Gill Valentine. Consuming geographies: We are what we eat. London: Routledge, 1997. **(CG)**

Thelma Barer-Stein. You eat what you are. Toronto: McClelland and Stewart, 1991. **(EAT)**

Course packet:

To be purchased at Unique Copy, 252 Greene Street. **(RP)**

*** All assigned readings are due on the day they appear on the syllabus. You are expected to read all articles, and be prepared to discuss them critically.

Course Schedule

September 10

Course Introduction

What is meant by cuisine?
General thoughts on how cuisines evolve

September 17

Rosh Hashanah - No Class

September 24

Differentiating cuisines and Cuisine and religion

Rozin, Elizabeth, "The Structure of Cuisine," in Barker, ed., The Psychobiology of Human Food Selection (AVI Publishing, 1982) 189-203) (RP)

Consuming Geographies (Chapters 1(Introduction) and 6 (Region) , pp.1-19 and 145-161) (CG)

Sakr, A. H. (1975). Fasting in Islam. Journal of the American Dietetic Association. July 1975, pp. 17-21. (RP)

October 1

Theories on food and nationalism

Pilcher, J.M. (1997) Recipes for Patria: Cuisine, gender, and nation in Nineteenth-Century Mexico. In A.L. Bower (Ed), Recipes for Reading (pp.200-215). Amherst: University of Massachusetts Press (RP)

Franke, R.W. (1987). The effects of colonialism on gastronomic patterns of the third world. In M. Harris and E. Ross (Eds.) Food and evolution: Toward a theory of human food habits. (pp. 455-480)(RP)

McConnell, S. (1996). Nationalism. In R. Dallek, D. Hollinger, T. McCraw (Eds.) Encyclopedia of the United States in the twentieth century. (pp.251-271) (RP)

Appiah, K.A. (1996). Against national culture. In L.Garcia-Moreno and P.C. Pfeiffer (Eds.) Text and nation: Cross-disciplinary essays on cultural and national identities (pp. 175-191).Columbia, S.C. : Camden House.(RP)

Consuming Geographies (Chapter 7 (Nation), pp.163-183) (CG)

October 8

Chinese Cuisine

You eat what you are (Chapter 12, Chinese, pp. 99-120) (EAT)

Tannahill, R. (1988). Food in history. New York: Three Rivers Press. (Pp. 124-140 and 264-274) (RP)

Anderson, E.N. (1997). Traditional medical values of food. In C. Counihan & P. Van Esterik (Eds.) , Food and Culture: A reader (pp. 80-91). New York: Routledge.(HO)

October 15

Chinese Cuisine (continued)

- Tremayne, S. (1993). We Chinese eat a lot: Food as a symbol of ethnic identity in Kuala Lumpur. In G. Mars and V. Mars (Eds.) Food, culture and history. London: London Food Seminar. (pp. 74-92) (RP)
- Barthes, R. (1982). Empire of signs. New York: Hill and Wang (pp15-22) (RP)
- Chang, K.C. (1977). Food in Chinese culture: Anthropological and historical perspectives. New Haven: Yale University Press. (excerpt) (HO)

October 22

Japanese Cuisine

- You eat what you are (Chapter 30, Japanese, pp.331-345) (EAT)
- Cwierka, K. (1998). How cooking became a hobby: Changes in attitude toward cooking in early twentieth century Japan. In S. Linhart and S. Fruhstuck (Eds.) The culture of Japan as seen through its leisure. New York: State University of New York Press.(41-58) (RP)
- Ohnuki-Tierney, E. (1993) Rice as self: Japanese identities through time. Princeton: Princeton University Press. (Chapter 1, pp 3-11) (RP)

October 29

Japanese Cuisine (continued)

- Tsuji, K. (1972). Kaiseki: Zen tastes in Japanese cooking. Kyoto: Kodansha.(pp. 15-18 and 163-191)(HO)
- Yamamoto, M. (1985). "Japanese food: A Feast for the eyes" In Y. Tsuchiya (Ed.) A feast for the eyes: The Japanese art of food arrangement.(pp. 35-51). Tokyo: Kodansha (HO)
- Sen, S.(1979). Chado: The Japanese way of tea. New York: John Weatherhill. (pp. 118-129 and 166-182) (RP)
- Tetsuzo, T. (1977). The esthetics of Chanoyo, Part I. Tokyo: Tankosha Publishing Company. (pp.37-47) (HO)

November 5

Korean Cuisine

- You eat what you are (Chapter 31, Korean, pp. 346-358)(EAT)
- Bak, S. (1997). McDonald's in Seoul: Food choices, identity, and nationalism. In J.L.Watson (ed.) Golden arches east: McDonald's in East Asia. Stanford: Stanford University Press. (RP)

- November 12** **Filipino, Vietnamese, Southeast and Central Asian Cuisines**
 You eat what you are (Chapter 19, Filipino, pp. 182-189)(EAT)
 You eat what you are (Chapter 26, Indonesian, Malay, and
 Singaporean, pp. 215-225)(EAT)
 You eat what you are (Chapter 49, Vietnamese, pp.533-541) (EAT)
 You eat what you are (Chapter 49, Thai, pp.414-421) (EAT)
 Tannahill, R. (1988). Food in history. New York: Three Rivers Press.
 (pp. 118-123) (RP)
- November 19** **Indian Cuisine**
 You eat what you are (Chapter 25, Indian, Pakistani and Sri Lankan
 pp.201-214) (EAT)
 Tannahill, R. (1988). Food in history. New York: Three Rivers Press.
 (pp. 105-117) (RP)
 Appadurai, Arjun, "How to Make a National Cuisine: Cookbooks in
 Contemporary India,"Comparative Studies in Society and
 History 30, 1 (1988) :3-24.(RP)
- November 26** **Ethnic Cuisine in the United States**
 Pillsbury, R. (1998). No foreign food: The American diet in time and
 place. New York: Westview Press. (Chapter 7: Imported
 tastes: Immigration and the American diet.)
 (pp. 136-163) (RP)
 Sokolov, R. (1991). Why we eat what we eat: How the encounter
 between the new world and the old world changed the way
 everyone on the planet eats. New York: Summit Books.
 (Excerpts) (HO)
 Heldke, L. (1999). "Let's cook Thai: Recipes for colonialism," in
 Sherrie Inness (Ed). Pilaf, Pozole and Pad Thai: American
 Women and Ethnic Food. pp. 175-198) (RP)
- December 3** **Global or Fusion Cuisine**
 Pelto, G.H. and Pelto, P.J.. "Diet and delocalization: Dietary changes
 since 1750." Journal of Interdisciplinary History, 14, 2 (1983)
 (pp. 507-528.) (RP)
 Consuming Geographies (Chapter 8, Global, pp.185-207) (CG)
- December 10** **Presentations**
- December 17** **FINAL EXAM**

***** Papers Due Wednesday, December 12, 2001 at 12:00 Noon *****

Summary of Readings

Each week, I will assign specific students to prepare a two minute oral summary of one required reading, to be presented the following week in class. You are to read the material and briefly synthesize the text into a two minute talk. The format of the summary is as follows:

- . Clearly state the author's thesis or argument.
- . Cite examples of his/her argument.
- . Share any insight, or personal thoughts.
- . Do not read your paper, although you may refer to notes.

. The concept behind this exercise is to help you learn how to critically read and evaluate articles, and to clearly ascertain the author's objective. Additionally, this exercise will give you practice and confidence in public speaking.

. In addition to your oral presentation, please submit a 1-2 page, typed, double space paper clearly stating your interpretation of the reading. The paper is due the day of the presentation. I will not accept late papers.

- . Each student is responsible for (2) summary readings

Research Paper and Presentations

An independent 7-10 page research paper of your choice, accompanied by a 15 minute oral presentation is the culminating project for Essentials of Cuisine. You may choose a topic that we are exploring in class, or an area of personal or academic interest. A brief list of the types of topics appropriate are:

- . . . History of Belgian cuisine, (or any other cuisine)
- . . . How geography (or politics, climate, colonialism, religion, etc.) dictated Norwegian (or any other) cuisine
- . . . The role of slavery in British West Indian Cuisine

- ... A comparison of _____ and _____ cuisines (incorporate factors other than just food ie. politics)
- ... A exploration of an ethnic community's cuisine evolution in the U.S.

These topics are merely meant to give you an idea of the vast possibilities. Whatever topic you select, it must be original. By this I mean that you may not select a topic that you are using, or have previously used for another class. Try to select a topic as soon as possible, and make an appointment to meet with me and discuss your ideas.

The Paper

Please type, double space and staple your 7-10 page paper. It must have a title that accurately defines your paper. **You must have a clearly stated thesis, and focus the entire paper around it.** Provide specific examples to support this thesis.

I suggest beginning with a thorough search in the library, for any and all material related to your topic of interest. You may use Bobcat, or other ONLINE searches. The reference librarians at Bobst are extremely helpful. Do not be afraid to use other libraries as well. The research library at the NYPL, is perhaps the finest in the world. Explore the Internet, newspaper articles, journals, live interviews, participate in an actual event or situation, or consult archives. All information is helpful. You must use at least five primary references. These include scholarly journals or books. Additionally, you may use newspapers, popular magazines, cookbooks or trade publications.

It is understood that the paper must be free of typographical and grammatical errors. I strongly urge even the most accomplished writers to seek advice from the Writing Center. Make your appointments early, as they book up quickly. **Check the rules on plagiarism.** Cite all original quotes and paraphrased information. Any academic style is acceptable. However, make sure that you consult a style manual for the exact way to reference materials. **The paper is due Wednesday, December 12, 2001 at 12:00 noon. Late papers will receive a drop in grade.**

The Presentation

The presentation is your opportunity to share your research with the rest of the class. Use your 15 minutes of glory wisely. Remember that the class is unaware of your project or area of interest. You must successfully "teach" us your topic in 15 minutes. To achieve this you need to quickly summarize your project, and cite specific supporting examples. You obviously cannot share your entire project with the class, so choose your selections carefully.

Do not read your paper, or even read from an abridged version. Rather, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate is fine. Just make sure that your presentation is interesting. You selected a topic that you are passionate about. Share the passion with us.

Use any aids that might be helpful: slides, overheads, handouts, music, video, photographs, etc. Food of course, in a paper such as this is encouraged.

Grading Criteria

Participation: discussion and attendance	30%
(2) Summary of assigned readings (10% each)	20%
Final Exam	10%
Research paper and presentation	<u>40%</u>
TOTAL	100%

Participation involves coming to class, completing all of the required readings and active participation in lecture and discussion. The richness of our discussions requires involvement from everyone. Your thoughts and opinions matter.

1. Rozin, Elizabeth, "The Structure of Cuisine," in Barker, ed. The Psychobiology of Human Food Selection (AVI Publishing, 1982) 189-203)
2. Sakr, A. H. (1975). Fasting in Islam. Journal of the American Dietetic Association. July 1975, pp. 17-21.
3. Pilcher, J.M. (1997) Recipes for Patria: Cuisine, gender, and nation in Nineteenth-Century Mexico. In A.L. Bower (Ed), Recipes for Reading (pp.200-215). Amherst: University of Massachusetts Press
4. Franke, R. W. (1987). The effects of colonialism and neocolonialism on the gastronomic patterns of the third world. In M. Harris and E. B. Ross (Eds.) Food and evolution: Toward a theory of human food habits (pp. 455-479). Philadelphia: Temple University Press.
5. Appiah, K.A. (1996). Against national culture. In L.Garcia-Moreno and P.C. Pfeiffer (Eds.) Text and nation: Cross-disciplinary essays on cultural and national identities (pp. 175-191).Columbia, S.C. :Camden House.
6. Tannahill, R. (1988). Food in history. New York: Three Rivers Press. (Pp. 124-140 , 264-274, 118-123, 105-117)
7. Tremayne, S. (1993). We Chinese eat a lot: Food as a symbol of ethnic identity in Kuala Lumpur. In G. Mars and V. Mars (Eds.) Food, culture and history. London: London Food Seminar. (pp. 74-92)
8. Barthes, R. (1982).Empire of signs. New York: Hill and Wang (pp15-22)
9. Cwiertka, K. (1998). How cooking became a hobby: Changes in attitude toward cooking in early twentieth century Japan. In S. Linhart and S. Fruhstuck (Eds.) The culture of Japan as seen through its leisure. New York: State University of New York Press.(41-58)
10. Ohnuki-Tierney, E. (1993) Rice as self: Japanese identities through time. Princeton: Princeton University Press. (Chapter 1, pp 3-11)
11. Bak, S. (1997). McDonald's in Seoul: Food choices, identity, and nationalism. In J.L.Watson (ed.) Golden arches east: McDonald's in East Asia. Stanford: Stanford

University Press.

12. Appadurai, Arjun, "How to Make a National Cuisine: Cookbooks in Contemporary India," Comparative Studies in Society and History 30, 1 (1988) :3-24.
13. Pillsbury, R. (1998). *No foreign food: The American diet in time and place*. New York: Westview Press. (Chapter 7:Imported tastes: Immigration and the American diet.) (pp. 136-163)
14. Heldke, L. (1999). "Let's cook Thai: Recipes for colonialism," in Sherrie Inness (Ed). *Pilaf, Pozole and Pad Thai: American Women and Ethnic Food*. (pp. 175-198)
15. Pelto, G.H. and Pelto, P.J.. "Diet and delocalization: Dietary changes since 1750." *Journal of Interdisciplinary History*, 14, 2 (1983) (pp. 507-528.)
16. Anderson, E.N. (1997). Traditional medical values of food. In C.Counihan & P. Van Esterik (Eds.) , *Food and Culture: A reader* (pp. 80-91). New York: Routledge.
17. McConnell, S. (1996). Nationalism. In Robert Dallek, David A. Holloinger & Thomas K. McCraw (Eds.). Encyclopedia of the United States in the twentieth century (pp. 251-271). New York: Charles Scribners's and Sons.
18. Chang, K.C. (1977). Food in Chinese culture: Anthropological and historical perspectives. New Haven: Yale University Press. (excerpt)
19. Tsuji, K. (1972). Kaiseki: Zen tastes in Japanese cooking. Kyoto:Kodansha.(pp. 15-18 and 163-191)
20. Yamamoto, M. (1985). "Japanese food: A Feast for the eyes" In Y.Tsuchiya (Ed.) A feast for the eyes: The Japanese art of food arrangement.(pp. 35-51). Tokyo: Kodansha
21. Tetsuzo, T. (1977). *The esthetics of Chanoyo, Part I*. Tokyo: Tankosha Publishing Company. (pp.37-47)
22. Sen, S.(1979). *Chado: The Japanese way of tea*. New York: John Weatherhill. (pp. 118-129 and 166-182)
23. Sokolov, R. (1991). Why we eat what we eat: How the encounter between the new world and the old world changed the way everyone on the planet eats. New York:

New York University . Steinhardt School of Education Fall 2002

Department of Nutrition and Food Studies

E33.2191 Culture and Foods

Thursdays, 4:55 P.M. - 6:35 P.M. + H.A.

Jennifer Schiff Berg

998-5580 (For appointments)

998-5597 (For Voice mail)

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Course Description and Objectives

In Culture and Foods we will determine how people use food to define themselves as individuals, groups or whole societies. We will identify the meaning and significance of food in different cultures by exploring the way that ethnicity, gender, socioeconomic status and religion influence our food choices or preferences. Additionally, we will examine how culture is transmitted and preserved through food. Through reading scholarly articles, personal essays, book excerpts, newspaper articles and cookbooks we will explore the intricate relationship that people have with food.

We will look critically at the following questions: how can food have different meanings and uses for different people? How does food function both to foster community feeling and drive wedges among people? What are some prevailing academic theories that help us identify and understand more subtle meanings of food?

Required Readings

Books:

Linda Keller Brown and Kay Mussell, Ethnic and Regional Foodways in the United States:

The Performance of Group Identity (University of Tennessee Press, 1984, 1992)

(B&M)

Counihan, C. and Esterik, P.V. (Eds.), Food and Culture: A Reader (Routledge, 1997) **(F&C)**

Visser, M. (1991) The Rituals of Dinner (Penguin, 1991) **(VISS)**

Avakian, A. (ed). Through the Kitchen Window: Women Explore the Intimate Meanings of Food and Ethnicity (Beacon, 1998) **(KW)**

Course packet:

To be purchased at Unique Copy, 252 Greene Street.**(RP)**

Handouts: To be given out in class **(HO)**

*** All assigned readings are due on the day they appear on the syllabus. You are expected to read all articles, and be prepared to discuss them critically.

Course Schedule**September 5****Course Introduction**

How do individuals define themselves?
 General thoughts on food, ethnicity and culture

September 12**Theories of Food: Mentalism and Structuralism****Readings:**

Levi-Strauss, Claude, "The Culinary Triangle" (**F&C**, 28-35)
 Douglas, Mary, "Deciphering a Meal" (**F&C**, 36-54)
 Rozin, Elizabeth, "The Structure of Cuisine," in Barker, ed., The Psychobiology of Human Food Selection (AVI Publishing, 1982) 189-203) (**RP**)
 Paz, Octavio, "Eroticism and Gastronomy," Daedalus 101 (Fall 1972): (67-85) (**RP**)
 Soler, Jean, "The Semiotics of Food in the Bible," (**F&C**, 55-66)
 Harris, Marvin, The Sacred Cow and the Abominable Pig (Simon and Schuster, 1985): Chapters 1-4,11. (pp13-88, 235-149) (**HO**)

September 19**Food and Ethnicity: Acculturation and Resistance**

Long, Lucy, "Culinary Tourism," Journal of Southern Folklore(1998) (**RP**),55 (3) (1998), p 181-204.
 Kalcik, Susan, "Ethnic Foodways in America: Symbol and the Performance of Identity." (**B&M**, 37-65)
 Goode, Theophano and Curtis, " A Framework for the Analysis of Continuity and Change in Shared Sociocultural Rules for Food Use: The Italian-American Pattern," (**B&M**, 66-88)
 Gutierrez, C.Paige, "The Social and Symbolic Uses of Ethnic/Regional Foodways: Cajuns and Crawfish in South Louisiana," (**B&M**, 169-182)
 Smyth, Marie, " Hedge Nutrition, Hunger, and Irish Identity." (**KW**,89-94)
 Ire, Jennifer, "The Power of the Pepper: From Slave Food to Spirit Food" (**KW**, 255-259)

September 26

Food and Religion**Readings:**

- Tuchman, Gaye and Levine, Harry, "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern", in Shortridge, B. & Shortridge, J., (Eds.) The Taste of American Place. Rowman & Littlefield, 1998, (163 - 186) (RP)
- Singer, Eliot, "Conversion Through Foodways Enculturation: The Meaning of Eating in an American Hindu Sect," (B&M, 195-214)
- Moore, Willard, "Metaphor and Changing Reality: The Foodways and Beliefs of the Russian Molokans in the United States," (B&M, 91-112)
- Feeley-Harnick, Gillian, The Lords Table: The Meaning of Food in Early Judaism and Christianity. (pp.107-148) Smithsonian Institution Press, 1994. (HO)

October 3

Food and Gender**Readings:**

- Hughes, Marvalene, "Soul, Black Women, and Food," (F&C, 272-280)
- Williams, Brett, "Why Migrant Women Feed Their Husbands Tamales: Foodways as a Basis for a Revisionist View," (B&M, 113-126)
- Adler, Thomas A., "Making Pancakes on Sunday: The Male Cook in Family Tradition," in M.O. Jones, B.Giuliano, & R.Krell (Eds.), Foodways and eating habits: Directions for research (pp.45 - 54) (RP)
- Allison, Anne, "Japanese Mothers and Obentos: The Lunch Box as Ideological State Apparatus," (F&C, 296-314)
- Wade-Gayles, Gloria, ""Laying on Hands" Through Cooking" (KW, 95-103)
- Piercy, Marge, "What's that Smell in the Kitchen?" (KW, 111)
- Katrak, Ketu H. "Food and Belonging: At Home in "Alien-Kitchens"" (KW, 263-275)

October 10

Food and Memory**Readings:**

- De Silva, Cara. ed. In Memory's Kitchen: A Legacy from the Women of Terezin (New York: Jason Aronson, 1996), ix-xvi, xxv-5. (RP)
- Geok-lin Lim, Shirley, "Boiled Chicken Feet and Hundred-Year-Old Eggs: Poor Chinese Feasting" (KW, 217-225)

Barolini, Helen, "Appetite Lost, Appetite Found", (KW, 228-237)
 Kavasch, E. Barrie, "My Grandmother's Hands" (KW, 104-110)
 Katrak, Ketu, H. "Food and Belonging: At "Home" in Alien-Kitchens",
 (KW, 263-275)

October 17

Food and Socioeconomic Status

Readings:

Fitchen, Janet, "Hunger, Malnutrition, and Poverty in the
 Contemporary United States," (F&C, 384-401)
 Ellis, Rhian, "The Way to a Man's Heart: Food in the Violent Home."
 In Murcott, ed. The Sociology of Food and Eating, Gower,
 1983, pp 164-171, (RP)
 Joos, Sandra K., "Economic, Social, and Cultural Factors in the
 Analysis of Disease: Dietary Change and Diabetes Mellitus
 Among the Florida Seminole Indians" (B&M, 217-237)
 Condio, Trudy, "Making Do with Food Stamp Dinners" (KW, 206-209)

October 24

Culture Transmitted Through Cookbooks

Readings:

Appadurai, Arjun, "How to Make a National Cuisine: Cookbooks in
 Contemporary India," Comparative Studies in Society and
 History 30, 1 (1988) :3-24.(RP)
 Schmidt, Paul, "As if a Cookbook Had Anything to Do With Writing."
Prose 8 (Spring 1974), 179-203 (HO)
 Ireland, Lynne," The Compiled Cookbook as Foodways Autobiography
 in M.O. Jones, B.Giuliano, &R.Krell (Eds.), Foodways and eating
 habits: Directions for research (pp.107-114) (RP)
 Leonardi, Susan J. "Recipes for Reading: Summer Pasta, Lobster a la
 Riseholme, and Key Lime Pie," PMLA 104, 3 (May 1989) :
 340-347 (RP)
 Berzok, Linda Murray, "My Mother's Recipes: The Diary of a Swedish
 American Daughter and Mother," In Inness, ed. Pilaf, Pizole
 and Pad Thai: American Women and Ethnic Food, University of
 Mass Press, 2001, pp 84-101, (RP)

October 31

NO CLASS - work on papers

November 7

Food and Identity and Food as Cultural Icon**Readings:**

- Neustadt, Kathy, "Born among the Shells": The Quakers of Allen's Neck and Their Clambake." In Humphrey and Humphrey (Eds.) "We Gather Together" Food and Festival in American Life (pp.89-110) (RP)
- Skillman, Amy E. ": No Smoke? No Fire: Contemporary Hamming the Ol' Fashioned Way" In Humphrey and Humphrey (Eds.) "We Gather Together" Food and Festival in American Life (pp.125-136) (RP)
- Lewis, George, "The Maine lobster as regional icon: Competing images over time and social class," In B. Shortridge and J. Shortridge (Eds.) The taste of American Place. Rowman and Littlefield: New York.(Pp. 65-84)(RP)
- Fischler, C. "Food, self and identity," Anthropology of food (27), 2 (1988): 275-292.(RP)

November 14

The Culture of Manners**Readings:**

- Visser, Margaret, The Rituals of Dinner (NEW YORK, 1991) Entire text (VISS)
- Mennell, Stephen, "On the Civilizing of Appetite," (F&C, 315 - 337)

***** 5 Page rough draft of final paper due *****

Try to make this draft as close to your final project as possible. Include a thesis, rough chronology of ideas and concluding remarks. Bring (2) copies of your draft - one to turn in to me, and one to share with a reading partner. We will spend 30 minutes in class, working in paired groups.

November 21

Acceptable or Unacceptable Food: Food Avoidance and Food Aversion**Readings:**

- Bynum, Caroline Walker, "Fast, Feast, and Flesh: The Significance of Food to Medieval Women," (F&C, 138-158)
- Bruch, Hilde, "Body Image and Self-Awareness,"(F&C, 211-225)
- Bordo, Susan, "Anorexia Nervosa: Psychopathy as the Crystallization of Culture." F&C, 226-250)
- Schwabe, Calvin, W., Unmentionable Cuisine. Virginia: University Press of Virginia, 1979. Introduction, Chapter 4, 5, 6, and 20. (pp.1-10, 149-178, 365-383) (HO)

November 28	Thanksgiving
December 5	Presentations
December 11	Presentation (This is a Wednesday)
December 19	Presentations

***** Papers Due in class on Thursday, December 19, 2002*****

Summary of Readings

Each week, I will assign specific students to prepare a two minute oral summary of one required reading, to be presented the following week in class. You are to read the material and briefly synthesize the text into a two minute talk. The format of the summary is as follows:

- . Clearly state the author's thesis or argument.
- . Cite examples of his/her argument.
- . Share any insight, or personal thoughts.
- . Do not read your paper, although you may refer to notes.
- . The concept behind this exercise is to help you learn how to critically read and evaluate articles, and to clearly ascertain the author's objective. Additionally, this exercise will give you practice and confidence in public speaking.
- . In addition to your oral presentation, please submit a 1-2 page, typed, double space paper clearly stating your interpretation of the reading. The paper is due the day of the presentation. I will not accept late papers.

Research Paper and Presentations

An independent 10-15 page research paper of your choice, accompanied by a 15 minute oral presentation is the culminating project for Culture and Foods. You may choose a topic that we are exploring in class, or an area of personal or academic interest. A brief list of the types of topics appropriate are:

- . Exploring a particular ethnic group's foodways.
- . Specific religious practices and food

- . Wonder Bread as an American phenomenon
- . An in depth study of a food event or festival
- . An ethnographic study of a soup kitchen
- . A literary analysis of food related novels or films
- . The sociological movement of vegans
- . Cultural identity through street food
- . Power and chefs
- . Cultural significance of medieval fasts and feasts
- . a study of a Korean family's acculturation and resistance through food
- . technology's role in "Americanizing" an ethnic cuisine
- . masculine meat, and feminine field greens

These topics are merely meant to give you an idea of the vast possibilities. Whatever topic you select, it must be original. By this I mean that you may not select a topic that you are using, or have previously used for another class. Try to select a topic as soon as possible, and make an appointment to meet with me and discuss your ideas.

The Paper

Please type, double space and staple your 10-15 page paper. It must have a title that accurately defines your paper. You must have a clearly stated thesis, and focus the entire paper around it. Provide specific examples to support this thesis. Select other studies, or scholarly articles to use as models. For example, if you are doing a study on female roles in Ethiopian festival cooking, look for studies that also focus on gender roles or festival food preparations. It is important that you incorporate other academic studies into your project. I am not however, just looking for a related literature review. You must not just cite these projects, but frame them, or compare them to your study in some way.

I suggest beginning with a thorough search in the library, for any and all material related to your topic of interest. You may use Bobcat, or other ONLINE searches. The reference librarians at Bobst are extremely helpful. Do not be afraid to use other libraries as well. The research library at the NYPL, is perhaps the finest in the world. Explore the Internet, newspaper articles, journals, live interviews, participate in an actual event or situation, or consult archives. All information is helpful. You must use at least ten scholarly references (journals or books). Additionally, you may use newspapers, popular magazines, cookbooks, trade publications, films, surveys, pamphlets, labels, etc.

It is understood that the paper must be free of typographical and grammatical errors. I strongly urge even the most accomplished writers to seek advice from the Writing Center. Make your appointments early, as they book up quickly. Check the rules

of plagiarism. Cite all original quotes and paraphrased information. Any academic style is acceptable. However, make sure that you consult a style manual for the exact way to reference materials. **The paper is due in class on Thursday, December 19, 2002. Late papers will receive a drop in grade.**

A 5 page rough draft of your paper is due on November 7th in class. If you prefer, you may turn in the draft on October 24th, allowing you more time to work on your final paper

The Research Roadmap

In addition to your paper, you are required to submit a log or journal of your research. This may be conducted in any form. I am looking for an explanation of your research project. The following are the types of questions you should address.

- ... How/why did you come up with initial research topic
- ... What were your research strategies (key word or subject searches)
- ... What obstacles did you encounter
- ... What topic changes occurred and why
- ... What sources, or bibliographies uncovered the most information
- ... Which tactics proved unfruitful

The roadmap should include all of the searches that you conducted. For example, "Hot dogs and Brooklyn" in America: History and Life and Lexis-Nexis

The Presentation

The presentation is your opportunity to share your research with the rest of the class. Use your 15 minutes of glory wisely. Remember that the class is unaware of your project or area of interest. You must successfully "teach" us your topic in 15 minutes. To achieve this you need to quickly summarize your project, and cite specific supporting examples. You obviously cannot share your entire project with the class, so choose your selections carefully.

Do not read your paper, or even read from an abridged version. Rather, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate is fine. Just make sure that your presentation is interesting. You selected a topic that you are passionate about. Share the passion with us.

Use any aids that might be helpful: slides, overheads, handouts, music, video, photographs, etc.

Grading Criteria

Participation: discussion and attendance	30%
Summary of assigned reading	10%
Research paper, roadmap and presentation	<u>60%</u>
TOTAL	100%

Participation involves coming to class, completing all of the required readings and active participation in lecture and discussion. The richness of our discussions requires involvement from everyone. Your thoughts and opinions matter.

Jennifer Berg

E33.2191

Culture and Foods

Fall 2002

Reading Packet

1. Rozin, Elizabeth, "The Structure of Cuisine," in Barker, ed. The Psychobiology of Human Food Selection (AVI Publishing, 1982) 189-203)
2. Paz, Octavio, "Eroticism and Gastronomy," Daedalus 101 (Fall 1972): (67-85)
3. Long, Lucy, "Culinary Tourism: A Folkloristic Perspective on Eating and Otherness," Southern Folklore 55, 3 (1998) : 181-204
4. Tuchman, Gaye and Levine, Harry, (1998). "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern, The Taste of American Place in Shortridge, B. & Shortridge, J., (Eds.) Rowman & Littlefield: New York, (163 - 186)
5. Adler, Thomas A., "Making Pancakes on Sunday: The Male Cook in Family Tradition," in M.O. Jones, B.Giuliano, &R.Krell (Eds.), Foodways and Eating Habits: Directions for Research.(pp.45 - 54)
6. De Silva, Cara. ed. In Memory's Kitchen: A Legacy from the Women of Terezin (New York: Jason Aronson, 1996), ix-xvi, xxv-5.
7. Ellis, Rhian, "The Way to a Man's Heart: Food in the Violent Home." In Murcott, ed. The Sociology of Food and Eating , Gower, 1983, pp 164-171.
8. Appadurai, Arjun, "How to Make a National Cuisine: Cookbooks in Contemporary India," Comparative Studies in Society and History 30, 1 (1988) :3-24.
- 9 . Ireland, Lynne, " The Compiled Cookbook as Foodways Autobiography in M.O. Jones, B.Giuliano, &R.Krell (Eds.), Foodways and Eating Habits: Directions for Research (pp.107-114)
10. Leonardi, Susan J. "Recipes for Reading: Summer Pasta, Lobster a la Riseholme, and

Key Lime Pie," PMLA 104, 3 (May 1989) : 340-347

11. Berzok, Linda Murray, "My Mother's Recipes: The Diary of a Swedish American Daughter and Mother," in Sherrie Inness ed. Pilaf, Pozole and Pad Thai: American Women and Ethnic Food, Univ of Mass Press, 2001, 84-101
12. Neustadt, Kathy, "Born among the Shells": The Quakers of Allen's Neck and Their Clambake." In Humphrey and Humphrey (Eds.) "We Gather Together" Food and Festival in American Life (pp.89-110)
13. Skillman, Amy E. ": No Smoke? No Fire: Contemporary Hamming the Ol' Fashioned Way" In Humphrey and Humphrey (Eds.) "We Gather Together" Food and Festival in American Life (pp.125-136)
14. Lewis, George, "The Maine lobster as regional icon: Competing images over time and social class," In B. Shortridge and J. Shortridge (Eds.) The taste of American Place. Rowman and Littlefield: New York.(Pp. 65-84)
15. Fischler, C. "Food, self and identity," Anthropology of food (27), 2 (1988) :275-292.

Jennifer Berg
E33.2191
Culture and Foods
Fall 2002

Handouts

1. Harris, Marvin, The Sacred Cow and the Abominable Pig (Simon and Schuster, 1985):
Chapters 1-4,11.
2. Feeley-Harnick, Gillian, The Lords Table: The Meaning of Food in Early Judaism and Christianity. (pp.107-148) Smithsonian Institution Press, 1994.
3. Schmidt, Paul, "As if a Cookbook Had Anything to Do With Writing." Prose 8 (Spring 1974), 179-203.
4. Schwabe, Calvin, W., Unmentionable Cuisine. Virginia: University Press of Virginia, 1979.
Introduction, Chapter 4, 5, 6, and 20. (pp.1-10,149-178,365-383)

**New York University . School of Education
Department of Nutrition and Food Studies
E33. 2190 Research Methods for HOFD students
Spring 2000
Mondays 4:55-6:35**

Jennifer Schiff Berg
998-5580 (For appointments)
998-5597 (For Voice mail)
email: jennifer.berg@nyu.edu

Course Description and Objectives

In Research Methods we will explore the philosophical and epistemological differences between quantitative and qualitative research. Within qualitative research, we will examine case studies, ethnographies, grounded theory, phenomenology and historiographies. We will thoroughly probe the research process, including how to articulate a research question, how to gather related research, data collection, writing research, and critically evaluating research. This course will prepare you for E33.2061: Research Applications, to be taken at the end of your course of study.

Required Texts

Books:

Creswell, J.W.. (1998). Qualitative inquiry and research design: Choosing among the five traditions. Thousand Oaks, CA: Sage Publications. **(CRES)**

Schwandt, T.A. (1997). Qualitative inquiry: A dictionary of terms. Thousand Oaks, CA: Sage Publications.**(Terms)**

Markman, R.H., Markman, P.T. and Waddel, M.L.(1994). Ten steps in writing the research paper. 5th edition. Hauppauge, NY: Barron's Educational Series. **(STEPS)**

Online Readings:

Available on the NYU Bobst library homepage **(WEB)**

Course packet:

To be purchased at Unique Copy, 252 Greene Street.**(RP)**

Handouts:

To be given out in class **(HO)**

Recommended Texts

Allen, G. (1999). The resource guide for food writers. New York: Routledge. **(FINE)**

Library Tutorial: <http://www.nyu.edu/library/bobst/info/instruct/tutor.htm>

All course books are available through Amazon.com as well (prices are often less than you would find at the bookstore):

Allen	\$15.99
Creswell	\$34.00 (back ordered)
Markman	\$7.96
Schwandt	\$24.95

*** All assigned readings are due on the day they appear on the syllabus. You are expected to read all articles, and be prepared to discuss them critically.

Course Schedule

January 24 Course Introduction

What is research? What is a research question?

January 31 Qualitative versus Quantitative and the Research Process

Readings

Creswell - Chapter 1: Introduction pp- 1-12 **(CRES)**

Chapter 2: Designing a Qualitative Study, 13-26 **(CRES)**

Chapter 3: Five Different Qualitative Studies, 27-45 **(CRES)**

Lee, S.K., Sobal, J. and Frongillo, E.A., (1999). Acculturation and dietary practices among Korean Americans. Journal of American Dietetic Association 99, (9), 1084-1089 **(HO)**

Smith, J.K., (1983). Quantitative versus qualitative research: An attempt to clarify the issue" Educational Researcher, March, 6-13. **(HO)**

Martella, R.C., Nelson, R. and Marchand-Martella, N.E. (1999). Research methods: Learning to become a critical research consumer. MA: Allyn & Bacon, 3-31. **(HO)**

Markman, R.H., Markman, P.T. and Waddel, M.L. (1994). Ten steps in writing the research paper. 5th edition. Hauppauge, NY: Barron's Educational Series. Chapters 1- 9, 5-94. **(STEPS)**

February 7 Assignment: Library paper due

General Reference Sources and Articulating a Research Question

--- Library of Congress Classifications **(HO)**

--- Library of Congress Subject Headings **(HO)**

Readings

Bobst History Tutorial.

[Http://www.nyu.edu/library/bobst/history/tutorial/index.htm](http://www.nyu.edu/library/bobst/history/tutorial/index.htm)

- Read Building Orientation, Reference Centers, General and Humanities Reference and “Where are the Books on....?” **(WEB)**
- Read Locating Secondary Sources: Books and Locating Secondary Sources: Articles **(WEB)**
- Read Locating Primary Sources in the Library and What about the Internet? **(WEB)**
- Read Part Three of the History Tutorial **(WEB)**

Creswell - Chapter 6: Introducing and Focusing the Study **(CRES)**

Markman, R.H., Markman, P.T. and Waddel, M.L.(1994). Ten steps in writing the research paper. 5th edition. Hauppauge, NY: Barron’s Educational Series. pp 128-151. **(STEPS)**

February 14 Assignment: Research Roadmap Topic Due

Philosophies and Theories of Research and Methods of Data Collection

Creswell - Chapter 4: Five Qualitative Traditions of Inquiry, 47-72 **(CRES)**

Chapter 5: Philosophical and Theoretical Frameworks, 73-84 **(CRES)**

Chapter 7: Data Collection, 109-137 **(CRES)**

Ellis, R. (1983). The way to a man’s heart: Food in the violent home. In A. Murcott (Ed.), The sociology of food and eating: Essays on the sociological significance of food. Aldershot, England: Gower, 164-171.**(RP)**

Bentley, A. (1998). Eating for victory: Food rationing and the politics of domesticity. Chicago: University of Illinois Press.pp.142-217.**(RP)**

Geertz, Clifford, “Thick description: Toward an interpretive theory of culture. In The Interpretation of Cultures. (pp. 3-30) **(RP)**

February 21 President’s Day - No Class

February 28 Case Study

Readings

Creswell- Appendix F: A case study- Kelly J. Asmussen and John W. Creswell, “Campus response to a student gunman”, 357-374. **(CRES)**

Prosterman, L.(1992). Food and celebration: A Kosher caterer as mediator of communal traditions. In L.K. Brown & K.Mussell (Eds.) Ethnic and regional foodways in the United States: The performance of group identity. Knoxville: University of Tennessee Press, 127-142. **(RP)**

March 6 **Assignment- Participant Observation Due**
Participant Observation

Readings

Watson, J.L. (1997). McDonald's in Hong Kong: Consumerism, dietary change, and the rise of a children's culture. In J.L. Watson (ed.), *Golden arches East: McDonald's in East Asia*. Stanford, CA: Stanford University Press **(RP)**

March 13 **Spring Break - No Class**

March 20 **Ethnography**

Readings

Creswell - Appendix E. An Ethnography - Harry F. Wolcott, "The Elementary School Principal: Notes From a Field Study", 323-356. **(CRES)**

Schroedl, A. (1988). The dish ran away with the spoon: Ethnography of kitchen culture. In Spradley and McCuray (eds.) Ethnography in complex society. **(RP)**

Limon, J. (1998). Dancing with the devil: Society and cultural poetics in Mexican-American South Texas. Wisconsin: University of Wisconsin Press. pp. 123-140, 217. **(RP)**

Geertz, Clifford, "Deep play: Notes on the Balinese cockfight: in The Interpretation of Cultures, (pp. 412-453) **(RP)**

March 27 **Phenomenology and Grounded Theory**

Readings

Briley, Margaret E., Cynthia Roberts-Gray and Deborah Simpson (1994). Identification of factors that influence the menu at child care centers: A grounded theory approach. Journal of the American Dietetic Association, 94 (3), 276-281. **(HO)**

Creswell- Appendix C: A Phenomenology - Doris J. Riemen, "The Essential Structure of a Caring Interaction: Doing Phenomenology.", 271-296. **(CRES)**

Appendix D: A Grounded Theory Study- Susan L. Morrow and Mary Lee Smith, "Constructions of survival and Coping by Women Who Have Survived Childhood Sexual Abuse.", 297-322. **(CRES)**

Maurer, D. (1995). Meat as a social problem: Rhetorical strategies in the contemporary vegetarian literature. In D. Maurer and J. Sobal (eds.), Eating agendas: Food and nutrition as social problems. New York: Aldine De Gruyter. **(RP)**

- April 3** **Biography and Historiography**
 Creswell- Appendix B: A biography Michael V. Angrosino, “On the bus with
 Vonnie Lee: Explorations in life history and metaphor”, 257-270.(CRES)
 Weiner, M. (1996). Consumer culture and participatory democracy: The story of
 Coca-Cola during World War II. Food and Foodways, 6(2), 109-129.(RP)
- April 10** **Non Traditional Approaches (Triangulation and Material Artifacts)**
Readings
 Creswell- Chapter 11: “Turning the story” and conclusion, 219-229.(CRES)
 Handouts - To be announced (HO)
 Bentley, A. (1998). From culinary other to mainstream American: Meanings and
 uses of Southwestern cuisine. Southern Folklore, 55, 235-248. (RP)
- April 17** **Research Critique and data interpretation**
 Creswell - Chapter 8: Data Analysis and Representation, 139-165.(CRES)
 Chapter 9: Writing the Narrative Report, 167-191.(CRES)
 Chapter 10: Standards of Quality and Verification, 193-218.(CRES)
 Markman, R.H., Markman, P.T. and Waddel, M.L.(1994). Ten steps in writing the
 research paper. 5th edition. Hauppauge, NY: Barron’s Educational Series.
 Pages 95-127. (STEPS)
- April 24** **Presentations**
- April 27** **Research Applications Presentations (although this is a Thursday, you must
 attend) 12:00 - 3:00**
- May 1** **Presentations**

Assignments – All Assignments must be typed, double spaced and free of spelling and grammatical errors.

1. Library assignment - Due February 7

Conduct a tour of Bobst Library. The library runs tours throughout the day. You should call the library to get a schedule of tour hours. Additionally, review all of the Bobst Tutorial Web pages noted on the syllabus. While “visiting” the Bobst web page, acquaint yourself with the entire site, including electronic databases, reference centers on the first, sixth and ninth floors, and other tutorials such as how to find a book and how to find a periodical.

Turn in the following:

- 1) Examples of discipline specific research materials that might contain material relevant to food studies, for example databases found on each of these floors.
- 2) Find and copy three food related articles from scholarly journals, one from each of the three groupings of disciplines (humanities, social science/business, science and technology). Provide a brief but detailed summary of how you found each article (which databases used, keywords used, number of “hits,” whether you found it in Bobst or online, etc).

2. Participant Observation - Due March 6

The intent of this assignment is to:

- 1) observe a slice of life in detail as you participate in it.
- 2) describe this “slice of life” focusing on three variables; people, interaction and time
- 3) Interpret and analyze your findings in terms of meanings in everyday life.

Prior to March 6th, spend at least one hour observing in a supermarket. Choose a store that you do not normally shop in, to avoid distractions from friends and acquaintances. During this one hour, you are to assume the role of field researcher. You will also, in order to “blend in” assume the role of shopper, but being a researcher should be your primary focus. While you are “shopping” consider the following questions:

- 1) What is this setting like? How would you describe sounds, smells and visual appearance?
- 2) What is the general atmosphere of the place?
- 3) How would you describe the other shoppers and store employees? Consider their ages, socio-economic status, health, emotional appearances.
- 4) What are these people doing? How are they interacting, and with whom?
- 5) How does your visit correspond to time? i.e. day of the week, time of day, holiday, local or national news, etc.?
- 6) How do people respond to you? Are you noticed? How do you feel performing this exercise?

Try to use all of your senses in this project. Take 2 or 3 hours, directly following your observation period to write field notes. Your field notes should be as specific and detailed as possible. Organize your field notes in some logical manner. Bring these to class on March 6th, ready to read and discuss with the class. Write a 2-page analysis of your field notes, in which you identify themes and/or relationships as suggested by the data.

3. Research Roadmap - Topic Due February 14, Roadmap due May 3 at 12 noon.

For the final assignment, students will prepare a “roadmap” for a research topic of their choice. The roadmap will be similar to an annotated bibliography, but will also include descriptive entries for all of the following types of sources or research tools:

1) Relevant Guides to the Literature - how well do they cover your topic? Write 4-5 sentences on each source. Include how you found these sources, were they useful? Did they lead you to other sources? Did they give references?

2) 3-5 reference works useful to your topic, including encyclopedias, dictionaries, biographical sources, with a description of relevant articles or information. How did you identify them? For example- browsed on shelf, used a guide to reference works, used sources discussed in class, etc.

3) Relevant Library of Congress classification - does browsing facilitate research on your topic? Include the call # range for at least 1 or 2 areas. You should include at least 5 books, and annotate them.

4) Relevant Library of Congress subject headings, with 2-3 books found. Use at least 3 or 4 subject headings. Consult the large red volumes for proper Library of Congress headings.

5) Book reviews of books you have identified in steps 4 and 5 above. Just list the review (citation). You need not abstract or annotate the reviews. Include at least 5 book review citations.

6) Relevant databases and indexes, with 3-5 articles found. What search strategy did you use? For example did you use keyword searchers, subject searches or both? What terms did you use? Did you look under a certain author? Annotate all of your selected articles. You may use any database, including, but obviously not limited to America History and Life, and Anthropological Index.

7) Specialized bibliographies and library catalogs. Is there a specialized bibliography on your topic or a library (subject collection) with an outstanding collection in that area?

8) Relevant published primary sources - how did you find them? These will include sources published in books or microform sets.

9) Relevant unpublished primary sources. Which archival directories and/or indexes did you use to find them? Use at least 3 or 4.

As a style guide use either APA, MLA or Turabian (Manual for Term Papers, Theses, and Dissertations).

Upon completion of the roadmap, you should have a clear focused paper, that just needs to be written.

The roadmap must be accompanied with a version on a computer disc.

It is understood that all assignments must be free of typographical and grammatical errors. I strongly urge even the most accomplished writers to seek advice from the Writing Center. Make your appointments early, as they book up quickly. Cite all original quotes and paraphrased information. Any academic style is acceptable. However, make sure that you consult a style manual for the exact way to reference materials. Late papers will receive a drop in grade.

The Presentation

The presentation is your opportunity to share your research with the rest of the class. Use your 15 minutes of glory wisely. Remember that the class is unaware of your project or area of interest. You must successfully “teach” us your topic in 15 minutes. To achieve this you need to quickly summarize your project, and cite specific supporting examples. You obviously cannot share your entire project with the class, so choose your selections carefully.

Do not read your paper, or even read from an abridged version. Rather, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate is fine. Just make sure that your presentation is interesting. You selected a topic that you are passionate about. Share the passion with us.

Use any aids that might be helpful: slides, overheads, handouts, music, video, photographs, etc. Food of course, in a paper such as this is encouraged.

Grading Criteria

Participation: discussion and attendance	30%
Small assignments (Library and participant observation)	20%
Research roadmap and presentation	<u>50%</u>
TOTAL	100%

Participation involves coming to class, completing all of the required readings and active participation in lecture and discussion. The richness of our discussions requires involvement from everyone. Your thoughts and opinions matter.

Reading Packet

1. Geertz, Clifford, "Thick description: Toward an interpretive theory of culture: in The Interpretation of Cultures. (pp. 3-30)
2. Geertz, Clifford, "Deep play: Notes on the Balinese cockfight: in The Interpretation of Cultures, (pp. 412-453)
3. Bentley, Amy. (1998).Chapter Six: "Freedom from want: Abundance and sacrifice in U.S. Postwar Famine Relief" in Eating for Victory. University of Illinois Press: Urbana and Chicago. (pp.142-170, and 211-217)
4. Maurer, Donna. (1995). "Meat as a social problem: Rhetorical strategies in the contemporary vegetarian literature." In Maurer and Sobal, (eds). Eating Agendas: Food and Nutrition as Social Problems.(pp. 143-163)
5. Ellis, Rhian, "The Way to a Man's Heart: Food in the Violent Home." In Murcott, ed. The Sociology of Food and Eating , Gower, 1983, pp 164-171.
6. Watson, James L. "McDonald's in Hong Kong: Consumerism, dietary change, and the rise of a children's culture." in J.L. Watson, (Ed.), Golden Arches East: McDonald's in East Asia. (pp. 77-109)
7. Schroedl, Alan, "The dish ran away with the spoon: Ethnography of kitchen culture." In Spradley and McCurdy (eds.) The Cultural Experience: Ethnography in Complex Society.(pp. 177-189)
8. Weiner, Mark, "Consumer culture and participatory democracy: The story of Coca-Cola during World War II" Food and Foodways, 1996, Vol.6 (2), pp.109-129)
9. Limon, Jose E. (1998). Chapter Six: "Carne, carnales, and the carnivalesque" in Dancing with the Devil. University of Wisconsin Press. (pp. 123-140, and 217)
10. Bentley, Amy. "From culinary other to mainstream American: Meanings and uses of Southwestern cuisine", Southern Folklore, (1998). Vol.55,(3), pp. 238-252).
11. Prosterman, Leslie. "Food and Celebration: A kosher caterer as mediator of communal traditions" in Linda Keller Brown and Kay Mussell, (eds.)Ethnic and Regional Foodways in the United States: The Performance of Group Identity (University of Tennessee Press, 1984, 1992), (pp. 127-142).

Handouts

1. Briley, Margaret E., Cynthia Roberts-Gray and Deborah Simpson (1994). Identification of factors that influence the menu at child care centers: A grounded theory approach. Journal of the American Dietetic Association, 94 (3), 276-281.
2. Lee, S.K., Sobal, J. and Frongillo, E.A., (1999). Acculturation and dietary practices among Korean Americans. Journal of American Dietetic Association 99, (9), 1084-1089
3. Smith, J.K., (1983). Quantitative versus qualitative research: An attempt to clarify the issue” Educational Researcher, March, 6-13.
4. Martella, R.C., Nelson, R. and Marchand-Martella, N.E. (1999). Research methods: Learning to become a critical research consumer. MA: Allyn & Bacon.

**Eating Identity:
Food as Culture in Modern America**

Summer 2002

AC 19 Section 8

M.W.F 12:30 – 2:50

Instructor: Charlotte Biltekoff

Charlotte_Biltekoff@brown.edu

Office Hours: Wednesdays 2:50 – 4 by appointment.

The aims of this course are:

- To change the way you think about the role of food in culture by making you aware of the role of food in constructing the social order, and by making visible the often overlooked interplay of food, power, and politics in American culture.
- To expose you to several important debates in the study of food and culture and to help you to evaluate different perspectives as well as develop and articulate your own opinions on key issues.
- To improve your critical reading, writing, and speaking skills.
- To create a productive, respectful, exciting, creative and enjoyable learning environment and intellectual community.

On completion of this course,

- **Students should be able to discuss, analyze, and ask good questions about the role of food and eating in American culture.** Students should leave this course able to name, explain, and analyze at least four ways that food is part of complex social dynamics that involve identity, politics, and power.
- **Students should be able to explain how food and eating are part of the construction of the social order.** This should include (but is not limited to) being able to explain,
 - How food rules and structures construct both internal and external social boundaries (communities and hierarchies).
 - How ethnic and regional identities are performed and exchanged through food.
 - How gender roles and families themselves are produced through feeding work and eating; how and why class changes the way people eat, learn about cooking, and entertain.
 - How and why fat, fat phobia, and eating disorders express larger social concerns and problems.
- **Students should be able to identify and discuss intellectual debates that correspond to each of the four units in this class.** Students should be

able to identify at least two contrasting opinions on each main topic covered (each unit), evaluate the strength and merits of each perspective, and state and justify a personal opinion about which is a stronger or more appealing perspective and why.

- **Students should be able to analyze and critique texts about food and culture – both scholarly and popular.** Students should be able to demonstrate their understanding of each text by stating the purpose and main argument, and should also be able to analyze the perspective of the author, discuss political implications of the content, and articulate a personal response in well organized and persuasive prose or speech.

Students will be expected to attend every class and to participate in making class discussions, lively, provocative, interesting, and fun by actively and enthusiastically engaging with course materials and being willing to speak up, take risks, listen well, and talk to each other.

Students will be required to keep a journal throughout the semester. One journal entry (15 minutes of writing) prior to each class meeting will be expected. There are also three essays required. See attached sheet for more information about assignments and evaluation.

This class will require dedication and will reward it with improved academic skills and an exciting foray into the burgeoning new field of Food Studies, a delicious way to think critically about modern American culture.

Required texts:

Bentley, Amy. *Eating For Victory: Food Rationing and the Politics of Domesticity*. Urbana: University of Illinois Press, 1998.

DeVault, Marjorie. *Feeding the Family: The Social Organization of Caring as Gendered Work*. Chicago: University of Chicago Press, 1991.

Both are available at the Brown Bookstore and on Rock Reserve.

Course Packet * * * **Order Now!** * * * At Alegra (Located at the corner of Waterman and Thayer Streets). Copies are picked up the next day, and **assignments in the course packet begin immediately.**

COURSE SCHEDULE

* All readings are in the course packet except for those in Bentley, *Eating For Victory* (6/24) and DeVault, *Feeding the Family* (6/26, 7/1 and 7/3)

Mon. 6/3 Introduction

UNIT 1

INTERCONNECTIONS: PEOPLE AND POWER IN FOOD SYSTEMS

Wed. 6/5 The Modern Food System: Progress and Problems

Beardsworth and Keil, "The Making of the Modern Food System"
Heller, "Appetite Appeal"
Levenstein, "The Perils of Abundance: Food, Health and Morality in American History"
Lauden, "A plea for Culinary Modernism: Why We should Love New, Fast, Processed Foods"

Fri. 6/7 Interconnections: From Biology to Ideology

Mintz, "Food and Its Relationship to Concepts or Power"
Alison, Anne Allison, "Japanese Mothers and Obentos: The Lunch Box as Ideological State Apparatus."
Margaret Visser, "Food and Culture: Interconnections."

Mon. 6/10 Food Rules: Gastro Politics

Taboos:

Farb and Armelagos, "Eat Not of Their Flesh"

Kamani, "The Smell"

Rituals:

Kasson, "The Rituals of Dining: Table Manners in Victorian America"

Appadurai, "Gastro Politics in Hindu South Asia."

Wed. 6/12 Food Rules Continued: Gastro-Anomie?

Carole Counihan, "Food Rules in the United States: Individualism, Control and Hierarchy"

Beardsworth and Keil, "Food Risks, Anxieties, and Scares"

Fischler, "Food Habits, Social Change, and the Nature / Culture Dilemma"

Nestle, "Deconstructing Dietary Guidelines"

Fri. 6/14 1pm tour at Johnson and Wales Culinary Archive and Museum (1\$ admission)

UNIT TWO
IDENTITY AND EXCHANGE

Mon. 6/17 Introduction to Identity and Exchange

PAPER ONE DUE

Kalcik, "Ethnic Foodways in America: Symbol and Performance of Identity."
Guitierezz, "The Social and Symbolic Uses of Ethnic and Regional Foodways:
Cajuns and Crawfish in South Louisiana."

Raspa, "Exotic Foods Among Italians in Mormon Utah"

Handler, "Authenticity"

In class screening: Less Blank, "Yum, Yum, Yum."

Wed. 6/19: Culinary Tourism...Culinary Colonialism

Long, "Culinary Tourism: A Folkloristic Perspective on Eating and Otherness"

Lisa Heldke, "Lets Eat Chinese! Reflections on Cultural Food Colonialism."

Shaw, "The Flow Guide to Restaurants in Providence"

Watch *Big Night*

Fri. 6/21: Taco Politics

Amy Bentley, "From Culinary Other to Mainstream America: Meanings and Uses
of Southwestern Cuisine."

In class Screening : "Cross Country Cooking."

Discussion of Field work

UNIT 3
GENDER, FAMILY, AND CLASS

Mon. 6/24 The Wartime Homemaker

Barbara Haber, "Follow the Food"

Amy Bentley, *Eating For Victory* . Through chapter 3 and epilogue required.

(The rest of the book is optional)

Wed. 6/26 Constructing the Family

PAPER TWO DUE

DeVault, *Feeding the Family*: Introduction, Chapters 1 and 4

Fri. 6/28 NO CLASS. Work on paper proposals

Mon. 7/1 Oppression or Expression: Do Feminists Like to Cook?
PAPER PROPOSAL DUE

DeVault, *Feeding the Family*: Chapter 6
Williams, "Why Migrant Women Feed Their Husbands Tamales."
Wade Gayles, "Laying On Hands"
Peirce, "What's That Smell in the Kitchen."
Urvater, "Thoughts For Food."
Hughes, "Soul, Black Women, and Food"

Wed. 7/3 Cooking and Class

DeVault, *Feeding the Family*: Chapters 7 and 8 and Conclusion
Conditio "Making Do With Food Stamp Dinners."

UNIT FOUR
FAT AND THIN

Fri. 7/5 Never Too Thin: History of Fat and Anti-Fat

Seid, Chapters 5, 6, 8, & 10

Mon. 7/8 The Politics of Size and Health

Seid, Chapter 13.

From the *New York Times* series, "The Fat Epidemic":

"Fat but Fit," "Rampant Obesity: A Debilitating reality for the Urban Poor," "Fat People Say an Intolerant World Condemns Them,"
"Who is fat? It Depends on Culture"

Go to: www.naafa.org – explore the site as you wish but do make sure to look over the following

General information: "What Is NAAFA?" And "What Does NAAFA Do?"

Official Documents : "NAAFA Policy on Obesity Research"

Information Brochures : "Declaration Of Health Rights For Fat People," "Joining The Size Acceptance Revolution," "Dispelling Common Myths About Fat People."

Wed. 7/10 Dieting and Disorder

From "The Fat Epidemic": "No Days off are Allowed"

Germov and Williams, "Dieting women"

McCaughey, "Fleshing Out the Discomforts of Femininity"

Thompson, "Making 'a Way out of No Way" and "Childhood Lessons"

Fri. 7/12 Wrap Up
HAND IN JOURNALS

Mon. 7/15 No Class - Work on final papers

Wed. 7/17 Final Presentations with Edible Evidence

Fri. 7/19 Final Papers due by 2pm at 82 Waterman St.

Eating Identity
AC 19.8
Summer 2002
Evaluation and Assignments

Attendance and Participation: (20%)

This part of your grade will be determined by the consistency and quality of your classroom presence.

You will get an A if you attend class regularly, arrive on time, listen well everyday, and provide thoughtful contributions to class discussions very often (almost every class).

You will get a B if you miss 2 - 3 classes OR provide thoughtful contributions sometimes, but not often (around half of the time).

You will get a C if you miss 2 - 3 classes AND participate sometimes, not often. **You also will get a C** if you rarely provide thoughtful contributions.

You will get a D if you almost never provide thoughtful contributions AND / OR miss 4 or more classes.

What constitutes "thoughtful contribution"? Demonstrating engagement with the ideas in the course by referring to class readings to support your points, respectfully and actively engaging with the ideas of your class mates, taking intellectual risks, and listening attentively as others do so.

Journal: (10%) A separate sheet with detailed journal instructions will be provided.

Your journal grade will be based on your commitment and your effort - on the number of entries and the degree to which they demonstrate that you have committed to an active, semester long thinking process in the pages of your journal. Your journal grade will **NOT** be based on things like spelling, grammar, or organization. (all of which will be important in your formal writing assignments).

Your **journal** grade is closely related to your **participation** grade – the amount of effort you put into your journal will be evident in your participation and will be reflected in your participation grade.

Note that your journal and participation combined account for 30% percent of your final grade – this is a seminar class that requires, values, and rewards participation in class discussion .

Short paper 1 (20 %): Due 6/17

Short paper 2 (20 %): Due 6/21

3-4 page thesis governed essays in response to a question distributed in class. More detailed instructions will be distributed in class.

Final paper (30%)

Question and thesis: due 7/1

Presentations with edible evidence: 7/17

Final paper due: 7/19

A 5-7 page paper for which you will create a topic in the form of a question to which you want to respond. On 7/1 you will hand in a short prospectus to be reviewed by class mates and then by me. On 7/17 you will present your project to the class, including some form of edible evidence.

Paper Protocol:

- Paper grades will be given out of a total of 12 points.
(10-12 roughly equals an A / 7-9 B / 6-4 C / 3-1 D)
- Papers will be marked down a grade point for every class meeting they are late.
(If a paper due Monday is handed in on Wednesday, it starts out as a B. On Friday it starts as a C.)
- Be sure to talk with me **IN ADVANCE** if you know you can not make a deadline.
Last minute requests for extensions will not be granted.
- Papers sent as email attachments will not be accepted.

Eating Identity / AC 19.8
Summer 2002
Course Packet Contents

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Laudan, Rachel. "A plea for Culinary Modernism: Why We should Love New, Fast, Processed Foods" *Gastronomica*, February 2001.

Mintz, Sidney. "Food and Its Relationship to Concepts of Power." In *Tasting Food, Tasting Freedom: Excursions Into Eating, Culture, and the Past*. Boston: Beacon Press, 1996.

Allison, Anne. "Japanese Mothers and Obentos: The Lunch Box as Ideological State Apparatus" in Counihan, Carole, and Penny Van Esterick, eds. *Food and Culture: A Reader*. New York: Routledge, 1997.

Visser, Margaret. "Food and Culture: Interconnections." *Social Research* 66 (Spring 1999).

Farb, Peter, and George Armelagos. "Eat Not of Their Flesh." In *Consuming Passions: The Anthropology of Eating*. Boston: Houghton Mifflin, 1980.

Kamani, Ginu. "The Smell." *Jungle Girl*. San Francisco: Aunt Lute Books, 1995.

Kasson, John F. "Rituals of Dining: Table Manners in Victorian America." In *Dining in America, 1850-1900*, edited by Kathryn Grover, 114-142. Amherst and Rochester: The Margaret Woodbury Strong Museum, 1987.

Appadurai, Arjun. "Gastro-Politics in Hindu South Asia." *American Ethnologist* 8 (1981).

Counihan, Carole M. "Food Rules in the United States: Individualism, Control and Hierarchy." *The Anthropology of Food and Body: Gender, Meaning, and Power*. New York: Routledge, 1999.

Beardsworth, Alan, and Teresa Keil. "Food Risks, Anxieties, and Scares." *Sociology on the Menu: An Invitation to the Study of Food and Society*. New York: Routledge, 1997.

Fischler, Claude. "Food Habits, Social Change, and the Nature / Culture Dilemma." *Social Science Information* 19, no. 6 (1980): 937 - 953.

Nestle, Marion. "Deconstructing Dietary Guidelines." *Gastronomica* February 2001.

Kalcik, Susan. "Ethnic Foodways in America: Symbol and Performance of Identity" in Brown, Linda Keller, and Kay Mussel, eds. *Ethnic and Regional Foodways in the United State: the Performance of Group Identity*. Knoxville: University of Tennessee Press, 1986.

Guitierezz, C. Page. "The Social and Symbolic Uses of Ethnic and Regional Foodways: Cajuns and Crawfish in South Louisiana" in Brown and Mussel, eds. *Ethnic and Regional Foodways*.

Raspa, Richard. "Exotic Foods Among Italians in Mormon Utah" in Brown and Mussel, eds. *Ethnic and Regional Foodways*.

Handler, Richard. "Authenticity." *Anthropology Today* 2:1 (1986).

Long, Lucy. "Culinary Tourism: A Folklorist Perspective on Eating and Otherness." *Southern Folklore: Culinary Tourism Issue* 55, no. 3 (1998).]

Heldke, Lisa. "Lets Eat Chinese! Reflections on Cultural Food Colonialism." *Gastronomica*, Spring 2001.

Shaw, Charles. "The Flow Guide to Restaurants in Providence" *Flow* 2 (Spring 2002).

Bentley, Amy. "From Culinary Other to Mainstream America: Meanings and Uses of Southwestern Cuisine." *Southern Folklore: Culinary Tourism Issue* 55, no. 3 (1998).

Haber, Barbara. "Follow The Food." In Avakian, Arlene Voski, ed. *Through the Kitchen Window: Women Writers Explore the Intimate Meanings of Food and Cooking*. Boston: Beacon Press, 1997.

Williams, Brett. "Why Migrant Women Feed Their Husbands Tamales" in Brown and Mussel, eds. *Ethnic and Regional Foodways*.

Peirce, Marge. "What's That Smell in the Kitchen" in Avakian, ed. *Through the Kitchen Window*.

Wade Gayles, Gloria. "Laying On Hands" in Avakian, ed. *Through the Kitchen Window*.

Hughes, Marvalene H. "Soul, Black Women, and Food" in Counihan, Carole, and Penny Van Esterick, eds. *Food and Culture: A Reader*. New York: Routledge, 1997.

Urvater, Caroline. "Thoughts For Food" in Avakian, ed. *Through the Kitchen Window*

Condio, Trudy. "Making Do With Food Stamp Dinners" in Avakian, ed. *Through the Kitchen Window*.

Seid, Roberta Pollack. *Never Too Thin: Why Women are War with Their Bodies*. New York: Prentice Hall Press, 1989. Chapters 5, 6, 8, 10, 13.

Brody, Jane E. "Fat But Fit," *The New York Times* , 24 October 2000.

Barboza, David. "Rampant Obesity, A Debilitating Reality for Urban Poor." *The New York Times* , 26 December, 2000.

Goldberg, Carey. "Fat People Say An Intolerant World Condemns them..." *The New York Times* , 5 November 2000.

Angier, Natalie. "Who is Fat? It Depends on Culture." *The New York Times*, 7 November, 2000.

Kolata, Gina. "No Days Off..." *The New York Times* , 18 October 2000.

Germov, John, and Lauren Williams. "Dieting Women: Self-Surveillance and the Body Panopticon." In *Weighty Issues: Fatness and Thinness as Social Problems*, edited by Jeffery Sobal and Donna Maurer. New York: Aldine De Gruyter, 1999.

McCaughey, Martha. "Fleshing Out the Discomforts of Femininity: The Parallel Cases of Female Anorexia and Male Compulsive Bodybuilding" In *Weighty Issues*.

Thompson, Becky. "Making 'a Way out of No Way" and "Childhood Lessons: Culture, Race, Class, and Sexuality." *A Hunger So Wide and So Deep: American Women Speak Out On Eating Disorders*. Minneapolis: University of Minnesota Press, 1994.

FOOD & CULTURE (ANT1100)

Fall Semester 2002

TU - TH 11:10-12:35 p.m.

MAR 428A

Professor: Barrett Brenton, Ph.D.
Office: St. Johns Hall, Room 444G
Office Hours: TU-TH 1:00-2:30, or by appointment.
Office Phone: 718-990-5662
E-mail: brentonb@stjohns.edu

REQUIRED TEXTS: Available at Barnes & Noble Bookstore on campus.

Gabaccia, Donna R.

1998 *We Are What We Eat: Ethnic Food and the Making of Americans*.
Harvard University Press: Cambridge.

Harris, Marvin

1998 *Good to Eat: Riddles of Food and Culture*. Waveland Press: Prospect Heights, IL.

Poppendieck, Janet

1999 *Sweet Charity? Emergency Food and the End of Entitlement*. Penguin: New York.

COURSE DESCRIPTION:

Does what you eat tell us something about who you are? This course explores this question in terms of how culture shapes our identity by controlling what, when, and where we eat. Food habits from around the world are discussed in the context of the cultural systems that created them. Eating is one thing we all have to do. It is a biological necessity for our survival. How does this biological constraint further shape our eating habits? We will discuss how biology and culture have interacted throughout our evolution forming a biocultural interface with our foodways. Overall themes to be covered will include: Anthropology and the Study of Human Foodways; The Biocultural Evolution of Human Foodways; The Sociocultural Context of Human Foodways; and The Political Economy of Food.

COURSE OBJECTIVES:

My goal for the class is to increase your appreciation for what it is to be human and the diversity that encompasses, through the study of human foodways and nutritional anthropology. An important focus of the course will be to highlight global inequalities that exist as a consequence of an array of biological and cultural constraints placed upon human foodways. Finally, you should leave the course with some sense of how food shapes your own identity.

COURSE FRAMEWORK:

To achieve the above objectives, information will be presented to the class in the form of lectures, readings, and films. Class discussion will also be critical for making you active members in the learning process. The required texts for the course are listed above. Other readings will be put on reserve in the library and additional handouts will be given to you in class. You will be graded on participation (10%), a regional food & culture report (10%), a food & culture ethnographic research project/S-L option (20%), and two exams (30% each).

GRADING POLICY AND COURSE REQUIREMENTS:

Participation: Both your presence (i.e. attendance) and input into this course are critical. An important goal of this class is to involve everyone in discussion. Therefore, your participation in class will count for 10% of your overall grade. You of course need to be here to participate. Therefore, anyone who misses more than half of the classes during the semester will automatically fail the course.

Regional Food & Culture Report: Everyone in the class will present a 10 minute overview of the foods and related cultural traditions associated with one region of the world (e.g., East Africa, Oceania, Southeast Asia). Regions and presentation dates will be assigned during the first two weeks of class. A 4-5 page typed, double-spaced, version of your report is due in class on December 3, 2002. However, I strongly suggest that you complete your report as soon after your presentation as possible. You will be graded on both the presentation and report. It will count for 10% of your overall grade.

Food & Culture Ethnographic Research Project: You will complete a research project on the relationship between food and culture by doing ethnographic interviews of individuals about their use of food and the beliefs that surround those actions. After doing the interviews you will type, double-spaced, your results into a 8-10 page paper. It will count as 20% of your overall grade. A related handout with more details, guidelines, and deadlines will be provided. It is due in class on December 10, 2002. Late papers will not be accepted.

Service Learning Option: The Political-Economy of Food: As an alternative to the Food & Culture Project I encourage everyone to complete a Service-Learning option. The overall goal of your service-learning program is to critically reflect by way of a journal your understanding of anthropological approaches to food, culture and social inequality during a period of approximately 20 hours of community-service. It will also count as 20% of your overall grade. A related handout with more details, guidelines, and deadlines will be provided. Your project must be signed by me for approval by October 8, 2002. The final write-up of your project is due in class on December 10, 2002. Late papers will not be accepted.

Exams: There will be two exams during the semester consisting of short-answer questions, and essays. Exam I is worth 30% of your final grade. Exam II is also worth 30% of your final grade, but will only include material covered since Exam I, and will be given during the final examination period.

Final Grades: Your final grade will be calculated as follows:

Participation	= 10%
Regional Food & Culture Report	= 10%

Food & Culture/S-L Project	= 20%
Exams (30% and 30%)	= 60%
Total	=100%

SCHEDULE OF TOPICS AND READINGS

.DATE	TOPIC	READINGS
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Unit 1: The Nature of Anthropology and the Study of Human Foodways.

WEEK 1

9/7-9/9	<ul style="list-style-type: none"> -Course introduction. Course requirements. -The anthropological approach to understanding biocultural diversity in foodways. -The integrated study of nutritional anthropology. 	Harris Chpt. 1 RR
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Unit 2: The Biocultural Evolution of Human Foodways.

WEEK 2

9/14-9/16	<ul style="list-style-type: none"> -A biological primer on human nutrition. -The biocultural evolution of the human diet. 	Harris Chpts. 2,
7		
RR	<ul style="list-style-type: none"> -Are we what they ate? -Hunter/gatherer models and palaeolithic genes. 	

WEEK 3

9/21-9/23	<ul style="list-style-type: none"> -Foods and eating in historical perspective. -Issues in the study of paleonutrition. -A trilogy of dietary revolutions with agriculture. 	RR
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WEEK 4

9/28-9/30	<ul style="list-style-type: none"> -The psychobiology of food choice and taste. 	Harris
Chpts.5,8,9,10	<ul style="list-style-type: none"> -The biocultural context of food aversions and cravings. 	RR

Unit 3: The Sociocultural Context of Human Foodways.

WEEK 5

10/5-10/7	<ul style="list-style-type: none"> -Toward a theory of food and eating. 	Harris
Chpts.3,4,11	<ul style="list-style-type: none"> -The ideological basis of food habits. -Food taboos and prescriptions. 	RR

DUE on 10/7/99: Service-Learning Project Approval

WEEK 6

10/12-10/14 -Why, what, and where we eat. Gabaccia
Chpts.Intro,1-3 -Food as symbol and experience. RR

WEEK 7

10/19 **EXAM I**

10/21 -Gender identity and food. RR
-The biosocial construction of eating disorders.

WEEK 8

10/26 -Ethnic identity & food in a diverse society. Gabaccia
Chpts.4,5 RR

10/28 **No Class: Activity Hour**

WEEK 9

11/2 **No Class: Monday Classes Held**

11/4 -Reflecting on American foodways and ourselves. Gabaccia
Chpts.6,7 Poppendieck
Chpts. Intro. RR

Unit 4: The Political Economy of Food.

WEEK 10

11/9-11/11 -Environmental, ecological, and economic dimensions of food production. Harris Chpt.6
Chpts.8, Concl. Gabaccia
-The food industry, advertising, and the selling of health. Poppendieck
Chpts. 1-4 RR

WEEK 11

11/16-11/18 -A social history of famine and disease. Poppendieck
Chpts.5-7 -Hunger is quiet violence. RR

WEEK 12

11/23 -Complete Food and Culture Projects

11/25 **No Class: Thanksgiving Recess**

WEEK 13

11/30-12/2 -The role of biotechnology in developing designer foods for health/profit.
-Reaching into the past for the future: lessons from indigenous peoples.

DUE on 12/3/02: Food & Culture Reports

WEEK 14

12/7-12/9 -Nutritional programs and strategies for the future. Poppendieck
Chpts.8,9, Concl. -The continuing evolution of human foodways. RR

DUE on 12/10/02: Regional Food & Culture Reports

TBA **EXAM II** during the Final Exam Period.

FOOD WEB SITES: Getting Started (In alphabetical order)

Center for Science in the Public Interest (CSPI): www.cspinet.org

Codex Alimentarius Commission and the Joint FAO/WHO Food Standards Programme:
www.fao.org/waicent/faoinfo/economic/esn/codex

Culture of Southern Food: www.uwf.edu/~tprewitt/sofood/

Eat Ethnic Page: www.eatethnic.com

Edibilia: Global Foods and Other Matters: www.ibmpcug.co.uk/~owls/edibilia.html

Food Channel: Source of Food Business News. www.foodchannel.com

Food History Café: www.awb.com/cookboard.html

Food Trends: Source of Food Business News: www.foodtrends.com

Global Gastronomer: www.cs.yale.edu/homes/hupfer/global/gastronomer.html

Global Gourmet: www.globalgourmet.com

Huang's Bug-Eating Page: www.cyberbee.net/bugeat/

Native American Traditional Food, Health and Nutrition: indy4.fdl.cc.mn.us/~isk/food/foodmenu.html

Oldways: Traditional Healthy Cuisines: www.oldwayspt.org

Paleolithic Diet: www.panix.com/~paleodiet

People and Plants Online: www.rbgekew.org.uk/peopleplants

World Food Habits Bibliography: www.ilstu.edu/class/anth273-foodways/foodbib.html

FOOD AND CULTURE

Anthropology 184
Spring 2000
Wednesday 6:30 – 9:10
327 Museum

Instructor: Janet Chrzan
Anthro office: (215) 898-7461
jdamkrog@sas.upenn.edu
Office hours: Wednesday 5:30 – 6:30
Mailbox: 325 Museum

COURSE DESCRIPTION

This course will examine the relationship between food and culture through interdisciplinary readings, lectures, films and discussions. Historical, economic, and anthropological sources will be examined to situate food use and behavior in the sociocultural and personal realms. Topics will include how food functions symbolically and metaphorically to provide meaning on the social and personal levels; food as a commodity situated within economic and cultural realms of consumption; and food as a medium for subjective and cultural feelings and beliefs. Emphasis will be placed on anthropological approaches to understanding sociocultural dietary phenomenon including acculturation, ethnic identity, and nutritional change; body imagery and anorexia nervosa; and cross-cultural foodways and beliefs. A written paper involving participant observation and library research will be required as well as several small written assignments, including a food diary and descriptions of experienced food events.

Course Materials:

The following books are required reading and available at A House of Our Own bookstore (3920 Spruce St.):

Counihan and Van Esterik, 1997. Food and Culture
Lupton, 1996. Food , the Body, and the Self
Pillsbury, 1998. No Foreign Food
Mintz, 1986. Sweetness and Power

A bulkpack is required for the course and is available for purchase at Wharton Reprographics, in the basement of Steinberg-Dietrich Hall.

Course Requirements:

Regular class attendance
Class preparation
Class participation
Completion of all informal writing assignments

A final paper of 8 - 10 pages

Class Preparation:

This course is a seminar, meaning that we will discuss the readings and assignments. Each class will consist of a lecture period and a question/answer and discussion period. I expect you to come to class having read the material and prepared to discuss it in class. I suggest that you prepare for this format in a number of ways: you may want to outline the article, write down questions that you have about the author's argument and prepare questions based on similar yet competing readings. I want this class to be a safe place where we can experiment, try out new ideas, and take risks in our thinking. If you find it difficult to talk in front of others I suggest coming to class prepared with outlines and questions to guide your arguments. Please let me know **early** in the semester if the seminar format is particularly hard for you since you will be graded on class participation. Whatever your capacity for public speaking, careful attention to others' arguments is always appreciated and noted.

I also encourage you to bring in any items related to the study of food in society that you come across in your day to day experiences: in newspapers, magazines, and other media sources as well as encounters in local grocery stores, restaurants, and coffeehouses. Observations of food use in movies, television, or on the web are also of interest, since they contribute to current social constructions of food use.

Writing Assignments:

Every other week you will receive a short writing assignment, usually no longer than two or three pages typed, double-spaced. Some will require additional work, usually participant - observation or interviews. They will be due the following week at the beginning of class, and the due dates are clearly listed on this course outline. The purpose of these assignments is to aid in your involvement with the material, promote your observation of and participation in foodways of the community, and to encourage you to think about how food use is configured in our modern, urban social system. You will be given plenty of time to complete the informal assignments; any exceptions concerning due dates must be discussed with me prior to the date when the assignment is due; unexcused late papers will be penalized. Above all else, please see me if you have any problems that impede your ability to do the work: it will be easier for me to take this into consideration if you speak to me rather than disappear.

In addition to the informal writing assignments, during the course of the term you will also research and write a longer paper (8 - 10 pages). Ideally this paper will involve participant observation techniques to explore current food issues in relation to the readings for the class. By participant observation I mean that you will observe, interview, and write about food use by people in the immediate Philadelphia area or in an area to which you have access, such as your hometown or a work location. If you have a burning interest in a theoretical or historical question you may do a library-based study; however, one of the more positive characteristics of food research is that use of food is always happening around us, so that even historical issues have applications and consequences for current societies. Paper topics will be due during the seventh week of class (March 1) and an outline and/or progress report due the eleventh week of class (March 29th). I encourage

you to discuss these papers with me, either in office hours, by email, or by appointment. I'm willing to help with formation of questions, design of data-collection, theoretical focus, and can suggest additional research materials and sources. The term paper will be due April 26th.

Final

A take-home final will be handed out the last day of class. It will be due the day that the final for the course would have been scheduled. The final will cover all readings and discussions in class, and will consist of essay questions.

Grading:

Final paper 25%
Informal assignments 25%
Class participation 25%
Final 25%

Course Outline

Section One: Introduction to the Anthropology of Food and the American Food System

January 19: First day of class - Introduction to the Anthropology of Food
Lecture on the history of food in America

January 26: Pillsbury: No Foreign Food
Lecture/Discussion on the history of American cuisine

First Assignment – Ethnic Market Description

Section Two: Ethnicity and Community-Building

February 2: Susan Kalcik "Ethnic food ways in America: symbol and the performance of identity" (BP # 1)
Williams "Why Migrant Women Feed Their Husbands Tamales" (BP # 2)
"Japanese Mothers and Obentos" in Food and Culture
Marter: "A glorious feast of fishes" (BP# 3)

Recommeneded: Hughes: "Soul, Black Women and Food" in Food and Culture

Movies: Anatomy of a Springroll

First Assignment Due

Section Three: The Chinese Diet

February 9: Chang: "Introduction" (BP # 4)
 Anderson: "Traditional Medical Values of Food" in Food and Culture
 Anderson: "Dinner at the Ngs" (BP # 5)

Movies: Masters of the Wok and Food for Body and Spirit

Second Assignment – Chinese New Year

February 16: Lin Yu-Tang, excerpt from My Country and My People (BP # 6)
 Watson, "McDonald's in Hong Kong: Consumerism, Dietary Change, and the
 Rise of a Children's Culture" (BP # 7)

Movie: The Family Table

Second Assignment Due

Section Four: Food as a System of Cultural Structure

February 23: Mary Douglas: "The Abominations of Leviticus" (BP # 8)
 Soler: "The Semiotics of Food in the Bible" in Food and Culture
 Douglas "Deciphering a Meal" in Food and Culture
 Levi-strauss "The Culinary Triangle" In Food and Culture

Third Assignment – Structuralism Essay

Section Five: Food and Gender

March 1: Devault: "Conflict and Deference", in Food and Culture
 Appadurai: "Gastro-Politics in South Asia" (BP # 9)
 Meigs: "Food as a Cultural Construction", in Food and Culture

Movie: The Double Shift

Third Assignment Due

Paper Topic Due

Section Six: Food and Economics

March 8: Mintz: Sweetness and Power

Movie: Coffee: A Sack Full of Power

Fourth Assignment – Food Sculpture

March 15: **Spring Break**

Section Seven: Embodiment

March 22: Lupton: Food, the Body and the Self

Hemingway: "Hunger was good Discipline" (BP # 10)

Fourth Assignment Due - Class Presentation

Fat as a Food Metaphor

March 29: Powdermaker: "An anthropological approach to the problem of obesity" in Food and Culture

Massara: "Que Gordita" in Food and Culture

Sobo: "The Sweetness of Fat", in Food and Culture

Movie: Beautiful Piggies

Fifth Assignment – Food Diary and Discussion

Paper Abstract Due

Anorexia Nervosa

April 5:

Bruch: "Body Image and Self-Awareness" in Food and Culture

Bordo: "Psychopathology as the Crystallization of Culture" in Food and Culture

Chernin: "Confessions of an Eater" (BP # 11)

People Magazine article on eating disorders on college campuses (BP # 12)

Bynum: "The Religious significance of food to Medieval Women" in Food and Culture

Fifth Assignment Due

Movie: The Famine Within

Section Eight: Food Choice, Consumption and Status

April 12: Barthes: Toward a Psychosociology of Contemporary Food Consumption, in Food and Culture
Lehrman: What Julia Started (BP # 13)
Warde: "Consumption, Taste and Social Change" (BP# 14)
Heller: Appetite Appeal (BP# 15)

Recommended: Counihan: Food Rules in the United States (BP# 16)

Guest Lecturer: Rick Nichols, columnist from the Philadelphia Inquirer

Sixth Assignment – Food Product Research

April 19: Appadurai: How to make a National Cuisine: Cookbooks in Contemporary India. (BP # 17)
Pilcher: Recipes for Patria: Cuisine, Gender and Nation in 19th Century Mexico (BP# 18)
"Frugal Gourmets" (BP # 19)
Finkelstein: Dining Out: the Hyperreality of Appetite (BP # 20)
Martens and Warde: Urban Pleasure? (BP# 21)

Sixth Assignment Due – Class Presentation

Recommended: Fantasia: Fast Food in France (BP # 22)

The Future?

April 26: Berry: The Pleasures of Eating (BP # 23)
Goody: Industrial Food, in Food and Culture
Fitchen: Hunger, Malnutrition and Poverty in the Contemporary United States, in Food and Culture

Paper Due

Take-Home Final

BULK PACK BIBLIOGRAPHY
ANTHROPOLOGY 184

E. N. Anderson: Dinner at the Ngs, in The Food of China, pages 263-270. Yale University Press, New Haven. 1988.

Appadurai, Arjun. Gastro-Politics in South Asia. *American Ethnologist*, 1981. 494-511.

Appadurai, Arjun, 1988. How to make a National Cuisine: Cookbooks in Contemporary India. *Comparative Studies in Society and History* 30(1), 3-24.

Berry, Wendell, 1992. The Pleasures of Eating. *Antaeus* 68: 12-18.

K.C. Chang, 1977. Introduction, in Food in Chinese Culture: Anthropological and Historical Perspectives, K. C. Chang (ed.). Yale University Press, New Haven.

Chernin, Kim. 1992. Confessions of an Eater. In Cooking, Eating, Thinking: Transformative Philosophies of Food. Editors: Deane W. Curtin and Lisa M. Heldke. Indiana University Press, Bloomington and Indianapolis.

Counihan, Carole, 1999. Food rules in the United States. In The Anthropology of Food and the Body, Routledge, New York and London.

Douglas, Mary, 1966. The Abominations of Leviticus, in Purity and Danger. Ark Paperbacks, London.

Fantasia, Rick, 1995. Fast Food in France. *Theory and Society* 24: 201-243.

Finkelstein, Joanne, 1998. Dining Out: the Hyperreality of Appetite. In Eating Culture, Ron Scapp and Brian Seitz, editors. State University of New York Press, Albany, New York, pages 201-215.

Heller, Steven, 1999. Appetite appeal. . *Social Research* 66: 213-224.

Ernest Hemingway, 1965. Hunger was good discipline, in A Moveable Feast, pages 69-77. Charles Scribner's (Bantam Books).

Hubbard, Kim, et al. Out of Control. *People weekly* April 12, 1999.

Susan Kalcik, 1984. Ethnic food ways in America: symbol and the performance of identity. In LEthnic and Regional Foodways in the United States. K. Brown and K. Musser (eds.), pages 37-65. The University of Tennessee Press..

Lehrman, Karen, 1997. What Julia Started. U.S. News and World Report September 22, 1997.: 56-67.

Martens, Lydia and Alan Warde, 1997. Urban pleasure? On the meaning of eating out in a northern city. In Food, Identity and Health, Pat Caplan, editor. Routledge, New York and London.

Marter, Marilyn, 1999. A glorious feast of fishes. Philadelphia Inquirer December 22, 1999.

Pilcher, Jeffrey M., 1997. Recipes for Patria: Cuisine, Gender and Nation in Nineteenth Century Mexico. In Recipes for Reading, Ann L. Bower, Ed. University of Massachusetts Press, Amherst.

James L. Watson, 1998. McDonald's in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture in Golden Arches East McDonald's in East Asia. James L. Watson, editor, Stanford University Press.

Warde, Alan. 1997. Consumption, Food and Taste: Culinary Antinomies and Commodity Culture. Sage Publications, London.

Williams, 1984. Why migrant women feed their husbands tamales. In Ethnic and Regional Foodways in the United States, L. K. Brown and K. Musser (eds.), pages 113-126. The University of Tennessee Press.

Lin Yu-Tang, excerpt from My Country and My People in MFK Fisher (ed.) Here Let Us Feast, pages 16-22. North Point Press, San Fransisco, 1986.

NUTRITIONAL ANTHROPOLOGY

Anthropology 459
Fall 1999
Tue. and Thu. 12:00 - 1:30
327 Museum

Instructor: Janet Chrzan
Anthro office: (215) 898-7461
jdamkrog@sas.upenn.edu
Office hours: Tue. and Thu. 11:00 - 12:00
Mailbox: 325 Museum, front desk

Part I: Nutritional Anthropology and Evolution

Sept 9: Introduction to the Biocultural Perspective in Nutritional Anthropology

Sept 14: Adaptation, Nutrition and the Human Dietary Niche
Farb and Armelegos: The Biological Baseline
Gordon: Evolutionary Perspectives on Human Diet
Milton: Diet and Primate Evolution

Part II: The Nutritional Science Perspective

Sept 16: Nutrition as a concept
McLaren: Concepts and contents of nutrition
Willett: Foods and nutrients
Willett: Nature of variation in the diet

Macronutrients

Sept 21: Carbohydrates
McGee: Carbohydrates
O'Dea: Affluence in developing countries and natural selection in man
Jerome: Taste experience and the development of a dietary preference....

Sept 23: Proteins
McGee: Proteins
Speth and Spellman: Energy source, protein metabolism, and hunter-gatherer subsistence strategies.
Leiberman: Biocultural consequences of animals versus plants as sources of fats, proteins, and other nutrients.

Sept 28: Fats:
McGee: Fats
Eaton and Konner: Paleolithic Nutrition

Lucas et. al: Breast milk and subsequent intelligence quotient in children born preterm

Uauy et. al.: Visual and Brain function measurements in studies of n-3 fatty acid requirements of infants

Sept 30

Evolutionary Energetics I

Ulijaszek: Introduction to human energetics

Ulijaszek: The individual and the group

Waterlow: Mechanisms of Adaptation to Low Energy Intakes

Oct 5

Evolutionary Energetics II

Leonard and Robertson: Evolutionary perspectives on human nutrition

Ulijaszek: Energetics and human evolution

Bailey: Seasonality of food production, nutritional status, ovarian function, and fertility in Central Africa

Micronutrients

Oct 7

Minerals: Zinc, Pica and Growth; Iodine Deficiency

McGee: Water and minerals

Cavdar et. al.: Zinc deficiency in geophagia in Turkish children

Prinz: Ash salt, cassava, and goiter

Hetzel: The iodine deficiency disorders

Newspaper article on thyroid problems

Oct 12

Vitamins: Pellagra and maize processing

McGee: Vitamins

Sebrell: History of pellagra

Carpenter: Effects of different methods of processing maize on it pellagragenic activity

Katz et. al.: Traditional maize processing techniques in the New World

Levenstein: Depression dieting and the vitamin gold rush

Part III:

Evolution of the human diet II

Oct 14

Paleolithic Adaptation, Hunter-gatherers and Early Farming

Katz: Food and Biocultural Evolution

Katz and Voight: Bread and Beer

Jenkins and Milton: Food resources and survival among the Hagahai of Papua New Guinea

Oct 19

Cash-cropping and complex agriculture

Panther-Brick: Food and household status in Nepal

Lindenbaum: Loaves and fishes in Bangladesh

Suggested to read in advance: Franke

(Take home midterm)

Part IV: Methods and Measures

- Oct 21 Assessing Dietary Intake
 Bingham and Nelson: Food consumption and nutrient intake
 Kohlmeier: Analytical problems in nutritional epidemiology
 Dufour, et. al: Estimating energy intake of urban women in Columbia
- Oct 26 Anthropometric Assessment
 Gibson: Chapters 9 - 11; 14 and 15
 Tompkins: Growth monitoring, screening and surveillance in developing countries
 (Take-home midterm due)
- Oct 28 Study Design
 Lasker: Planning a research project
 Ulijaszek and Strickland: Nutritional studies in biological anthropology
 Himes: Purposeful assessment of nutritional status
 Begin reading Dettwyler
- Nov 2 Doing It
 Dettwyler: Dancing Skeletons
 Green: A short-term consultancy in Bangladesh

Part V: Food Choice

- Nov 4 Psychobiological issues
 Rozin: Psychobiological perspectives on food preferences and avoidances
 Dufour: The bitter is sweet
 Abrams: The preference for animal protein and fat; a cross-cultural survey.
- Nov 9 Social issues I
 Rozin: The importance of social factors in understanding the acquisition of food habits
 Mintz: Sweet Polychrest
 Doniger: Eating Karma
- Nov 11 Social Issues II
 Sharman: From generation to generation
 Lehrman: What Julia started
 Heller: Appetite appeal
 Recommended: Mintz: Eating American
- Nov 16 Student Presentations

Part V: Issues in Nutritional Anthropology

- Nov 18 Developing Countries Part 1: The global economic viewpoint
 Franke: The effects of colonialism and neocolonialism on the gastronomic
 patterns of the third world
 Goldman: Food and poverty
 Rizvi: Socioeconomic and cultural factors affecting interhousehold and
 intrahousehold food distribution in rural and urban Bangladesh
- Nov 23 Developing Countries Part 2: Lifecycle vulnerability
 Jackson: The etiology of kwashiorkor
 Strickland: Traditional economies and patterns of nutritional disease
 Ulijaszek: Nutritional status and susceptibility to infectious disease
- Nov 30 Developing Countries Part 3 Hunger and Famine
 Foster: Chapters 1 and 2
 Nestel: Nutritional Vulnerability of the child
 Cohen and Pinstrup-Anderson: Food security and conflict
- Dec 2 Developed Countries Part 1: Obesity and “civilized” diseases
 Scrimshaw and Dietz: Potential advantages and disadvantages of human
 obesity
 Van Otterloo: Taste, food regimes and fatness
 News from Science: Obesity: how big a problem?
 Hill and Peters: Environmental contributions to the obesity epidemic
 Newspaper article on a fat kid
- Dec 7 Willett: Diet and coronary heart disease
 Steingarten: Why aren’t the French dropping like flies?
 McGee: Fat and the heart
 Williams, et.al.: Wine, copper, and coronary heart disease
- Dec 9 Developed Countries Part 2: Unequal Access to Food
 Fitchen: Hunger, Malnutrition and Poverty in the Contemporary United
 States
 Nestle: Hunger in America: A matter of policy
 Lappe and Collins: Beyond the Myths of Hunger
 (Group projects due)

Course Materials:

The following book is required reading and available at A House of Our Own bookstore (3920 Spruce St.):

Katherine Dettwyler, 1994. Dancing Skeletons

A backpack is required for the course and is available for purchase at the copy center for the Engineering School, in the basement of Towne Hall.

Course Requirements: Regular class attendance and enthusiastic participation in discussions

Completion of two writing assignments
Completion of a group project
Mid-term and final exams

Class Preparation:

This course is a seminar, meaning that we will discuss the readings and assignments. You will be expected to read voraciously and to be eager to discuss the readings in class. This class will become VERY dull if you don't. If the seminar format is relatively new to you, I suggest that you prepare for class discussion by outlining the article, writing down questions that you have about the author's argument and preparing questions based on similar yet competing readings. I want this class to be a safe place where we can experiment, try out new ideas, and take risks in our thinking. If you find it difficult to talk in front of others I suggest coming to class prepared with outlines and questions to guide your arguments. Please let me know **early** in the semester if the seminar format is particularly hard for you since you will be graded on class participation. Whatever your capacity for public speaking, careful attention to others' arguments is always appreciated and noted.

I also encourage you to bring in any items related to the study of nutritional anthropology that you come across in your day to day experiences: in newspapers, magazines, and other media sources as well as encounters in local grocery stores, restaurants, and coffeehouses.

Assignments:

You will be asked to complete two individual written assignments and one group project. The written assignments will consist of a practice and evaluation of methods for dietary collection and an exploration of nutrition sources available on the internet. The group project will be both written and presented in class and will consist of a research design and proposal for an anthropological/nutritional project of your own choosing. It must include a statement of the problem, brief review of the literature, specification of measures (subject population, methods, etc.) and a bibliography in scientific style. Your group will then present this project in class as if you were presenting a proposal to a granting agency; your classmates will act as the evaluating panel. The finished project will be due in paper form three weeks after your presentation – this will give you the opportunity to make any changes that might have been discussed after the presentation. This is an opportunity to be creative in an area of your own choosing as well to experience first-hand the collaborative method.

Grading:

Mid-term 15%

Final 35%
Written assignments 15%
Project proposal 25%
Class participation 10%

TITLE N516. International Nutrition: The Political Economy of World Hunger

COURSE UNIT

1 credit unit, 3 hrs. per week lecture and discussion

Time: Tuesday/Thursday 4:30 – 6:00pm

CATALOG DESCRIPTION: A detailed consideration of the nature, consequences, and causes of hunger and undernutrition internationally. Approaches are explored to bringing about change, and to formulating and implementing policies and programs at international, national, and local levels, designed to alleviate hunger and undernutrition.

PLACEMENT Fall Semester

FACULTY Janet Chrzan
Office: Department of Anthropology
421 University Museum 421

Office Hours: to be arranged

E-mail: jdankrog@sas.upenn.edu

PRE-REQUISITES None

COURSE OVERVIEW Gives an overview of the complex of factors which leads to the persistence of widespread hunger and undernutrition in the world, and of the range of policies and programs which bear on food and nutrition security. A conceptual framework for looking at course issues and themes is introduced and elaborated. Considering issues in depth is encouraged by each student choosing one country on which to focus during the semester.

COURSE OBJECTIVE:

To analyze the causes and consequences of hunger and undernutrition internationally, as a basis for assessing different strategies for alleviating these conditions, and with an emphasis on the linkages between different levels of organization.

CONTRIBUTORY OBJECTIVES

After completing this course the student will be able to:

1. Identify different forms of undernutrition, and assess their implications for individuals, households, communities, and nations
2. Analyze the interrelationships between hunger/undernutrition and poverty.
3. Examine issues of food security, nutrition security, and social security in relation to hunger and undernutrition.
4. Evaluate international, national, and local strategies, and related policies and programs, for alleviating hunger

and undernutrition.

5. Explore the politics of food and nutrition, and the significance of advocacy and public action.
6. Analyze ways in which the social and economic situation of women affects nutrition and health.

CONTENT

1. General Conceptual Frameworks.
2. Hunger and Undernutrition.
3. Social and Economic Context.
Who are Hungry and Undernourished and Why.
4. Food Security, Nutrition Security, Livelihood Security, Social Security, Sustainability.
Food and Nutrition Monitoring and Surveillance. Famine and Famine Prevention. War and Hunger.
5. Food and Nutrition Policies and Programs: National Level.
6. International Organization in Relation to Food and Nutrition.
7. Organizing for Change.
Popular Participation, Literacy, Education in Improving Nutrition and Health.
8. Primary Health Care: Integrating Nutrition.

TEACHING METHODS

Lectures, discussions, audiovisual aids, videotapes, and independent learning activities.

EVALUATION METHODS

Country Assignment	20%
<u>Either</u> Practical Experience Project	35%
<u>Or</u> Library Term paper	
<u>Or</u> Small Research Project	
Class Assignments and Presentations	20%
Weekly short reading notes	15%
Class Participation and Stimulation of Discussion	10%

Students can try to improve grades received for assignments by revising those assignments, if they wish. The instructor must be informed if a student wishes to revise an assignment.

Students are expected to attend all class sessions. They are expected to complete assigned reading for each topic before class and to participate in discussions and class activities. Students are responsible for all material covered during the class. If a student must be absent, it is her/his responsibility to obtain all notes, materials, assignments, announcements that are give.

GRADING PROTOCOL

The School of Nursing grading scale is as follows: A+ = 97-100

A = 93-96

A- = 90-92

B+ = 87-89

B = 83-86
B- = 80-82 C+ = 77-79
C = 73-76
C- = 70-72
D+ = 66-69
D = 60-65
F = Below 60

REQUIRED TEXTS

Bulkpack: Available at Campus Copy
Text: Food and Society, available at Penn Book Center (34th and Sansom)

WEEKLY TOPICAL OUTLINE: <http://inside.nursing.upenn.edu/nurs516/N516schedule.html>

Date	Class Topic
September 6: Thursday	Introduction; what is the Nutritional Anthropology approach to international nutrition?
September 11: Tuesday	Global backgrounds and political realities Read: <u>Food and Society</u> Parts I and II Barraclough: Preface Film: Banking on Life and Debt
September 13: Thursday	Defining and measuring hunger, food insecurity, and undernutrition Read: <u>Food and Society</u> Chapters 8, 9, and 10 Nestle: Hunger in the United States: A Matter of Policy Childhood Hunger, Childhood Obesity Food and Nutrition Resources in Pennsylvania pamphlet Food Security Institute pamphlet Community Food Security pamphlet Hunger and Food Security in the United States
September 20: Thursday	Protein-Energy-Malnutrition in individual and populations Read: Pinstrup-Anderson et al.: Protein-Energy Malnutrition Latham: Mild and Moderate PEM Frank et al.: Seasonal Variation in Weight-for-Age in a Pediatric Emergency Room

Lawrence et al: Seasonal Patterns of Activity and its Nutritional Consequences in Gambia

Micronutrient deficiencies in individuals and populations

Read: Addressing Micronutrient Malnutrition

Zinc Deficiency – is it widespread but under-recognised?

Iodine Deficiency Disorders

Vitamin A and other Vitamin Deficiencies

Nutritional Anemia

Sari et al: Effect of iron-fortified candies on the iron status of children aged 4-6 years ...

Film: A-OK?

September 25: PEM and micronutrient deficiencies in vulnerable populations: children and refugees

Tuesday Read: Ulijaszek: Nutritional Status and susceptibility to infectious disease

Nutrition of the School-Aged Child

Severe Protein-Energy Malnutrition

McLaren: The Great Protein Fiasco

Nutrition of Refugees and Displaced PersonsUrban

Gardening and Food Security

Read: Blair et al.: A Dietary, Social and Economic Evaluation of the Philadelphia....

Maxwell et al.: Does Urban Agriculture Help Prevent Malnutrition?

Urban Gardens Increase Food Security in Times of Crisis: Havana, Cuba

Moskow: The Contribution of Urban Agriculture to Gardeners.....

Film: Shared Farming

October 2: Inequality and social stratification

Tuesday Read: Franklin et al.: Nutritional Functional Classification Study of Panama

Scheper-Hughes: Sweetness and Death

Goldman: Food and Food Poverty

October 4: Hunger and Food Insecurity in Philadelphia

Thursday: Read: Townsend: Conceptualizing Poverty

Fitchen: Hunger Malnutrition and Poverty in the Contemporary US

Experts Urge Rethinking of Poverty Line

Edin: There's a Lot of Month Left at the End of the Money

Film: The Philadelphia Story

- October 9:
Tuesday
- Income, poverty and entitlements
Read: Oshang et al.: Human Rights: A Normative Basis for Food and
Davies: Security and Vulnerability in Livelihood Systems
Andrews and Clancy: The Political Economy of the Food Stamp Program in the US
Who is Leaving the Food Stamp Program?
- October 11:
Thursday
- Social and economic situation of women in relation to food and nutrition
Read: Food and Society Chapter 23
Druze and Sen: Female Deprivation and Gender Bias
Scrimshaw and Cosminsky: Impact of Health on Women's Food-Procurement...
Leslie: Improving the Nutrition of Women in the Third World
- Film: Walking on Holy Ground: Four Women in Bangladesh
- October 16:
Tuesday
- Short country presentations by students
- October 18:
Thursday
- Food security, nutrition security, social security. Monitoring and surveillance, sustainability
Read: Food and Society: Chapters 11, 12 and 13
Maxwell and Shaw: Food, Food Security and UN Reform
Pinstrup-Andersen et al.: World Food Prospects
Barracough: Food Aid and Food Security
- Film: The Hand that Feeds the World (MCC, 19 min)
- October 23:
Tuesday
- The Global Agricultural and Food Distribution System
Read: Food and Society: Chapters 14, 15, 16, 17, and 18
Lappe: Tasting Technology
Arntzen and Chalmers: The Risks and Rewards of Biotechnology
Nutrition and the Environment
- Film: Genetically Modified Crops (Penn State)
- October 25:
Thursday
- Film: Local Heroes, Global Change: With Our Own Eyes
Discussion
- October 30:
- Famines, war and hunger

- Tuesday Read: Cohen and Pinstруп-Anderson: Food Security and Conflict
Druze and Sen: Famines and Social Response
Strategies of Entitlement Protection
- November 1:
Thursday International organization in relation to food, nutrition
Read: Pelletier: Ecological, Social and Institutional Influences on
Nutrition Policy
Nutrition Goals and Targets
Reutlinger: From 'Food Aid' to 'Aid for Food'" Into the 21st
Century
Kim et al.: Sickness Amidst Recovery: Public Debt and Private
Suffering....

Film: Bolivian Blues
- November 6:
Tuesday National food and nutrition intervention: categories, selection,
implementation, evaluation
Read: Rogers: Feeding Programs and Food-Related Income Transfers
Mooij: Real Targeting: The Case of Food Distribution in India
Sinha: Introduction and Overview
Brown et al.: The Politics of Hunger: When Science and Ideology
Clash
- November 8:
Thursday AIDS and Nutrition
Read: Lear: Women and AIDS in Africa: A Critical Review
Friis and Michaelsen: Micronutrients and HIV Infection: a Review
How Households, Families and Communities Cope with AIDS
- November 13:
Tuesday Selected Case Studies
Read: Kamman: Public Intervention and Poverty Alleviation
Sahn and Edirisinghe: The Politics of Food Policy in Sri Lanka
Uvin: Fighting Hunger at the Grassroots: Paths to Scaling Up
Huffman and Steel: Do Child Survival Interventions Reduce
Malnutrition?

Film: A Question of Aid
- November 15:
Thursday Organizing for change: popular participation
Read: Jaitly: Organizing the Unorganized in Kerala
Barraclough: Popular Participation and Improving Food Security

Pelletier and Jonsson: The Use of Information in the Iringa Nutrition Program

Meridith: Critical Pedagogy and its Application to Health Education

- November 20:
Tuesday
- Organizing for change: literacy and nutrition education
Read: Freire: The Adult Literacy Process as Cultural Action for Freedom
Weiss et al.: The Relationship Between Literacy and Health
Yates: Literacy, Gender and Vulnerability
Rudd and Comings: Learner Developed Materials: An Empowering Product
- Post internet site commentary to classlist
- November 22:
Thursday
- Thanksgiving
- November 27:
Tuesday
- Primary Health Care
Read: Barnes et al.: Primary Health Care and Primary Care
Hoff: Traditional Healers and Community Health
Leslie et al.: Weathering Economic Crises: The Crucial Role of Women
- November 29:
Thursday
- Integrating Nutrition into Primary Health Care
Guest Lecturer: Emily Burrell R.D.
- Film: Lost Generations
- December 4:
Tuesday
- View video: Local heroes, global change: Power to Change
Discussion
- December 6:
Thursday:
- Student presentations

CROP GENETIC RESOURCES

EVOLUTION, USE AND CONSERVATION

Anthropology/Environmental Studies 158, Spring 1998, W 2:00-4:50, Girvetz 2123, UC Santa Barbara

Instructor: David A. Cleveland, Room # 2072 SSHB
Voice: 893-7502; email: cleveland@envst.ucsb.edu

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1. INTRODUCTION

Human relationships with the planet Earth seem to be in a critical state. Agriculture is challenged by the need to feed a population of 5.8 billion that will double at current growth rates in less than 50 years, living in a society in which the rich consume a increasing proportion of food. At the same time, human impact on the environment is at its highest point in time, and most small- and large-scale agriculture may be decreasing the capacity of natural resources to feed future populations. Agriculture must become more sustainable by conserving and improving production resources, and insuring equitable access.

This class is about one of the key agricultural resources: crop genetic resources (CGRs). CGRs include farmers' folk or traditional crop varieties and their wild and weedy relatives, as well as modern crop varieties, and the inbred lines, clonal DNA libraries, and other resources used by modern plant breeders. Our focus throughout is on how people value, use, and conserve CGRs, and how CGRs have in turn affected our values, social organization, agricultural systems and environment. Our goal is better understanding of the role of CGRs in a sustainable human future.

In **Part 1** we begin with discussion of the origins of agriculture and the archaeological, botanical, molecular and genetic evidence for crop domestication beginning about 12,000 B.P. In **Part 2** we compare the way in which small-scale farmers and modern plant breeders value, understand, and manage CGRs. For modern formal breeders we focus on the management of genotype-by-environment interaction and the use of genetic diversity in breeding. For farmer breeders, we focus on the role of women and men farmers in the selection, maintenance and adoption of crop varieties, and the role of cultural and biological diversity in farming systems. We conclude this section with a discussion of recent projects promoting different forms of collaboration between farmer breeders and modern formal breeders. In **Part 3** we discuss in situ and ex situ alternatives for the conservation of CGRs, and their affects on the genetic structure of crop varieties and biodiversity in agriculture. We conclude with consideration of the intellectual property rights and human rights of farmers, modern plant breeders and others in CGRs, and the relationship of rights to sustainable agriculture.

The class is limited to a small number of students, and will be a mixture of lecture and discussion, with the emphasis on student participation. Evaluation will be based on quizzes, short written assignments, and class presentations. The required text is a Reader (at AS Publications).

Prerequisites: ES 11 or Anthro 2, and ES 13, Anthro 5, or Biology 4B. This course is limited to upper division undergraduate students and graduate students, except for exceptional cases, and only with the consent of the instructor.

2. COURSE SCHEDULE

The schedule includes required readings, and dates for exams and paper assignments. Assigned readings are listed in the approximate order in which they should be read. The selections in your reader are in the order assigned. Where no pages are listed, read the entire selection in the reader.

PART 1. PLANT DOMESTICATION

WEEK # 1. Wednesday, April 1. Introduction; Plant domestication and the origins of agriculture.

READINGS:

Cleveland, David A., Daniela Soleri, and Steven E. Smith. 1994. Do folk crop varieties have a role in sustainable agriculture? *BioScience* 44 : 740-51.

Harlan, Jack R. 1992. *Crops and Man*. Second ed. Madison, Wisconsin: American Society of Agronomy, Inc. and Crop Science Society of America, Inc.: Chapters 1 (The golden age), 2 (Views on agricultural origins), 3 (What is a crop?).

WEEK #2. Wednesday, April 8. Botanical and archaeological evidence.

****QUIZ #1****

READINGS:

Harlan, 1992: *Crops and Man*. Second ed. Madison, Wisconsin: American Society of Agronomy, Inc. and Crop Science Society of America, Inc.: Chapters 6 (The dynamics of domestication), 7 (Space, time and variation, pp. 137-147).

Zohary, Daniel, and Maria Hopf. 1994. *Domestication of Plants in the Old World: The origin and spread of cultivated plants in West Asia, Europe, and the Nile Valley*. Second ed. Oxford: Oxford University Press. Chapter 1 (Sources of evidence for the origin and spread of cultivated plants), Chap. 2 (Cereals).

Iltis, H. 1983. From teosinte to maize: the catastrophic sexual transmutation. *Science* 222:886-94.

WEEK #3, Wednesday, April 15. Genetic evidence.

****WRITTEN STUDY QUESTION ANSWERS DUE****

READINGS:

Frankel, Otto H., Anthony H. D. Brown, and Jeremy J. Burdon. 1995. *The conservation of plant biodiversity*.

Cambridge, UK: Cambridge University Press. Chapter 3 (The genetic diversity of cultivated plants; pp. 39-72)

Paterson, Andrew H., Yann-Rong Lin, Zhikang Li, Keith F. Schertz, John F. Doebley, Shannon R. Pinson, Sin-Chieh Liu, James W. Stansel, and James E. Irvine. 1995. Convergent domestication of cereal crops by independent mutations at corresponding genetic loci. *Science* 269: 1714-18.

Epimaki, M. K. Koinange, Shree P. Singh, and Paul Gepts. 1996. Genetic control of the domestication syndrome in common bean. *Crop Science* 36:1037-45.

****Friday, April 17 LAST DAY TO ADD CLASSES (by 4 p.m.)**

PART 2. VARIETAL SELECTION AND USE

WEEK #4, Wednesday, April 22. Formal breeders.

****QUIZ #2****

READINGS:

Duvick, Donald N. 1996. Plant breeding, an evolutionary concept. *Crop Science* 36:539-48.

- Ceccarelli, S., W. Erskine, J. Hamblin, and S. Grando. 1994. Genotype by environment interaction and international breeding programmes. *Experimental Agriculture* 30:177-87.
- Souza, Ed, Jim R. Myers, and Brian T. Scully. 1993. Genotype by environment interaction in crop improvement, in *Crop Improvement for Sustainable Agriculture*. Edited by M. Brett Callaway and Charles A. Francis, pp. 192-233. Lincoln, Nebraska: University of Nebraska Press.
- Duvick, Donald N. 1992. Genetic contributions to advances in yield of U.S. maize. *Maydica* 37:69-79.
- Smale, Melinda. 1997. The green revolution and wheat genetic diversity: some unfounded assumptions. *World Development* 25:1257-69.

****Friday, April 24 LAST DAY TO DROP CLASSES (by 4 p.m.)**

WEEK #5, Wednesday, April 29. Farmer breeders.

****WRITTEN STUDY QUESTION ANSWERS DUE****

READINGS:

- Boster, James Shilts. 1985. Selection for perceptual distinctiveness: evidence from Agururuna cultivars of *Manihot esculenta*. *Economic Botany* 39:310-25.
- Soleri, Daniela, and David A. Cleveland. 1993. Hopi crop diversity and change. *Journal of Ethnobiology* 13:203-31.
- Sperling, Louise, and Michael E. Loevinsohn. 1993. The Dynamics of adoption: distribution and mortality of bean varieties among small farmers in Rwanda. *Agricultural Systems* 41:441-53.
- Brush, Stephen B., J. Edward Taylor, and Mauricio R. Bellon. 1992. Technology adoption and biological diversity in Andean potato agriculture. *Journal of Development Economics* 39:365-87.

WEEK #6, Wednesday, May 6. Farmer breeders: maize in Mexico.

****QUIZ #3****

READINGS:

- Bellon, Mauricio R. 1991. The ethnoecology of maize variety management: a case study from Mexico. *Human Ecology* 19:389-418.
- Louette, Dominique, André Charrier, and Julien Berthaud. 1997. In situ conservation of maize in Mexico: genetic diversity and maize seed management in a traditional community. *Economic Botany* 51:20-38.
- Rice, Elizabeth, Melinda Smale, and José-Luis Blanco. 1997. *Farmers' use of improved seed selection practices in Mexican maize: evidence and issues from the Sierra de Santa Marta*. CIMMYT Economics Working Paper, 97-03. Mexico: CIMMYT.

WEEK #7, Wednesday, May 13. Collaborative and participatory breeding.

****WRITTEN STUDY QUESTION ANSWERS DUE****

READINGS:

- Berg, Trygve. 1996. The compatibility of grassroots breeding and modern farming, in *Participatory Plant Breeding. Proceedings of a workshop on participatory plant breeding, 26-29 July 1995, Wageningen, The Netherlands*. Edited by P. Eyzaguirre and M. Iwanaga, pp. 31-36. Rome: International Plant Genetic Resources Institute.
- Women of Sangams Pastapur, Medak, Andhra Pradesh., and Michel Pimbert. 1991. Farmer participation in on-farm varietal trials: multilocational testing under resource-poor conditions. *Rapid Rural Appraisal (RRA) Notes* Number 10:3-8.
- Sperling, Louise, Michael E. Loevinsohn, and Beatrice Ntabomvura. 1993. Rethinking the farmer's role in plant breeding: Local bean experts and on-station selection in Rwanda. *Experimental Agriculture* 29:509-19.
- Witcombe, J. R., A. Joshi, K. D. Joshi, and B. R. Sthapit. 1996. Farmer participatory crop improvement. I. Varietal selection and breeding methods and their impact on biodiversity. *Experimental Agriculture* 32:445-60.
- Joshi, A., and J. R. Witcombe. 1996. Farmer participatory crop improvement. II. Participatory varietal selection, a case study in India. *Experimental Agriculture* 32:461-67.
- Sthapit, B. R., K. D. Joshi, and J. R. Witcombe. 1996. Farmer participatory crop improvement. III. Participatory plant breeding, a case for rice in Nepal. *Experimental Agriculture* 32:479-96.

****Friday, May 15 LAST DAY TO CHANGE GRADING OPTION (by 4 p.m.)**

PART 3. CONSERVATION OF AND RIGHTS IN CGRs

WEEK #8, Wednesday, May 20. In situ vs. ex situ conservation.

****QUIZ #4****

READINGS:

Frankel, Otto H., Anthony H. D. Brown, and Jeremy J. Burdon. 1995. *The conservation of plant biodiversity*.

Cambridge, UK: Cambridge University Press. Chapter 4 (The conservation of cultivated plants).

Soleri, Daniela, and Steven E. Smith. 1995. Morphological and Phenological comparisons of two Hopi maize varieties conserved in situ and ex situ. *Economic Botany* 49:56-77.

Worede, M. 1997. Ethiopian *in situ* conservation, in *Plant genetic conservation: the in situ approach*. Edited by Nigel Maxted, Brian Ford-Lloyd, and J. G. Hawkes, pp. 290-301. London: Chapman & Hall.

WEEK #9, Wednesday, May 27. Human and intellectual property rights and sustainable agriculture.

****WRITTEN STUDY QUESTION ANSWERS DUE****

READINGS:

Cleveland, David A. and Stephen C. Murray. 1997. The World's Crop Genetic Resources and the Rights of Indigenous Farmers. *Current Anthropology* 38(4):477-515.

Dove, Michael R. 1996. Center, periphery, and biodiversity: a paradox of governance and a developmental challenge, in *Valuing Local Knowledge*. Edited by Stephen B. Brush and Doreen Stabinsky, pp. 41-67. Washington, DC: Island Press.

Soleri, Daniela, and David A. Cleveland. 1994. Gifts from the Creator: Intellectual property rights and folk crop varieties, in *IPR for Indigenous Peoples: A sourcebook* Edited by Tom Greaves, pp. 21-40. Oklahoma City, Oklahoma: Society for Applied Anthropology.

PART 4. SYNTHESIS AND REVIEW

WEEK #10. Wednesday, June 3.

****QUIZ #5.**



Topic 1 - GASTRONOMY

Lecturer presentation 1: Understanding Gastronomy

Various interpretations of gastronomy that have been proposed over the years. Some scholars see gastronomy as an art of dining, a set of guiding rules, or a practice or plan of living, while others favour a broader view in which gastronomy corresponds to the culture of food. This presentation reviews and discusses a selection of these interpretations.

Lecturer presentation 2: A brief history of gastronomy

Though the term "gastronomy" effectively dates from the early nineteenth century, the practice of gastronomy has a far longer history. Here you explore the gastronomic writings of the ancient and medieval worlds, looking at the influence of philosophy and the close association between gastronomy and medicine, before examining in greater detail the rise of gastronomy in the nineteenth century through writers such as Brillat-Savarin and Grimod de la Reynière in France, Abraham Hayward and Thomas Walker in England.

Topic 2 – food and eating

Lecturer presentation 3: Food and culture

Food is not merely fuel, nor an assemblage of nutrients which have particular functions in the body. It is also a medium, capable of carrying many different meanings depending on the culture and society in which it is eaten – or not eaten, for what is considered "food" is socially and culturally constructed (some cultures consider horse meat to be food, others consider it inedible). In this presentation you examine meanings of food and how they are acquired and transmitted.

Lecturer presentation 4: Food choice

Continuing the previous theme, this presentation examines the influences on food choice and food preferences, at the cultural, social and individual levels. It examines geographic determinants (for example, climate limits where foods such as wheat and olive oil can be produced) together with cultural determinants, and also discusses food taboos and the reasons for imposing taboos, whether blanket prohibitions or partial restrictions (for example, only on particular days), and the specific taboos associated with particular religions.

Topic 3 - DRINKS AND DRINKING

Lecturer presentation 5: Drink in traditional society

The traditional European drinking pattern involved the consumption of huge amounts of mediocre alcoholic beverages, usually wine or ale/beer, and to a less extent cider, perry, and mead. Alcohol had important functions; it was a necessary component of most people's diet, it was a fundamental part of the medical pharmacopeia, and it was the ubiquitous social lubricant. Differences in national drinking customs existed, especially between the wine-drinking south and the beer-drinking north.

Lecturer presentation 6: Modern drinking patterns

The traditional European drinking pattern ended as a result of the rise in the consumption of tea, coffee, chocolate, and spirits, and the development of temperance movements in response to the social and economic problems associated with drinking. Accompanying the new drinking pattern was the development of vintage wines with the help of the bottle and the cork, the spread of viticulture around the world, and the threat posed to vineyards by phylloxera.

Topic 4 - Cooking, cuisine and cookbooks

Lecturer presentation 7: Cooking and cuisine

The development of cooking marked a new stage in human evolution. This presentation examines the origins and development of cooking and cuisine and their cultural significance. It reviews different interpretations of cuisine and traces its evolution as an "art", and discusses theories of cuisine with reference to the "culinary triangle" of Lévi-Strauss.

Lecturer presentation 8: Cuisine and cookbooks

As a part of culture, cuisine is rarely static. Not only have cuisines evolved, but the written record – cookbooks and recipes – has also changed in style and form, generally developing from a set of concise and abbreviated instructions to lengthy and highly detailed descriptions of all the processes involved in the preparation of a dish. The reliability and validity of cookbooks and recipes is also discussed, since these typically constitute the best, and most accessible, sources of information on cuisine

Topic 5 - Meals, restaurants and chefs

Lecturer presentation 9: Meals and meal times

Historically, the times, contents and forms of meals – and the number of meals per day – has not only varied according to social status but has changed in accordance with other changes in society. This presentation outlines the evolution of meals and mealtimes from antiquity to the nineteenth century and also examines styles of meals and of service, particularly in the nineteenth century.

Lecturer presentation 10: Restaurants and meals out

The restaurant is a relatively recent development, though there have always been inns and taverns supplying food to travellers and others. The restaurant, however, differed from these earlier establishments in that the diner was free to make choices according to his or her own appetite, tastes, money. After surveying traditions of hospitality and the choices for eating away from home in antiquity, you examine the rise of restaurants in the nineteenth century.

Topic 6 - Gastronomic writings

Lecturer presentation 11: Gastronomic writing

The nineteenth century, particularly in France and England, saw an explosion of gastronomic writing:

- the first guides
- the first journalism
- the first gastronomic criticism, and
- in fiction a far greater attention to meals and to eating and drinking in general.

Here you discuss the context in which such forms of gastronomic discourse emerged, examine their development in the nineteenth and early twentieth centuries and consider their legacy today.

Lecturer presentation 12: Relevance of the study of gastronomy

Introduction

In this final presentation you return to the various interpretations of gastronomy offered at the start of the course, and discuss the relevance of gastronomy today - to the individual, to society and to the nation as well as the relevance of the study of gastronomy.



Readings

You should make sure you read the texts listed as Required reading for each presentation before beginning that presentation (exceptions will be made for the first presentation in the course).

You should also read in advance the text(s) set for tutorials and activities.

Note that some readings are relevant to more than one presentation

For books listed as Recommended reading but where no specific pages have been selected, you will probably benefit from browsing the whole text.



Topic 1

Lecturer presentation 1: Understanding Gastronomy

Required reading

Brillat-Savarin, J.A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994, 13-14; 50-56.

Ferguson, Priscilla Parkhurst. "A Cultural Field in the Making: Gastronomy in 19th-Century France." *American Journal of Sociology*, 104 (1998): 597-641.

Ory, Pascal. "Gastronomy." In *Realms of Memory*, Vol. 2 of *The Construction of the French Past*, ed. Lawrence D. Kritzman, 443-467. New York: Columbia University Press, 1997

Santich, Barbara. *Looking for Flavour*. Adelaide: Wakefield Press, 1996, 172-181.

Recommended reading

Mennell, Stephen. *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present*, Oxford: Blackwell, 1985: 270-281.

[Refer to lecturer presentation 12, Recommended reading]

Lecturer presentation 2: A brief history of gastronomy

Required reading

Brillat-Savarin, J.A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994, 50-56.

Ferguson, Priscilla Parkhurst. "A Cultural Field in the Making: Gastronomy in 19th-Century France." *American Journal of Sociology*. 104 (1998): 597-641.

[Refer to lecturer presentation 1, Required reading]

Mazzini, Innocenzo. "Diet and Medicine in the Ancient World." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 141-152. New York: Columbia University Press, 1999.

Ory, Pascal. "Gastronomy." In *Realms of Memory*, Vol. 2 of *The Construction of the French Past*, ed. Lawrence D. Kritzman, 443-467. New York: Columbia University Press, 1997.

[Refer to lecturer presentation 1, Required reading]



Topic 2

Lecturer presentation 3: Food and culture

Required reading

Fiddes, Nick. "The Omnivore's Paradox." In *Food Choice and the Consumer*, ed. David Marshall, 131-150. Glasgow: Blackie Academic and Professional, 1995.

Grieco, Allen J. "Food and Social Classes in Late Medieval and Renaissance Italy." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 302-312. New York: Columbia University Press, 1999.

vandenBerghe, Pierre. "Ethnic Cuisine: Culture in Nature" *Ethnic and Racial Studies* 7 (1984): 387-397.

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Recommended reading

Beardsworth, Alan, and Teresa Keil. *Sociology on the Menu: An invitation to the Study of Food and Society*, London: Routledge, 1997, 50-53.

Fiddes, Nick. *Meat: A Natural Symbol*. London: Routledge, 1991.

Kass, Leon R. *The Hungry Soul: Eating and the Perfecting of Our Nature*. Chicago: University of Chicago Press, 1999.

Santich, Barbara. *Looking for Flavour*. Adelaide: Wakefield Press, 1996, 191-199

Lecturer presentation 4: Food choice

Required reading

Barthes, Roland. "Towards a Psychosociology of Contemporary Food Consumption." In *Food and Drink in History: Selections from the Annales*, eds. Robert Forster and Orest Ranum, trans. Elborg Forster and Patricia Ranum, 166-173. Baltimore: Johns Hopkins University Press, 1979.

Murcott, Anne. "Scarcity in Abundance: Food and Non-Food." *Social Research* 66 (1999): 305-339.



Topic 3: Drinks and drinking

Lecturer presentation 5: Drink in traditional society

Required reading

Vetta, Massimo. "The Culture of the Symposium" In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 96-105. New York: Columbia University Press, 1999.

Students should surf Flandrin, Montanari and Sonnenfeld's *Food* for more passages on drink, for example, pp. 40, 57, 60-61, 231-32, 272, 371-72, 451-4, 484-85.

Recommended reading

Brennan, Thomas. "Social Drinking in Old Regime Paris." In *Drinking Behavior and Belief in Modern History*, eds. Susanna Barrows and Robin Room, 61-86. Berkeley: University of California Press, 1991.

Forni, Gaetano. "The Origin of the Grape Wine: A Problem of Historical-Ecological Anthropology" In *Gastronomy: The Anthropology of Food and Food Habits*, ed. Margaret L. Arnott, 67-78. The Hague: Mouton, 1975.

Martin, A. Lynn. "Deviant Drinking or Deviant Women?" The Website of the Research Centre for the History of Food and Drink; available from [http://arts.adelaide.edu.au/CentreFoodDrink/Articles/Deviant Drinking.html](http://arts.adelaide.edu.au/CentreFoodDrink/Articles/Deviant%20Drinking.html).

Lecturer presentation 6: Modern drinking patterns

Required reading

Bruce-Gardyne, Tom. "Whiskies: The Spirit of the Western Isles." *Slow Wine* [supplement to *Slow Food*], no. 19 (October-December 2000): 62-71.

Gerbi, Vincenzo. "Smooth Wine." *Slow Food*, 19 (October-December 2000): 60-63.

Huetz de Lempis, Alain. "Colonial Beverages and the Consumption of Sugar." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 383-393. New York: Columbia University, 1999.



Soler, Jean. "Biblical Reasons: The Dietary Rules of the Ancient Hebrews." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 46-54. New York: Columbia University Press, 1999.

Recommended reading

Fischler, Claude. "Food Habits, Social Change and the Nature/Culture dilemma." *Social Science Information* 19 (1980): 937-953. *

Harris, M. *Good to Eat: Riddles of Food and Culture*. London: Allen & Unwin, 1986

Meigs, Anna. "Food as a Cultural Construction". *Food and Foodways* 2 (1988): 341-358.

Rozin, Elizabeth, and Paul Rozin. "Some Surprisingly Unique Characteristics of Human Food Preferences." In *Food in Perspective*, eds. Alexander Fenton and Trevor Owen, 243-252. Edinburgh: John Donald. 1981.

Tutorial 2

Camporesi, Piero. *The Magic Harvest: Food, Folklore and Society*. Oxford: Polity Press, 1993, 15-17.

Montanari, Massimo. *The Culture of Food*. Oxford: Blackwell, 1996, 15-17.



Recommended reading

Goffey, T. G. "Beer Street: Gin Lane: Some Views of 18th-Century Drinking." *Quarterly Journal of Studies on Alcohol*, 27 (1966): 669-692.

Tutorial 3: How to write a perfect essay (no required reading)



Topic 4

Lecturer presentation 7: Cooking and cuisine

Required reading

~~Flandrin, Jean-Louis.~~ "Seasoning, Cooking, and Dietetics in the Late Middle Ages." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 313-327. New York: Columbia University Press, 1999.

~~Lauriou, Bruno.~~ "Medieval Cooking." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 295-301. New York: Columbia University Press, 1999.

~~McGe, Harold.~~ *The Curious Cook*. London: HarperCollins, 1992, 297-313.

~~Marzot, Anne.~~ "Raw, Cooked and Proper Meals at Home." In *Food Choice and the Consumer*, ed. David Marshall, 219-235. Glasgow: Blackie Academic and Professional, 1995.

Symons, Michael. "What's Cooking?" *Petits Propos Culinaires* 67 (2001): 76-86.

Recommended reading

Goody, Jack. *Culture, Cuisine and Class: A Study in Comparative Sociology*. Cambridge: Cambridge University Press, 1982.

~~Piponnier, Françoise.~~ "From Hearth to Table: Late Medieval Cooking Equipment." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 339-346. New York: Columbia University Press, 1999.

Santich, Barbara. *Looking for Flavour*. Adelaide: Wakefield Press, 1996, 60-66, 83-90.

Symons, Michael. *The Pudding that Took a Thousand Cooks*. Melbourne: Penguin, 1998.

Lecturer presentation 8: Cuisine and cookbooks

Required reading

Appadurai, Arjun. "How to Make a National Cuisine: Cookbooks in contemporary India." *Comparative Studies in Society and History* 30 (1988): 3-24.



Flandrin, Jean-Louis. "From Dietetics to Gastronomy: The Liberation of the Gourmet." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 419-432. New York: Columbia University Press, 1999.

Grewe, Rudolf. "The Arrival of the Tomato in Spain and Italy: Early Recipes." *The Journal of Gastronomy* 3, No. 2 (1987): 66-82.

Higman, B.W. "Cookbooks and Caribbean Cultural Identity: An English-Language Hors D'Oeuvre." *New West Indian Guide* 72 (1998): 77-95.

Cwierka, Katarzyna. "A Note on the Making of Culinary Tradition – an Example of Modern Japan." *Appetite* 30 (1998): 117-128.

Recommended reading

Revel, Jean-François. *Culture and Cuisine: A Journey Through the History of Food*. New York: Da Capo, 1982.

Sokolov, Raymond. *Why We Eat What We Eat: How the Encounter Between the New World and the Old Changed the Way Everyone on the Planet Eats*. New York: Summit Books, 1991.

Symons, Michael. *The Pudding that Took a Thousand Cooks*. Melbourne: Penguin, 1998

Tutorial 4

Clark, Priscilla P. "Thoughts for Food, I: French Cuisine and French Culture." *French Review* 49 (1975): 32-41.

Clark, Priscilla P. "Thoughts for Food, II: Culinary Culture in Contemporary France." *French Review* 49 (1975): 198-205.



Topic 5: Meals, dining, restaurants and chefs

Lecturer presentation 9: Meals and meal times

Required reading

Dupont, Florence. "The Grammar of Roman Dining." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 113-127. New York: Columbia University Press, 1999.

Flandrin, Jean-Louis. "Introduction: The Early Modern Period." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 349-373. New York: Columbia University Press, 1999.

Riera-Melis Antoni. "Society, Food and Feudalism." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 251-267. New York: Columbia University Press, 1999.

Schmitt-Pantel, Pauline. "Greek Meals: A Civic Ritual." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 90-95. New York: Columbia University Press, 1999.

Recommended reading

Aron, Jean-Paul. *The Art of Eating in France: Manners and Menus in the Nineteenth Century*. New York: Harper and Row, 1975.

Flandrin, Jean-Louis. "Mealtimes in France before the Nineteenth Century." *Food and Foodways* 6 (1996): 261-282.

Murcott, Anne. "Raw, Cooked and Proper Meals at Home." In *Food Choice and the Consumer*, ed. David Marshall, 219-235. Glasgow: Blackie Academic and Professional, 1995.

[Refer to lecturer presentation 7, Required reading]

Palmer, Arnold. *Movable Feasts*. London: Oxford University Press, 1952.

Romagnoli, Daniela. "Mind your Manners": Etiquette at the Table." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 328-338. New York: Columbia University Press, 1999.



Teuteberg, Hans-Jurgen. "The German Bourgeois Family at the Dining Table: Structural Changes of Meal Manners, 1880-1930." In *Food and Material Culture*, eds. Martin R. Scharer and Alexander Fenton, 133-170. East Lothian: Tuckwell Press, 1998.

Lecturer presentation 10: Restaurants and eating out

Required reading

Peyer, Hans Conrad. "The Origins of Public Hostelry in Europe." In *Food: A Culinary History from Antiquity to the Present*. eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 287-294. New York: Columbia University Press, 1999.

Pitte, Jean-Robert. "The Rise of the Restaurant." In *Food: A Culinary History from Antiquity to the Present*, eds. Jean-Louis Flandrin, Massimo Montanari and Albert Sonnenfeld, 471-480. New York: Columbia University Press, 1999.

Spang, Rebecca. *The Invention of the Restaurant: Paris and Modern Gastronomic Culture*. Harvard: Harvard University Press, 2000, 75-83.

Recommended reading

Aron, Jean-Paul. *The Art of Eating in France: Manners and Menus in the Nineteenth Century*. New York: Harper and Row, 1975, 24-42. 150-161.

Brillat-Savarin, J. A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994.

Grant, Mark. *Roman Cookery: Ancient Recipes for Modern Kitchens*. London: Serif, 1999, 84-92.

Tutorial 5

Ottomeyer, Hans. "Service à la française and Service à la russe: Or the Evolution of Table between the Eighteenth and Nineteenth Centuries." In *Food and Material Culture*, eds. Martin R. Scharer and Alexander Fenton, 108-115. East Lothian: Tuckwell Press, 1998.

Tickletooth, Tabitha. *The Dinner Question*, London: Routledge, Warne and Routledge, 1860. Facsimile edition, Blackawton: Prospect Books, 1999, 1-13.



Topic 6: Writing gastronomy

Lecturer presentation 11: Gastronomical writing

Required reading

Bonnet, Jean-Claude. "The Culinary System in the Encyclopédie." In *Food and Drink in History: Selections from the Annales*, eds. Robert Forster and Orest Ranum, trans. Elborg Forster and Patricia Ranum, 139-165. Baltimore: Johns Hopkins University Press, 1979.

Ferguson, Priscilla Parkhurst. "A Cultural Field in the Making: Gastronomy in 19th-Century France." *American Journal of Sociology*, 104 (1998): 597-641.

[Refer to lecturer presentation 1, Required reading]

Spang, Rebecca. "Rousseau in the Restaurant." *Common Knowledge*, Spring 1996, 92-108.

Spang, Rebecca. *The Invention of the Restaurant: Paris and Modern Gastronomical Culture* Harvard: Harvard University Press, 2000, 150-163, 175-179.

Spary, Emma. "Making a Science of Taste: The Revolution, the Learned Life and the Invention of "Gastronomie"." In *Consumers and Luxury: Consumer Culture in Europe, 1650-1850*, eds. Maxine Berg and Helen Clifford, 170-182. Manchester: Manchester University Press, 1999.

Recommended reading

Brown, James W. *Fictional Meals and Their Function in the French Novel 1789-1848*. Toronto: University of Toronto Press, 1984: 4-9; 17-19.

Brillat-Savarin, J. A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994.

MacDonogh, Giles. *A Palate in Revolution: Grimod de la Reynière and the Almanach des Gourmands*. London: Robin Clark, 1987: 65-80.

MacDonogh, Giles. *Brillat-Savarin: The Judge and his Stomach*, London: John Murray, 1992: 199-221.

Mennell, Stephen. *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present*, Oxford: Blackwell, 1985, 266-290.



Lecturer presentation 12: Relevance of the study of gastronomy

Required reading

Brillat-Savarin, J. A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994

Ferguson, Priscilla Parkhurst. "A Cultural Field in the Making: Gastronomy in 19th-Century France." *American Journal of Sociology*, 104 (1998): 597-641.

[Refer to lecturer presentation 1, Required reading]

Ory, Pascal. "Gastronomy." In *Realms of Memory*, Vol. 2 of *The Construction of the French Past*, ed. Lawrence D. Kritzman, 443-467. New York: Columbia University Press, 1997.

[Refer to lecturer presentation 1, Required reading]

Spang, Rebecca. "Rousseau in the Restaurant." *Common Knowledge*, Spring 1996. 92-108.

[Refer to lecturer presentation 11, Required reading]

Spang, Rebecca. *The Invention of the Restaurant: Paris and Modern Gastronomic Culture*. Harvard: Harvard University Press, 2000, 146-169.

[Refer to lecturer presentation 11, Required reading]

Recommended reading

Mennell, Stephen. *All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present*, Oxford: Blackwell, 1985, 266-290.

Brown James W. *Fictional Meals and Their Function in the French Novel 1789-1848*. Toronto: University of Toronto Press, 1984, 4-9; 17-19

Brillat-Savarin, J-A. *Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994.

MacDonogh, Giles. *A Palate in Revolution: Grimod de la Reynière and the Almanach des Gourmands*. London: Robin Clark, 1987, 65-80.

MacDonogh, Giles. *Brillat-Savarin: The Judge and his Stomach*. London: John Murray, 1992. 199-221.

Assignment 2

Final Essay

4000-5000 words, due 19 April (60%).

Choose ONE of the following topics:

1. "Every culture is 'contaminated' by other cultures; every 'tradition' is a child of history, and history is never static."

Flandrin, Jean-Louis, and Massimo Montanari,
"Conclusion: Today and Tomorrow," in *Food: A Culinary
History from Antiquity to the Present*, eds. Jean-Louis
Flandrin, Massimo Montanari and Albert Sonnenfeld (New
York: Columbia University Press, 1999), 553.

Examine this generalisation, taking one of the following traditions as an example, and explain its origins (social, political, religious, economic, geographic, medical, magical, etc. contexts) and its evolution, in response to changes in these contexts:

- bread as the basis of a meal in western Europe
- the prestige of meat

2. Gastronomy (as practice) has been represented as a middle path reconciling health and pleasure.

Examine the validity of this representation, with reference to both contemporary and earlier writers on gastronomy.

Course Information

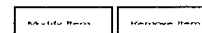
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Syllabus

Course outline



Food and Drink in Contemporary Western Society is a nine-week course covering six principal topics which you should study sequentially. For each topic there are two Conferences plus a Tutorial and an Activity. Details of Tutorials and Activities, together with submission deadlines, are given in Course Information under Tutorials and Activities.

For each Conference two or three texts have been set as Required Reading. These have been supplied in your Study package if not part of the set texts. In addition, a number of books and articles have been listed as Recommended Reading, and additional references are listed at the end of each Conference; most of these are available from the e-reserve of the Barr Smith library. You can read as few or as many of these supplementary texts as you wish. For a full listing of all texts referred to in this course, go to Bibliography in Course Information.

In this course Conferences are presented in html format rather than PDF. You may still print a copy of each Conference, but please note that the copyright in this material belongs to Le Cordon Bleu International. The material is supplied to you for your own personal use in this course and must not be transmitted or used for any other purpose.

Aim of course

The aim of this course is to help you:

- understand recent changes in diets and eating habits and factors influencing these changes
- recognise the significance of agricultural, technological and nutritional advances
- understand the factors influencing the recent evolution of cuisines
- know how to apply an understanding of culinary evolution to the concept of regional cuisines
- appreciate the trend towards individualisation of taste
- understand vegetarianism in a contemporary context, and its implications for restaurants
- understand what is meant by globalism, and its gastronomic implications
- appreciate the significance of labeling of products of specific quality and/or regional identity
- demonstrate the relevance of gastronomy to cultural tourism.
- demonstrate an understanding of changes in style and form of gastronomic discourse in the twentieth century

Value of course

Food and Drink in Contemporary Western Society is worth 6 points.

When course is offered

Food and Drink in Contemporary Western Society starts in the week beginning 13 May, 2002. Final assignments are due by 12 July, 2002.

Prerequisites

You must have completed and passed Principles of Gastronomy in order to study this course.

Essential texts

Your texts for this course are the same as those for Principles of Gastronomy.

Brillat-Savarin, J. A. *The Physiology of Taste*. Trans. Anne Drayton. London: Penguin, 1994. (p/b, approx \$ Aust 18)

Flandrin, Jean-Louis, Massimo Montanari and Albert Sonnenfeld, eds. *Food: A Culinary History from Antiquity to the Present*. New York: Columbia University Press, 1999. (p/b, approx \$ Aust 35-40)

Santich, Barbara. *Looking for Flavour*. Adelaide: Wakefield Press, 1996. (p/b, approx \$Aust 5)

In addition, however, I would like to recommend three additional texts which you might like to buy or borrow from a nearby library. I suspect that none of them is available in Australia, but you can always try Books for Cooks, 233 Gertrude Street, Fitzroy (tel. 03 8415 1415 or www.booksforcooks.com.au)

An alternative source is amazon.com. You could also try Books for Cooks in London (www.booksforcooks.com, info@booksforcooks.com).

Atkins, Peter, and Ian Bowler. *Food in Society: Economy, Culture, Geography*. (paperback edition March 2001, \$US29.95)

Beardsworth, Alan, and Teresa Keil. *Sociology on the Menu: An Invitation to the Study of Food and Society*. (paperback edition March 1997, \$US26.95)

Levenstein, Harvey. *Paradox of Plenty: A Social History of Eating in Modern America*. (paperback, reprint 1994, \$US7.98)

Other Resources

Two or three texts are set as **required** reading for each conference. It is important that you read the **required** material before each conference. The required readings are either contained in one of your text or are supplied (hard copy) in your study package.

All other reference material – with the exception of complete books – is available from the e-reserve of the Barr Smith library (you can link to the e-reserve from within each topic). The cataloguing system for the e-reserve has been improved but is still not ideal. For this course, both books and articles are listed alphabetically BY TITLE. For example, *Revolution at the Table* appears with other titles beginning with 'R'. In the computerised sorting system, punctuation and numbers precede letters; thus 'Junk' foods appears near the beginning of the list, because of the quotation mark; similarly, the article entitled: 5000 varieties is listed before books and articles whose title starts with A. I hope you will find this e-reserve catalogue easier to use than the previous one for Principles of Gastronomy.

We also urge you to read as widely as possible (bibliographies of books and journal articles offer a convenient starting point). The value of such reading will be greatly enhanced if you make summary or margin notes. Remember, too, to include full references.

In addition, we encourage you to keep a diary or notebook where you can record odd notes, such as your response to a newspaper feature or television program, your reflections on a particular lecture or reading, random observations, descriptions of meals, foods, drinks, etc. you are invited to share such information with others via the cafeteria.

TOPIC 1: CHANGES IN DIET AND EATING HABITS

Conference 1: Food supply and diet in the twentieth century

In order to understand eating and drinking in a contemporary context, it is important to understand how we arrived at this present state – in other words, to look at the evolution of foods and drinks, eating and drinking, and all the factors that influence them.

This first Conference outlines the principal quantitative changes that have occurred in the past century or so in what people eat and drink, in other words, changes in diet; and the following lecture will expand on the factors that have influenced these changes. The qualitative aspects – changes in how people eat and drink, when and where – will be addressed in subsequent Conferences.

Conference 2: Changes in eating habits in the twentieth century

Continuing from the previous Conference, we now examine other factors which have influenced changes in diet and eating habits in the twentieth century (for example, health and medical knowledge and beliefs, increased affluence and its corollaries, increased leisure and tourism, migration). In turn, these have influenced the values associated with particular foods. Twentieth-century developments in food production, food processing and distribution (markets to supermarkets), marketing and advertising (influence of fashion) have also had effects on diet and eating habits.

TOPIC 2: CULINARY CHANGES

Conference 3: Carême, Escoffier and Nouvelle Cuisine

By the end of the nineteenth century Escoffier had effectively codified French cuisine, which continued to be the model for “haute cuisine” or fine dining throughout the world. Seventy years later, this style of cuisine had become expensive, time-consuming and hackneyed. In addition, it was increasingly inappropriate to contemporary lifestyle and values. Thus the scene was set for a culinary revolution. Topic 2 considers the evolution of cuisine in the twentieth century, with particular reference to French cuisine, and examines the rise and spread of Nouvelle Cuisine together with the consequences of the Nouvelle Cuisine revolution.

Conference 4: Post-Nouvelle Cuisine

In the second half of the twentieth century, particularly in countries such as America and Australia, “ethnic” cuisines became more conspicuous and more popular. Further, the model of nouvelle cuisine made it easier for elements of other cuisines to be incorporated into the mainstream and for culinary experimentation to culminate in the contemporary “fusion” style. This Conference discusses such trends in a context of increasing globalisation – of foods, cuisines, cultures.

TOPIC 3: TWENTIETH-CENTURY CHANGES IN DINING AND DRINKING

Conference 5: Dining and restaurants

Following study of the evolution of cuisine in the twentieth century, this Conference discusses the evolution of restaurants and eating out in the twentieth century, examining the changes in motivation for eating out and the development of themed restaurants. It also discusses changes in restaurant design and style, partly in response to technological innovations (freezers, microwave ovens, food processors, food service), and the status and training of the chef.

Conference 6: Contemporary drinking patterns

This Conference discusses drinking patterns in contemporary society, where the consumption of alcoholic beverages no longer has as many important functions as it did in the past. Although doctors now acknowledge health benefits in moderate consumption of alcohol, in particular red wine, the harmful effects of over consumption are well documented. At the same time consumers are faced with a wider choice of beverages of a higher standard of quality than ever before. The result of these developments has been a decline in the level of consumption but a rise in the quality of the drink, and a blurring of regional patterns due to globalisation.

TOPIC 4: CURRENT TRENDS IN FOODS AND EATING

Conference 7: Industrialisation of food

This Conference discusses contemporary developments in food production and food processing, from intensive animal production (and consequences such as BSE or mad cow disease) to GMO foods (genetically modified). One of the corollaries of these developments, at least in developed countries, is a growing distrust of the food supply which translates as a growth in demand for organic foods and beverages and an increasing preference for vegetarian diets. The Conference discusses these trends in the light of changes in consumer values.

Conference 8: Individualisation, convenience and fast foods

We examined previously two tendencies in contemporary western society that represent two different responses to a diminution of faith and trust in modern food systems (though this is by no means the only reason for preferences for "alternative" foods and diets). It is possible to be a vegetarian without favouring organic foods; and a preference for organic foods by no means excludes meat and other animal foods. These preferences can be seen as expressions of individualism, manifestations of the trend towards increasing individualisation.

TOPIC 5: GLOBALISATION AND REGIONALISM

Conference 9: Globalisation and food

In earlier Topics we examined the intensification and industrialisation of agriculture, and food production in general. Since this is a global trend, common to most countries, it is often loosely associated with, or conflated with, globalisation. Globalisation is one of the most significant developments of the late twentieth century. This Conference discusses the phenomenon of globalisation, how it affects food and eating, its implications and its potential advantages and disadvantages. It also examines the various responses to increasing globalisation of the food system.

Conference 10: Regionalisation

This Conference examines moves towards regionalisation as a reaction against globalisation. It looks at the processes of identifying and/or inventing "regional" foods and drinks and subsequently marketing them, together with the characteristics that define "regional". The work of the Slow Food organisation is briefly mentioned. Additionally, we examine the various labelling (authenticating) schemes in force in Europe to identify and "brand" foods with special and/or regional characteristics.

TOPIC 6: GASTRONOMIC WRITINGS

Conference 11: Gastronomic writing

The first Michelin Guide – intended more for motorists than for gastronomic tourists – was published at the very beginning of the twentieth century. One hundred years later gastronomic publishing is a very successful and important industry, covering an exceedingly diverse field from cookbooks to dietary guides. This Conference examines the evolution of gastronomic publishing in the twentieth century in general, taking the Michelin Guide as a specific example.

Conference 12: Gastronomic tourism

Tourist guides to the gastronomic resources of particular regions are one manifestation of the explosion in gastronomic publishing, but they are also evidence of the growing importance of gastronomic tourism. An associated activity is the development of food (and wine) festivals, often designed to promote regionality. This Conference looks at gastronomic tourism, its relation to “authenticity” (whether genuine or constructed) and food festivals, within the general context of cultural tourism.

ANTH 322 - Fall 2002

Office: Susquehanna 200
4-5

email: carole.counihan@millersville.edu
phone 872-3575, fax 872-3942

Dr. Carole Counihan

Office Hours: Tu 1:30-2:30,

Th 1:30-2:30

F 9:30-11:30

FOOD AND CULTURE

Course Content

This course examines foodways—the beliefs and behaviors surrounding the production, distribution and consumption of food—in the United States and Mexico. The study of food practices and beliefs across cultures reveals family relations; people’s nutritional status and health; class, ethnic and gender relations; central beliefs; and political and economic relations. We will examine the differences and consequences of food habits in the United States and Mexico; the role of food in constituting national, gender and ethnic identity; the symbolic significance of food; and the global hybridization and commodification of food.

Course Goals

1. Students will learn what the anthropological study of food and culture is and how food is a revealing lens for understanding and analyzing social processes.
2. Students will understand how social scientists study food and culture.
3. Students will learn about US foodways, Mexican foodways, and how they intersect through a case study of the global “tomato trail.”
4. Students will improve their writing through considerable practice. (This is a "W" class).

Required Books

Barndt, Deborah. 2002. Tangled Routes: Women, Work, and Globalization on the Tomato Trail. Lanham, MD: Rowman and Littlefield.

Counihan, Carole, ed. 2002. Food in the USA: A Reader. New York: Routledge.

Pilcher, Jeffrey M. 1998. ¡Que Vivan Los Tamales! Food and the Making of Mexican Identity. Albuquerque: University of New Mexico Press.

Requirements

1. Attend class awake and on time. Do the assigned readings by the day for which they are assigned, and be prepared to discuss them in class. Complete in-class assignments or quizzes based on readings. Class attendance, participation, assignments and quizzes will be worth **40 points**.

2. **Do three 1-2 page (300-700 words) typed double space reading critiques** and be prepared to present them orally to the class. Two will be on assigned course readings, and the third will be a one of the unassigned readings in Food in the USA: A Reader. Your reading critique should state the most important points in the essay, briefly describe the data presented, link the essay to other ideas or readings in the course, and offer a brief evaluation of the argument. **10 points each, 30 points total**.

3. **Conduct a fieldwork-based research project**, write a 5-10 page paper, present results orally to the class, and prepare a dish related to your project for class consumption. **80 points**.

You must do your project on one of the following topics or another topic approved by me:

- a food-centered life history of a stand holder at Lancaster's two hundred year old Central Market
- an ethnography of a soup kitchen, food bank, or other hunger-fighting institution
- a study of Thanksgiving
- a study of a favorite family recipe: its personal, cultural, and historical significance.

You must hand in the following on the dates indicated. **All must be typed double space** with at least one inch margins all around:

- | | |
|-------------|---|
| Thurs, 9/5 | one-paragraph description of research idea |
| Thurs, 9/19 | 1-2 page research design which defines the problem or question you are researching and describes how you will gather data, e.g. through interviews, participant-observation, library research, mapping, photography, etc. An additional page or pages listing interview questions must be included. |
| Tues, 10/15 | 1-3 page data report which describes the data you have gathered so far and the data you still plan to collect and which discusses any modifications made to your research design. |
| Tues, 11/12 | 5-10 page research paper which should have the following sections: introduction, methods, findings, significance, problems and ways you would address them if you were to do the project again, and conclusion. |
| Tues, 12/3 | revised 5-10 page research paper |

4. **Hand in a 3-5 page (800-1800 words) typed double space take-home final exam** due at the date and time of the final exam: Tuesday, December 10, 8 am. **50 points**.

SYLLABUS

<u>date</u>	<u>topic</u>	<u>assignment</u>
8/27	introduction: food and culture, anthropology, the course	
8/29	food as lens of analysis; food and Mexican culture: people of corn and chap 1	Pilcher Intro
9/3	wheat colonization and Mexican culture VIDEO: <i>Like Water for Chocolate</i>	Pilcher chapter 2
9/5	modernization and industrialization of Mexican cuisine * one-paragraph description of research idea due * VIDEO: <i>Like Water for Chocolate</i>	Pilcher chapters 5 & 6
9/10	food and national identity in Mexico	Pilcher chapter 7
9/12	food and US culture	Counihan #1 in FUSA Hess & Hess #2 in FUSA
9/17	food-centered ethnography; your projects	Counihan #22 in FUSA Taggart #23 in FUSA
9/19	food-centered ethnography and gender/ethnic identity in US * research design due *	Sherman #14 in FUSA Beoku-Betts #21 FUSA
9/24	How do foodways define US culture past and present	Mintz #3 in FUSA Gabaccia #4 in FUSA
9/26	Native American foodways past and present	Nabhan #17 in FUSA Miewald #9 in FUSA
10/1	Italian-American food and influence on US cuisine VIDEO: <i>Big Night</i>	Levenstein #7 in FUSA
10/3	VIDEO: <i>Big Night</i> * 1-2 page reading critique of unassigned article in FUSA due	article in FUSA
10/8	NO CLASS FALL BREAK	
10/10	African American foodways	Poe #8 in FUSA
10/15	labor, inequality, and hunger in the US * data report due *	Fink #11 in FUSA Glasser #18 in FUSA
10/17	gender and eating problems in the US	Thompson #16 in FUSA

FUSA		Brumberg #15 in
10/22	Thanksgiving	Siskind #5 in FUSA
10/24	globalization and the tomato trail	Brandt Intro and chap 1
10/29	studying globalization	Brandt chapter 2
10/31	McDonalds on the tomato trail	Brandt chapter 3
11/5	supermarkets on the tomato trail	Brandt chapter 4
11/7 5 & 6	truckers, transnational migrants, and Mexican agricultural workers	Brandt chapter 5 & 6
11/12	connecting the pieces on the tomato trail * research paper due *	Brandt chapter 7
11/14	resisting the corporate tomato	Brandt chapter 8
11/19	Globalization of food: problems and challenges	Middendorf #28 in FUSA Watson #26 in FUSA
11/21 papers	NO CLASS—AM. ANTHROPOLOGICAL ASS’N CONFERENCE	revise research papers
11/26	Hunger in the US: problems and solutions	Nestle #29 in FUSA Wells et al. #30 in FUSA
11/28	NO CLASS THANKSGIVING DAY	
12/3	<i>class presentations</i> * revised research paper due *	
12/5	<i>class presentations</i>	
* TAKE HOME FINAL DUE, Tues., Dec. 10, 8-10 am – <i>class presentations</i>		

**E33.2190.055 Research Methods in Food Studies [HOFD]
Spring 2002, 10 AM – 1:45 PM 1/19, 2/2, 2/9, 2/16, 3/2, 3/23, 4/13, 5/4
Jonathan Deutsch**

Contact: 718-368-5809 (w), 718-520-0093 (h), jmd271@nyu.edu

Syllabus

Course Description and Objectives

This is a *process* course—one geared toward teaching you how to do good research in food studies. This process has three parts, each with many smaller objective questions that we will try to answer:

1. **Formal methodology**—what is research, what are some various ways to do research and what are the philosophical bases behind these methods? Which techniques prove most fruitful in studying food? How do we use them? What are their variations?
2. **Becoming acclimated to the food studies scene**—who are some of the key players in food studies? What influenced them? What are some of the lenses through which food has been studied? Which speak to you and why?
3. **Developing your own research interests**—how can understanding the methodology and food research scene help you to find your own research niche in food studies? What interests you and why? How do you propose to study it? What is its potential significance and what are its foreseeable obstacles? How can you hone a general interest into a researchable area?

The overall objective is that in answering these questions, we will have the theoretical and practical foundation to conduct good research—personally, professionally, and in our future coursework in the program. The interests we develop in this course may be elaborated upon in future courses, and may culminate in an original study and publishable article in E33.2061, Research Applications, which is to be taken toward the end of your program of study.

Required Texts

Creswell, JW (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: Sage.

Custom Course Packet, available at Unique Copy, 252 Greene Street (in sequential order):

Smith, John K. 1983. Quantitative Versus Qualitative Research: An Attempt to Clarify the Issue. *Educational Researcher* (March): 6-13.

Prosterman, L. (1992). Food and Celebration: A Kosher Caterer as Mediator of Communal Traditions. In *Ethnic and Regional Foodways in the United States*, Brown and Mussell, eds. 127-142. Knoxville: University of Tennessee Press.

Ishihara, J., Bobbitt, N. & Schemmell, R. A. (1999). Typical food selections of Japanese children living in the United States: Comparison with the recommendations of the USDA Food Guide Pyramid. *Ecology of Food and Nutrition*, 37, 503 – 521.

Ronai, C. R. & Ellis, C. (1989). Turn-ons for money: Interactional strategies of the table dancer. *Journal of Contemporary Ethnography*, 18 (3), 271 – 298.

Ellis, R. (1983). The way to a man's heart: Food in the violent home. In *The Sociology of Food and Eating*, Murcott, A., ed. 164-171. Gower.

Bentley, A. (1998). From culinary other to mainstream American: Meanings and uses of Southwestern cuisine. *Southern Folklore*, 55 (3), 238 – 252.

Patai, D. (1981). “Constructing a self: A Brazilian life story,” *Feminist Studies*, 14, 1, pp. 143-66.

Schroedl, A. (1988). The dish ran away with the spoon: Ethnography of kitchen culture. In Spradley, J. and McCuray (eds.) *Ethnography in Complex Society*.

Limon, J. (1998) Carne, carnales, and the carnivalesque. In *Dancing with the devil: Society and cultural poetics in Mexican-American South Texas*. University of Wisconsin Press, 123 – 140.

Watson, J.L. (1997). McDonald's in Hong Kong: Consumerism, dietary change, and the rise of a children's culture. In Watson, J.L. (ed.) *Golden Arches East: McDonald's in East Asia*. Stanford University Press, 77 – 109

Geertz, C. Deep play: Notes on the Balinese cockfight. In *The Interpretation of Cultures*, 412 – 453.

Weiner, M. (1996). Consumer culture and participatory democracy: The story of Coca-Cola during World War II. *Food and Foodways*, 6 (2), 109 – 129.

Maurer, D. (1995). Meat as a social problem: Rhetorical strategies in the contemporary vegetarian literature. In Maurer, D. & Sobal, J. (eds.) *Eating agendas: Food and nutrition as social problems*. New York, Aldine de Gruyter, 143 – 163.

Lauden, R. (2001, February). A plea for culinary modernism: Why we should love new, fast, processed food. *Gastronomica*, 1 (1), 154 – 162.

Class Handouts and Online Articles

Recommended Texts

Allen, G. (1999). The resource guide for food writers. New York: Routledge.

Mann, T. (1998). The Oxford guide to library research. New York: Oxford University Press.

A style guide or research guide such as: Markman, RH, Markman, PT, & Waddel, ML (1994). Ten steps in writing the research paper. Hauppauge, NY: Barron's Educational Series; Strunk's Elements of Style; Hult's *Research and Writing in the Social Sciences* or another.

Course Requirements and Grading

Attendance and Active Participation (20%)

These are not “free” points—you are expected to attend class frequently and on time, be actively involved in the discussion and activities, and have deeply read the readings. Come to class with questions and remember that you can participate outside of class as well—through email, the class discussion board at blackboard.com, and by meeting with your colleagues. Communicate with your research partner and me if you need to miss a class and be sure to be caught up with the work you miss. For more information along these lines see the attached “Department Policies and Expectations for Student Performance.”

Weekly Assignments excluding work towards Term Project (30%)

Term Project—Research Design and Proposal (50%)

Preparing this project will be the main focus of this class, but do not be intimidated. This is not the type of paper you will be putting on the “back burner” for fourteen weeks and then scrambling to get done at the end of the semester. Every week our class discussion will be somewhat linked to this paper, and you will hand in bits and pieces of it all semester to get feedback, saving a hard copy and computer file, and then compiling and editing the whole package at the end. In addition, you will give a brief presentation summarizing your work at the end of the semester.

Here are the major sections of the term project, which will be explained more fully as we work on each:

- Introduction to the Problem
- Stance of Researcher
- Significance of Problem
- Areas of Inquiry and Research Questions
- Conversation with the Literature
- Method Description
- Method Justification
- Pilot Study
- Action Plan

Tentative Schedule

Date	Topic	Reading	Assignment
1/19	Introduction to Class, Research, The Importance of the <i>Topic</i> Qualitative vs. Quantitative	☺	☺
2/2	From Topic to Problem Source Types, Literature and the Library	Creswell Chap. 1 Coursepack: Smith; Prosterman; Ishihara et al.; Ronai & C. Ellis	Assignment 1 (Topic) Due (also don't be stressed— remember this is two weeks worth of readings and assignment. It should be tough but manageable)
2/9	Finding the Literature, Writing the Review	Creswell Chap. 2, 3 Online: Bobst Library Tutorial*	Assignment 2 (From Topic to Problem) Due
2/16	Methods—Qualitative Approaches From Problem to Questions Methods—Qualitative Approaches II From Questions to Method	Coursepack: R. Ellis, Lynn, Bentley Creswell Chap. 4, 5	Assignment 3 (Finding the Literature) Due
3/2	Methods—Quantitative Approaches From Method to Data	Coursepack: Patai, Schroedl, Limon Creswell Chap. 6, 7, 8	Assignment 4 (Talking with the Literature) Due
3/23	Methods—Fieldwork	Creswell Chap. 9 Coursepack: Watson, Geertz	Assignment 5 (From Problem to Questions Due)
4/13	Methods—Historical and Literary Approaches From Data to Analysis Putting it Together, On Presenting and Writing Well	Creswell Chap. 10, 11 Coursepack: Weiner, Maurer, Lauden	Assignment 6 (From Questions to Method) Due DRAFT DUE
5/4	Presentations Evaluations, Wrap-Up, Feedback, What Now?		FINAL PAPER DUE

* <http://www.nyu.edu/library/bobst/howto.htm> Click all over. Explore!

**TAH 73 Geography of Food and Wine
Department of Tourism and Hospitality
Kingsborough Community College
City University of New York**

Course Information: Section D01C, TWTh 10:20 – 11:20, U118

Instructor: Jonathan Deutsch, Office E-211, Office Hours after class and by appointment, 718-368-5809, jdeutsch@kbcc.cuny.edu

Syllabus

Course Description and Objectives

Official Description: “Will introduce students to the relationship between areas of food and wine production, culture, preparation and consumption. The role of food and wine as a component of the tourism and hospitality industry will be explored.”

Elaboration:

My goal in teaching this course is to get you to understand the rich cultural associations embedded in simple food items. We will explore not only what people eat and drink throughout the world, but how, when, and—most compellingly—why.

Specific course competencies include:

- Demonstrating awareness of cultural foods.
- Becoming familiar with major issues in cultural foods such as food and identity, food and memory, food and gender, and food and religion.
- Understanding the basics of wine production, tasting, and marketing.
- Understanding the diversity of world cuisine and learning deeply about some areas.
- Learning resources for learning more about food and wine.

Text

Kittler, PG and Sucher, KP (2000). *Cultural Foods: Traditions and Trends*. Wadsworth. ISBN: 0534573398

And online and library resources and handouts.

Course Requirements and Grading

Small Assignments and Quizzes (35%)

Much of your grade will be determined by small assignments such as in- and out-of-class writing assignments, reading guides and quizzes, worksheets, and computer exercises.

Written Mid-Term Examination (20%)

Questions will come from the text, class and online discussions, lectures, and assignments.

Written Final Examination (20%)

Questions will come from the text, class and online discussions, lectures, and assignments.

Final Project (25%)

In your final project, you will deeply explore the food of a region and present your findings to the class.

Attendance and Participation Expectations

You will not receive a specific attendance or participation grade in this class. It is simply expected that you will attend. Attendance includes coming to class frequently and on time, being awake and alert with CELL PHONES AND PAGERS OFF, and communicating with me and with your colleagues if you need to be absent or late. Participation means being actively involved in class discussions, asking (not simply answering) questions, fully immersing yourself in assignments and projects, and contributing outside of the classroom as well. By KCC policy, six absences or more will result in grade deduction and excessive absence could result in failure. Lateness after roll is taken will count as absence.

The General Flow of Class

Each week we will consider a different topic in food and wine. We will choose this topic collaboratively. We will not “cover the world’s food” in a textbook sense, but rather incorporate foods of the world into the issues we cover.

On Thursday of each week you will be given a reading assignment for the following Tuesday. Often I prepare a guide for the reading or we will begin Tuesday’s class with a quiz. The classroom activities themselves will vary but each week you can expect at least:

1. One discussion/lecture/talking based on the reading, reading guide and quiz.
2. One computer or classroom activity on the topic for the week.
3. One food experience such as a tasting, demonstration, or other activity.

Examples of topics include but are by no means limited to:

Iconic Regional Foods	Food Preservation
Food and Gender	Wine
Food and Identity	Beer
Food and Memory	Spirits
Food Voice	Cheese
Food and Sex	Dumplings
Cannibalism	Soups
Food and Ethnic Identity	Stews
Food and the Body	Sauces
Food and Power	Cultural Food Product Identification and Utilization
Food and Immigration/Migration	Professional Food Service
Origins of Agriculture	Wine Production
Etiquette	Food and Wine Pairing
Meal Formats	Wine Management
Cultural Aspects of Food Service	Cuisine
Fermentation	

Anthropology 541a
History 765a
Political Science 779a
F&ES 730a

Instructors: Michael Dove
Paul Freedman
James Scott

Mondays, 1:30-5:20
70 Sachem Street

Fall Semester 1999

FALL 1999

AGRARIAN SOCIETIES CULTURE, POWER, HISTORY, AND DEVELOPMENT

This seminar presents a multi-disciplinary perspective on the modern transformation of the countryside of the world. The rise of a capitalist mode of production as the engine of a world economy, the emergence of a contentious international polity of nation-states, and the propagation of rationalizing religions and standardizing education are three distinct yet intersecting processes in the modern transformation of the world since the 1500s. These processes have not been inevitable, nor irreversible, nor complete. However, they have been compelling, in so far as they have come to frame both our acceptance of and resistance to the modern order in which we find ourselves.

"Peasant studies" is a rubric for the loosely-bounded, interdisciplinary exploration of the initial modernization of the European countryside and the subsequent engagement and ongoing incorporation of the countryside of Asia, Africa, and the Americas into this modern order. At its most precocious, it tries to comprehend the intrusive thrusts of nation-state formation, capitalist production, and the rationalization of belief into the most distant agrarian regions of the world. At its most instructive, it insists that people everywhere have confronted those forces with their particular histories and distinctive, local configurations of environment, society, and culture. Everywhere, the encounters of old and new ways of viewing the world and organizing activities have been fitful and frightful, always metamorphic, but never uniform. Animating peasant studies has been the concern to demonstrate the varied ways in which peasants have shared in the making of the modern world that has in turn transformed their lives.

We intend this to be an introductory seminar. That is, we assume you may be ignorant of much of the basic literature. We also assume that you work hard and learn fast. Although the varying backgrounds of students and faculty require us to be somewhat eclectic, we hope that the seminar will prove foundational in an interdisciplinary sense for subsequent work on agrarian issues in any discipline. We encourage you, in your writing and discussion, to make vigorous efforts to be understood across disciplinary boundaries.

Seminar meetings combine lectures and discussions. We expect regular attendance; please notify us in advance if you are unable to come to a session. We regard participation in discussions to be a gauge of students' completion and comprehension of the assigned readings. We will evaluate your performance in the seminar on the basis of this participation and on the quality and timeliness of the writing assignments.

Beginning in the third week, designated students will be asked to take formal responsibility for organizing the discussion of the readings. Such responsibility will be shared as equitably as possible. As far as writing assignments are concerned, there are two. First, students are required to submit short (3 page) essays on THREE weekly themes/readings of their choice. They may want to link these essays to themes for which they have some responsibility in organizing the discussion. A second paper is due at the end of the course. This may be either a research paper on a topic related to the course concerns or a theoretical discussion or synthesis of some of the analytical readings we have covered. In either case, it should be negotiated with one of the instructors.

All assigned readings for the seminar are on reserve at the Social Science or Cross Campus Libraries. Copies of all assigned books are available for purchase at Book Haven. In addition, we have placed a collection of all assigned articles on file at the office of the Program on Agrarian Studies Office (room 201 at 89 Trumbull Street). Students may choose to have a copy of this file made for their purchase and use.

COURSE SYLLABUS

September 6 Week 1

James Scott

Introduction

No Reading

September 13 Week 2

Michael Dove

Reading Agrarian Ethnography The Politics of Describing the Disreputable

Readings: Harold C. Conklin. [1957] 1975. *Hanuno'o Agriculture: A Report on an Integral System of Shifting Cultivation in the Philippines*. Orig. published by the Food and Agriculture Organization, Rome. Reprint, Northford, CT: Elliot's Books.

Michael R. Dove. In press. Kinds of fields. In *Ethnographic and Linguistic Essay by Harold C. Conklin*, edited by Joel Kuipers and Raymond McDermott. **(Reading packet)**

Renato Rosaldo. 1989/1993. Subjectivity in social analysis. Chapter 8 in *Culture and Truth: The Remaking of Social Analysis*. Boston: Beacon Press. **(Reading packet)**

September 20 Week 3

James Scott

Chayanov and the Theory of Peasant Economy

Readings: A.V. Chayanov. 1986. *The Theory of Peasant Economy*. Madison: University of Wisconsin Press, pp. xi-xxiii, 1-24, 35-117.

Robert McC. Netting. 1993. *Smallholder, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture*. Stanford: Stanford University Press, pp.1-57; 294-34. **(Reading packet)**

September 27 Week 4

Paul Freedman

The Peasant in the Medieval Social Order

Readings: Werner Rösener. 1992. *Peasants in the Middle Ages*. University of IL Press, pp. 85-207.

October 4 Week 5 Michael Dove
Agrarian Systems and the Global Economy

Readings: Michael R. Dove. 1997. Political ecology of pepper in the 'Hikyat Banjar': The historiography of commodity production in a Bornean kingdom. In *Paper Landscapes: explorations in the environmental history of Indonesia*, edited by P. Boomgaard, et al. Leiden: Koninklijk Instituut voor Taal, Land-en Volkenkunde, pp. 341-77. **(Reading packet)**

_____. 1996. Rice-eating rubber and people-eating governments: Peasant versus state critiques of rubber development in colonial Indonesia. *Ethnohistory* 43, 1:33-63. **(Reading packet)**

_____. 1993. A revisionist view of tropical deforestation and development. *Environmental Conservation* 20 (1): 17-24, 56. **(Reading packet)**

E.R. Wolf. 1982. *Europe and the People without History*. Berkeley: University of California Press, pp. 158-94. **(Reading packet)**

October 11 Week 6 Michael Dove and James Scott
Seeds and Technological Change

Readings: Jack Kloppenburg. 1988. *First the Seed: The Political Economy of Plant Biotechnology, 1492-2000*. Cambridge: Cambridge University Press. **(Reading packet)**

October 18 Week 7 Paul Freedman
Slavery and Serfdom

Readings: M.L. Bush. 1996. *Serfdom and Slavery: Studies in Legal Bondage*. Longman (Addison & Wesley) ISBN 0582291852
a. Robin Blackburn, pp. 158-80
b. Michael Bush, pp. 199-224
c. Christopher Dyer, pp. 271-95

Paul Freedman. *Images of the Medieval Peasant*. 1999. Stanford: Stanford University Press, pp. 86-104; 239-56.

October 25 Week 8 Paul Freedman and James Scott

Peasant Revolts

Readings: Paul Freedman. *Images of the Medieval Peasant*. 1999. Stanford: Stanford University Press, pp.257-88.

Werner Rösener. 1992. *Peasants in the Middle Ages*. University of IL Press, pp.211-75.

November 1 Week 9 James Scott

Subsistence, Law, Common Property

Readings: Steven Hahn, "Hunting, Fishing, and Foraging: Common Rights and Class Relations in the Post-bellum South," *Radical History Review*, 26 (1982), pp.37-64. **(Reading packet)**

Douglas Hay, "Poaching and the Game Laws on Cannock Chase," in *Albion's Fatal Tree: Crime and Society in Eighteenth-Century England*, edited by Douglas Hay, et al., (New York: Pantheon, 1975), pp.189-253. **(Reading Packet)**

Nancy Lee Peluso, "Teak and Temptation on the Extreme Periphery," in Peluso, *Rich Forests, Poor People: Resource Control and Resistance in Java*, (Berkeley, 1992), pp. 201-32. **(Reading packet)**

E.P. Thompson, "The Crime of Anonymity," and a selection from the appendices, in *Albion's Fatal Tree: Crime and Society in Eighteenth-Century England*, ed. by Douglas Hay, et al., (New York: Pantheon, 1975), pp. 255-308. **(Reading Packet)**

November 8 Week 10

Michael Dove and James Scott

Official and Vernacular Identities, Peasants, Proletarians, Ethnics, and Citizens

Readings: Tania Li. 1997. Constituting tribal space: Indigenous identity and resource politics in Indonesia. Paper presented to the UC Berkeley Environmental Politics Seminar, November 1997. **(Reading packet)**

Eugen Weber. 1976. *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford: Stanford University Press, pp. 3-22; 30-40; 67-114; and 241-338. **(Reading packet)**

Peter Sahlins. 1989. *Boundaries: The Making of France and Spain in the Pyrennes*. Berkeley: University of California Press, pp. 1-24; 168-97; and 267-98. **(Reading packet)**

John Tehranian, James Scott, and Jeremy Mathias. 1999. The creation of legal identities, proper to the modern state: The case of the permanent patronym. Draft. **(Reading packet)**

November 15 Week 11

Paul Freedman, Michael Dove, and James Scott

Development Discourse

Readings: James Ferguson. *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. Minneapolis: University of Minnesota Press. Preface, pp. 1-80, 135-66, 194-226, 251-88.

November 29 Week 12

James Scott

Hard Times

Readings: James Hightower. 1978. *Hard Tomatoes, Hard Times*. The original Hightower report, unexpurgated, of the Agribusiness Accountability Project on the failure of America's land grant college complexes. Cambridge, MA: Schenkman, pp. 1-142. **(Reading packet)**

Jan Douwe van der Ploeg. 1993. Potatoes and knowledge. In *An Anthropological Critique of Development*, edited by Mark Hobart. London: Routledge, pp.209-27. **(Reading packet)**

James Scott. 1998. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, ch. 8, "Taming Nature," pp. 262-306. **(Reading packet)**

Sociology of Food: Eating and Making Food
Social Science 2 ROOM 71: 10-11:45
Professor E. Melanie DuPuis
335 College Eight
459-5376

emdupuis@cats.ucsc.edu

Office Hours: Weds 10-12, Thurs 1-2 and by appt.

A human being is primarily a bag for putting food into; the other Functions and faculties may be more godlike, but in point of time they come afterwards. A man dies and is buried, and all his words and actions are forgotten, but the food he has eaten lives after him in the sound or rotten bones of his children. I think it plausibly could be argued that changes of diet are more important than changes of dynasty or even of religion.

--George Orwell, "The Road To Wigan Pier"

This course will look at various ways to understand the complex role of food in society. This year, the course will look particularly at the concepts of social solidarity and social control. The readings explore how food creates ways for people to form bonds of belonging while also creating bonds of control.

Food also crosses the worlds of meaning and materiality, thought and experience. Our activities around food are socially complex, intertwining ideas, bodily needs, and the natural world. Food is therefore, as Levi-Strauss stated, "good to think with." In the process of learning how to articulate the role of food in society, we get better at understanding and talking about our world and the worlds of others. *This is the goal of the course: to help you to understand and articulate complex ideas about societies through the topic of food.*

GRADING

Your grade will reflect the extent to which you accomplished the goal of the course - to understand and articulate complex ideas about societies through the topic of food. To do this, you will be required to complete two major projects in which you collect your own data and analyze this data using the frameworks presented in the course. The classes are practice sessions in which you will learn about and work with these frameworks. For this reason, class attendance and participation are important and will be part of your grade.

I. "Pop" attendance surveys (20%): The only things I hate more than taking attendance is lecturing to a class that is poorly attended. Since I tend to forget to take attendance until I notice fewer bodies in the chairs, I will grade your attendance by "pop" surveys, covering around 50% of class periods.

II. Participation: The only thing I like more than attendance in class is participation. Since the goal of the course is to train you to articulate complex thoughts, participation is excellent practice for the midterm and final. Students who participate effectively give me a warm and fuzzy feeling at grading time that I cannot put into a strict % of their grade. I tend to be more forgiving of their foibles and to add more glowing adjectives to their written evaluations. Let's just call it extra credit.

MY DEFINITION OF EFFECTIVE PARTICIPATION:

1. Preparation. Do the reading *before* the class that covers the material.
2. Good listening! This enables you to respond to the matter at hand. Listen particularly to what other students are saying.
3. Engagement. Respond in a way that makes your own reaction increase understanding for everyone.
4. Respect. Be critical of other's points of view without being judgmental.
5. Conversationality. Feel free to turn and talk directly to other students. You are welcome to have a conversation with each other, not just with me.

III. PROJECT FOR PART ONE OF COURSE (40%): In the first half of the course, you will put together a 10-day food journal. In this journal, you will record personal eating habits and experiences, on a day-to-day basis, starting on Friday. In your description of each meal or snack, answer the following:

- ◆ What did you eat? How did you come by this food?
- ◆ Where did you eat and how?
- ◆ How much time did you spend eating the meal/snack?
- ◆ Who did you eat with? Did you eat alone or with others? Why? What was the social context?
- ◆ Did you simply fill your stomach? Did you fulfill any other needs? Did you do anything else while eating?
- ◆ How did you feel during this eating activity?

You will share your food journal with at least one other person, using the other person's journal as comparative data. You will spend some time comparing journals, as a way to help you understand differences in your food habits. You will use this data and your conversations with others to answer questions on a take-home midterm. Feel free to also make use of other "data" that you find in your everyday life (not all research happens in a library!). This data could be food advertisements you see around you, conversations/interviews with others (including your own family), a description of your favorite dinner party (even if it didn't happen during your food journal), your own cookbooks, etc. Submit the data you use (including your journal) along with the answers to the questions.

HINT: if, every week, you think about and write about each week's topic in relation to your food journal, you will have much less work to do once midterm time comes around.

IV. PROJECT FOR PART TWO OF COURSE (40%): You will chose a particular food and gather data on how it is made. In your take-home final exam, you will hand in the data and you will answer questions about your study based on the readings in Part Two.

PLAGERISM AND ACADEMIC DISHONESTY: Students should be aware that we will be especially vigilant in responding to academic dishonesty and plagiarism in this class. Students must properly cite sources of all work that is not their own. Consult the faculty or teaching assistant in case of uncertainty. Students should be aware that penalties for plagiarism are outlined in The Navigator and the World Wide Web at <http://oasas.ucsc.edu/avcue/integrity/student/htm>. No mercy will be shown in this class toward plagiarism. When in doubt, ask.

Required Books

Eric Schlosser, *Fast Food Nation*
 Don Mitchell, *The Lie of the Land*
 Matt Garcia, *A World of Its Own*

E. Melanie DuPuis, *Nature's Perfect Food*

Jeffrey Pilcher, *Que Viven Los Tamales*

George Ritzer, *The McDonaldization of Society*

Some readings will be available through electronic reserve (ERES) or on line. I will also make up an e-mail list of students and e-mail the online articles to this list.

Part One: Eating Food

Week 0: (Sept 19th) - Thinking with Food

-Why is food a crucial topic in sociological thinking today?

-Why are there no kitchens in classrooms?

Plato [in class handout]

Week 1: The Social Meaning of Feasting

-How does "commensality" (eating together) create community solidarity?

-Why does commensality create social control?

Maurice Block, 1999. "Commensality and Poisoning." *Social Research*, Spring 1999 v66 i1 p133 (on line and e-mail)

Elizabeth Pleck, 1999. "The Making of the Domestic Occasion: The History of Thanksgiving in the United States." *Journal of Social History*, 1999, 32, 4, summer, 773-789 (on line and e-mail)

DuPuis, *Nature's Perfect Food*, Chapter 1

Do your food journal

MOVIE: Movie Meals

Week 2: Eating and Social Control I: Dominant Ideologies

-How do powerful groups control others by controlling eating?

E. Melanie DuPuis, *Nature's Perfect Food* Ch. 2

Pilcher, *Que Vivan los Tamales* Chs. 1 and 2

Schlosser, *Fast Food Nation*, Chapters 2 and (recommended) 10

MOVIE: BABETTE'S FEAST

Week 3: Eating and Social Control II: Contested Meanings

-What is the role of identity in struggles over the control of eating?

Jeffrey Pilcher, *Que Viven Los Tamales* Chs. 3, 4, 6

E. Melanie DuPuis, *Nature's Perfect Food*, Ch. 3

GUEST LECTURE: Nancy Chen on food and medicine in China

Week 4: Eating and Social Control III: Gender

-What is the role of gender in struggles over the control of eating?

Susan Bordo, "Anorexia as the Crystallization of Culture" (ERES)

Spake and Marcus, "A Fat Nation" (e-mail)

E. Melanie DuPuis, *Nature's Perfect Food* Chs. 5

Pilcher, *Que Viven los Tamales*, Ch. 5

MOVIE: The Famine Within

MIDTERM: This take-home midterm will ask questions that will require you to use the readings and in-class lecture/discussions as tools to analyze the "data" in your food journal and your food journal comparison conversations.

Part Two: Making Food

Week 5: Food Making and Economic Control: Class

-To what extent is U.S. food production dependent on a system of class inequality?

Don Mitchell, *The Lie of the Land*, Chapters 1-2 pp. 13-57

Eric Schlosser, *Fast Food Nation*, Chs. 3, 8 and "In the Strawberry Fields" (ERES)

Week 6: Economic Control and Social Control: Race

-To what extent is U.S. food production dependent on a system of racial inequality?

Don Mitchell, *The Lie of the Land*: Chapter 4

Matt Garcia, *A World of Its Own*, Chapters 1, 2, 5

Week 7: Rationalization as Control

-How do rationalized food systems like fast food control both the making and the eating of food?

Eric Schlosser, *Fast Food Nation*, Chapter 1

George Ritzer, *The McDonaldization of Society*, Chapter 1-7 (but skip or skim non-McDonald's /non food sections of each chapter)

MOVIE: Fast Food Women

Week 8: Agrarian Visions

-Do farmers/growers control food production?

Victor Hansen, *Field Without Dreams*, Chapters 2 and 3 (ERES)

E. Melanie DuPuis, *Nature's Perfect Food*: Chapters 4, 7

Eric Schlosser, *Fast Food Nation*: Chapter 6

MOVIE: Cadillac Desert: The Mercy of Nature

Week 9: Food Politics I

-How have people struggled over food systems in the past?

DuPuis, *Nature's Perfect Food*, Chapter 9

Matt Garcia, *A World of Its Own*, Chapter 3, 7

Mitchell, *The Lie of the Land*, Ch. 3

Week 10: Food Politics II

-How can we change our food system today?

DuPuis, *Nature's Perfect Food*, Chapter 10

Pilcher, Ch. 7 and Epilogue

Eric Schlosser, Epilogue: "Have it Your Way"

Mitchell, Ch. 8

Goodman and DuPuis, "Knowing Food and Growing Food" (on line)

MOVIE: My Father's Garden

FINAL PAPER: Pick a particular food and research how it is produced. In your paper, answer each of the week 6-10 questions about your particular food commodity, referring both to your research and to the readings.

Culture and Cuisine
GNEL 616
Wesleyan University
Fall 2001

John E. Finn
319 PAC
Ext 2493
jfynn@wesleyan.edu

Syllabus

In this course we will use cuisine as a way of understanding American popular culture. In a broad sense, cuisine—the culture of food--includes such things as the social institution of the restaurant and social practices of dining, the development of home economics and culinary professionalism, cookbooks and food writers (including MFK Fisher, Calvin Trillin, the Sterns, Paula Wolfert, and John Thorne) as a distinctive literary genre, attitudes and beliefs about health and diet, and many other things. Its breadth and centrality to daily life makes cuisine an especially useful way of understanding popular culture and society. In the words of anthropologists Peter Farb and George Armelagos, when we find out "where, when, and with whom... food is eaten, just about everything else can be inferred about the relations among the society's members." Food fashions and trends, for example, reflect larger social inclinations and changing understandings about such things as ethnic diversity, the role of women in society and at home, and assorted philosophies about health, diet (witness fear of food) and religion.

Among the particular topics we shall consider will be how cuisine reflects--and perhaps promotes--ethnic diversity and pluralism. Likewise, we will explore how notions of haute cuisine and regional cuisines contribute to social stratification and geographic identity. In addition, we will want to use the concept of cuisine as a way of understanding changing gender and class roles in the United States. Finally, we will always be concerned with an overarching question: Is there an "American" cuisine? I suspect we will find that this question is just another way of asking: What is America? We shall see that processes of inclusion and exclusion, central to our collective and self-identity, lie at the heart of changing definitions of America and "American" food.

Some of our readings are standard academic fare. But because our concern is with popular culture, our exploration will also range across a wide variety of materials that comprise cultural expression, including letters, diaries and autobiographies, readings in popular journals and newspapers, cookbooks and recipes, and films.

Books To Purchase:

The following books are available for purchase at Atticus:

Required:

Avakian, Through the Kitchen Window
Counihan, Food & Culture
Fine, Kitchens
Ginsberg, Waiting
Innes, Kitchen Culture in America
Klein, Eat Fat
Randall, Hunger's Table

Optional:

Brenner, American Appetite

Writing Assignments & Projects:

There are three primary assignments in this course:

- a. Short Essays. Over the course of the semester, students must complete three short essays (two-three pages each) on the weekly readings.
- b. Film Essays. Students must prepare a short analytical essay on one of the three films we will watch this semester.
- c. Final Project. Every student must prepare a final project on a topic chosen in consultation with the instructor. Projects might include a typical research paper, an exploration of a particular cuisine or restaurant, or some such. We will reserve the final class for a presentation or summary of these projects.

The short essays are each worth 20% of the course grade. The film essay is worth 10% of the course grade. The final project is worth 30% of the course grade.

Weekly Topics & Readings.

A good chef constantly adjusts a recipe to account for changing tastes and to make the best use of what's fresh and local. In that sense, reading a recipe is not about doing what one has been told. It is instead a matter of interpretation and adjustment. A chef doesn't "follow" a recipe--he or she interprets or "deciphers" it. We'll try to follow that course here, too. So although I have adopted the traditional practice of assigning specific topics and readings to specific dates in favor of choosing topics (and accompanying readings), I've left lots of open space in the hope that together we can accommodate additional topics and works that arise from the interests of the class as a whole. For example, we might want to spend one session examining a particular cuisine, perhaps through cookbooks, such as Soul and Spice, or The Historical Cookbook of the American Negro, or We Called it Macaroni, or Native American Cooking or A Shaker Kitchen. Or we might want to consider the philosophies and assumptions that guide notions of fine dining and etiquette, perhaps by considering classic treatises, such as The Fine Art of Dining, or contemporary-suburban-lifestyle works, like The Martha Stewart Cookbook, by you know who. I expect also that we will want to add readings to the categories I've listed below.

Sept. 11: Culture & Cuisine: An Overview of Foodways

Sept. 18: Food, Culture, & the Social Sciences

Assigned:

Bossard, "Family Table Talk" (copy)
"Understanding the Familiar" (copy), Birenbaum & Sagarin, *People in Places*
Inness, Introduction; Chap. 7
Counihan, Intro.; Chaps. 3, 4, 8, 22 & 25

Optional:

Gans, *Popular Culture and High Culture*
Ravel, *Culture and Cuisine*
Camp, "Foodways," *Handbook of Popular Culture*
MaClancy, *Consuming Culture*
Griffiths & Wallace, *Consuming Culture*

Sept. 25: Culinary Pluralism: Ethnic & Regional Foodways

Assigned:

Kitchen Window, skim
Counihan, Chaps. 23 & 24
Inness, Chaps. 3 & 6
Randall, pp. 56-58; 61-67

Optional:

Shange, *If I Can Cook....*
Bower, *Recipes for Cooking*
Tinker, *Street Foods*
Murcott, *Ethnic & Regional Foodways*
Gabaccia, *We Are What We Eat*
Pilsbury, *No Foreign Food*
Harris, *Iron Pots & Wooden Spoons*

Oct. 2: Movie: Big Night

Oct. 9: Fear of Food: Eating (Dis)Orders

Assigned:

Eat Fat, pp. 3-110
Counihan, Chaps. 9; 11; 15-20

Optional:

Sims, Politics of Fat
Chernin, The Obsession
Sprignesi, Starving Women
Gordon, Eating Disorders
Hesse-Biber, Am I Thin Enough Yet?
Grogan, Body Image

October 16: Fall Break

Oct. 23: Appetites: Sex, Gender, & Food

Assigned:

Kitchen Window, skim
Eat Fat, pp. 111-146; 199-233
Counihan, Chap. 26
Inness, Intro., Chaps. 1-2; 4-5; 9; 10 & 11.
Randall, skim entire book

Optional:

Devault, Feeding the Family
Ehrlich, Miriam's Kitchen
Bower, Recipes for Reading
Spradley & mann, Cocktail Waitress
Murcott, Sociology of Food & Eating
Fellman, Cravings
Fussell, My Kitchen Wars
Esquivel, Like Water for Chocolate
Seaton, Furious Cooking
Berkeley, At Grandmother's Table

Oct. 30: Movie: Eat, Drink, Man, Woman

Nov 6: The Culture of the Restaurant: Dining Out & Manners

Assigned:

Kitchens, pp. 4-16; 112-37
American Appetite, pp. 227-245

Optional:

Kuh, The Last Days of Haute Cuisine
Trubek, Haute Cuisine
Jackle & Sculle, Fast Food
Schlosser, Fast Food Nation
Pillsbury, From Boarding House to Bistro
Finkelstein, Dining Out

Nov 13: Kitchen Careers: Food Professionals & Culinary Education

Assigned:

Kitchens, pp. 17-111
Ginsberg, skim entire book

Optional:

Ruhlman, Making of a Chef
Cooper, A Woman's Place is in the Kitchen
Boudrain, Kitchen Confidential
Finkelstein, Dining Out

Nov 20: Thanksgiving Break

Nov 27: Movie: What's Cooking?

Dec 4: Is There an American Cuisine?: What is America?

Assigned:

American Appetite, skim entire book

Optional:

Colwin, "How to Cook Like an American," More Home Cooking
"Turkey Angst,"
Shortridge, The Taste of American Place
Sokolovc, Fading Feast
Brans, Feast Here Awhile
Hess, The Taste of America
Levenstein, Paradox of Plenty
Schlosser, Fast Food Nation
Ritzer, The McDonaldization of Society

Dec. 11: Conclusion: Food & Food Writing/Fad & Fashion

Assigned: One of the following, or something similar—

Reichl, Comfort me with Apples
Tender at the Bone
Lust, Pass the Polenta
Ehrlich, Miriam's Kitchen
Felman, Cravings
Aaron, Garlic is Life
Streingarten, The Man Who Ate Everything
Mendelson, Stand Facing the Stove
Fitch, Appetite for Life
Leonard, The Soup Has Many Eyes

SYLLABUS

I. Introduction.

This course explores the connections between food and politics, as expressed through the medium of film. Our concern is not with cinematography or the film industry, but rather with the ways in which the use of food in film illuminates the political. Of course, there is no lack of films that feature food. In addition to obvious and well-known films, such as *Big Night*, *Soul Food*, and *Babette's Feast*, among many others, there are a great number of more obscure films and short documentaries that concentrate on food and food rituals.

One sometimes finds in the literature on film studies a distinction between the formal-aesthetic dimensions of film and the sociological-ideological dimensions. The former tends to concentrate on film as art. No great sophistication is needed to understand that what counts as art and how one assesses it may themselves be political, but the formal approach tends to subordinate the study of the political by reducing it to just one consideration, of many, in an examination of aesthetic quality. The sociological-ideological approach, on the other hand, is less concerned with the aesthetic dimension of film and more with the political and cultural dimensions of film. The study of film thus has much if not everything to do with the ways in which film, as a part of material culture, is both a medium and a mechanism of power. In this course, we tend more toward the cultural studies approach. We are concerned chiefly with film as a political thing and less as an expression of art *as art*.

This course is not, then, a course in film studies. It is instead a course that examines the politics of food. The political nature of food may not be immediately obvious to some folks, but a few moments' reflection should be enough for most of us to understand at least some of the connections between food and politics, and food *as* politics

Among the topics we will explore will be how and why the representation of food and the rituals that surround it are so common in contemporary film. I suspect an answer to this question will have two parts. First, food is such a prominent part of contemporary film because it is universal, and thus a common reference point. Food can thus be a powerful "polystemonous signifier that can articulate in concrete terms" what is often vague or abstract. Second, the cinema is often concerned with and reflects larger political and social issues. In this course, we shall concentrate on how the use of food in film speaks to two such larger issues. In some of the films we will see, important and contentious issues of class, power, territoriality, and rebellion/protest are addressed through explorations and portrayals of food and its rituals, including dining and etiquette.

In other films, food is the means to explore fundamental political issues of personal, ethnic, gender, and national identity. Our aim is to find out what food, as depicted in film, tells us about our communities and our selves.

II. Papers & Projects.

Each student must write a short (2-3 pages) essay for three films. We will allocate the essays on the first day of classes. These essays will be due on the Monday following every film and must be photocopied or emailed to every member of the class on the Monday following every film. We will use these essays as the basis for class discussions. Each essay is worth 20% of your course grade.

In addition to the short essays, every student must complete a longer essay or research paper. Students should choose a topic in consultation with the instructor. The longer essay is worth 20% of your course grade.

Student discussion is an important element of this course. Class participation will be worth 20% of your course grade.

III. Books & Materials.

The following books are required for this course. They are available for purchase at Atticus.

Counihan, ed. **Food & Culture: A Reader**

Hill, John. **Film Studies: Critical Approaches**

Klein, Richard. **Eat Fat.**

Sims, Laura. **The Politics of Fat.**

IV. Weekly Topics.

This course is centered on six films. We will view one film every other week—the intervening weeks will be devoted to a discussion of the film shown in the preceding week. Because some films are difficult to locate, we may need to rearrange the order or substitute other films. Unfortunately, we do not have enough scheduled class time to see every film. I will try to arrange one or two additional times to show other films.

Jan 24: Introduction & Assignment of Short Essays

Assigned: Hill, Introduction; Chapter 1, 21
Counihan, Introduction; Chapter 22, 23, 24, 25, 26
Klein, Introduction, Part Three, "Political Fat"
Sims, Skim

Jan 31: Film Viewing: BIG NIGHT

Feb 7: Film Discussion

Assigned: Hill, Chapter 17, 18
Counihan, Chapter 2, 8

Feb 14: Film Viewing: EAT DRINK MAN WOMAN

Feb 21: Film Discussion

Assigned: Hill, Chapter 13, 17
Counihan, Chapter 13, 14, 22

Feb 28: Film Viewing: BLACK IS, BLACK AIN'T

Mar 7: Film Discussion

Assigned: Hill, Chapter 17, 18
Counihan, Chapter 13, 20

Mar 28: Film Viewing: A FEAST AT MIDNIGHT

Apr 4: Film Discussion

Assigned: Hill, Chapter 10, 12, 23
Counihan, Chapter 12, 24, 25

Apr 11: Film Viewing: BABETTE’S FEAST

Apr 18: Film Discussion

Assigned: Hill, Chapter 18, 23
Counihan, Chapters 1, 2, 3, 4, 12

Apr 25: Film Viewing: TAMPOPO

May 2: Film Discussion & Viewing: THE CHINESE FEAST

Assigned: Klein, Part 3, “Fat Sex”
Sims, skim

Sociology of Food

Dr John Germov

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Web: www.newcastle.edu.au/school/socsci/staff/germovjohn.html

Course Description

Sociology of Food is an undergraduate, one semester course that provides students with a sociological understanding of the social context of food and nutrition. Students examine the production, distribution and consumption of food to understand 'why we eat the way we do'.

Topics include:

- World hunger
- Food policy and food interest groups
- Vegetarianism and meat eating
- Environmental consequences of food production and consumption
- Social consequences of genetically-modified food
- Social construction of body image and obesity
- Gender and food
- Families and food habits
- The influence of social class and culture on food consumption.

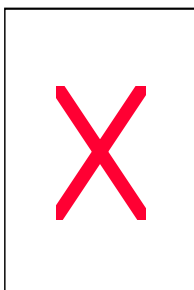
Career relevance: for students in Arts, Social Science, Nutrition & Dietetics, Leisure & Tourism, Consumer studies, Environmental studies, Human geography & Health sciences.

Course Objectives

On successful completion of SOCA2320 students will be able to:

1. Demonstrate an understanding of a range of sociological approaches to the study of food and nutrition
2. Critically analyse and discuss empirical studies and theoretical frameworks in the sociology of food field
3. Critically analyse a refereed journal article in both oral and written form
4. Further develop skills in researching and writing an academic essay.

Textbook and website



Germov, J. and Williams, L. (eds) (1999) *A Sociology of Food and Nutrition: The Social Appetite*, Melbourne: Oxford University Press.

Social Appetite web:

www.oup.com.au/Academic/Companion/socialappetite.htm

Recommended Books

- Beardsworth, A. and Keil, T. (1997) *Sociology on the Menu*, London: Routledge.
- Belasco, W. (1993) *Appetite for Change: How the Counterculture Took on the Food Industry*, revised edn., Ithaca : Cornell University Press
- Belasco, W. and Scranton, P. (eds) (2002) *Food Nations: Selling Taste in Consumer Societies*, New York: Routledge.
- Bell, D. and Valentine, G. (1997) *Consuming Geographies*, London: Routledge.
- Bennett, T. Emmison, M., & Frow, J. (1999) *Accounting for Tastes: Australian Everyday Cultures*, Melbourne: Cambridge University Press.
- Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgement of Taste*, Cambridge, Mass.: Harvard University Press.
- Charles, N. and Kerr, M. (1988) *Women, Food and Families*. Manchester: Manchester University Press
- Counihan, C (ed) (1997) *Food and Culture* London: Routledge.
- Coveney, J. (2000) *Food, Morals and Meanings*, London: Routledge.
- Lappe, F.M., Collins, J. & Rosset, P. (1998) *World Hunger: Twelve Myths*, 2nd edn., NY: Grove Press.
- Levenstein, H. (2003) *Revolution at the Table: The Transformation of the American Diet*, Revised edn., Berkeley: University of California Press.
- Levenstein, H. (2003) *Paradox of Plenty: A Social History of Eating in Modern America*, Revised edn., Berkeley: University of California Press.
- Lupton, D. (1996) *Food, the Body and the Self*, London: Sage.
- McIntosh, Wm. A. (1996) *Sociologies of Food and Nutrition*, New York: Plenum Publishing.
- Maurer, D. and Sobal, J. (eds) (1995) *Eating Agendas: Food and Nutrition as Social Problems*, New York: Aldine de Gruyter.
- Mennell, S. (1996) *All Manners of Food*, second edn., Chicago: Illinois.
- Mennell, S., Murcott, A. and van Otterloo, A.H. (1992) *The Sociology of Food*, London: Sage.
- Murcott, A. (ed) (1983) *The Sociology of Food and Eating*. England: Gower.
- Murcott, A. (ed) (1998) *"The Nation's Diet": the Social Science of Food Choice*, Longman: London.
- Nestle, M. (2002) *Food Politics: How the Food Industry Influences Nutrition and Health*, Berkeley: University of California Press.
- Nestle, M. (2003) *Safe Food: Bacteria, Biotechnology, and Bioterrorism*, Berkeley: University of California Press.
- Pence, G.E. (ed) (2002) *The Ethics of Food: A Reader for the Twenty-first Century*, Lanham, MD: Rowman & Littlefield.
- Probyn, E. (2000) *Carnal Appetites: Food, Sex, Identity*, London: Routledge.
- Riches, G. (ed) (1997) *First World Hunger: Food Security and Welfare Politics*, New York: St. Martin's Press.
- Ritzer, G. (1996) *The McDonaldization of Society*, second edition, New York: Pine Forge Press.
- Sobal, J. & Maurer, D. (eds) (1999) *Interpreting Weight*, New York: Aldine de Gruyter.
- Sobal, J. & Maurer, D. (eds) (1999) *Weighty Issues*, New York: Aldine de Gruyter.
- Warde, A. (1997) *Consumption, Food and Taste*, London: Sage.
- Whit, W.C. (1995) *Food and Society: A Sociological Approach*, New York: General Hall.

Relevant journals:

- *Appetite*
- *Australian & New Zealand Journal of Public Health*
- *Body & Society*

- *British Food Journal*
- *Food & Foodways*
- *Health Promotion Journal of Australia*
- *Health Sociology Review* (formerly *Annual Review of Health Social Sciences*)
- *Healthy Weight Journal*
- *International Journal of Health Services*
- *Journal of the Association for the Study of Food & Society*
- *Journal of Sociology*
- *Public Health*
- *Social Science & Medicine*
- *Sociology of Health & Illness*
- *The Sociological Review*

Sociology dictionaries:

Abercrombie, N., Hill, S. and Turner, B.S. (2000) *The Penguin Dictionary of Sociology*, 4th edn., London: Penguin.

Johnson, A.G. (2000) *Blackwell Dictionary of Sociology*, 2nd edn., Malden: Blackwell Publishers.

Marshall, G. (1998) *A Dictionary of Sociology*, 2nd edn., New York: Oxford University Press.

Study skills:

Germov, J. (2000) *Get Great Marks for Your Essays*, 2nd edn., Sydney: Allen & Unwin.

Germov, J. & Williams, L. (1999) *Get Great Information Fast*, Sydney: Allen & Unwin.

Assessment Items, Due Dates and Marking System

Students must complete all assessment items to pass the course. A pass is achieved when the combined marks for all assessment items total 50% or more, meaning that you may be able to fail an assessment item and still pass the course.

Assessment items	Weighting
<p>1. Tutorial presentation (30 minutes)</p> <p>A 30 minute sociological review of a refereed journal article. Presentations are scheduled throughout the semester.</p>	10%
<p>2. Tutorial paper: Presentation handout (500 words)</p> <p>A summary of the key points of the tutorial presentation distributed to all students on the day of the presentation.</p>	10%
<p>3. Essay (2000 words)</p> <p>Designed to develop students' skills in research, writing and critical analysis.</p>	40%
<p>4. Exam (2 hour, closed book, multiple-choice)</p> <p>Examines knowledge & understanding of the breadth of course material. Questions are based on lecture content and prescribed readings.</p>	40%



Assessment Items 1 & 2: Tutorial Presentation and Paper

Group Presentation: 30 minutes | Weighting: 20% (2 X 10%)

Journal articles are the primary source of new theories and research findings. This assessment task encourages you to critically evaluate a journal article of sociological relevance. You will be allotted a week to present an article review. In most cases, the presentation will be shared in a group of two or three people, with all presenters having equal time to contribute to the one presentation and produce a class handout.

Guidelines for the tutorial presentation and paper

Your task is to review one journal article (published from 1993 onwards) related to the lecture topic of your assigned week. You are to summarise and sociologically analyse the article in the form of a tutorial presentation and a class handout. In conducting your analysis: you need to evaluate the strengths and weaknesses (if any) of your article by comparing it to the wider sociological literature, including the textbook, using the Sociological Imagination Template as a guide (introduced in Lecture 1). Your review should address the following:

- **Research question and/or aim of the article:** What is the author's thesis/argument? To what debate in the literature does the article contribute?
- **Evidence presented:** Is it persuasive? Does the data (where relevant) support the conclusions drawn?
- **Concepts and theories:** How were concepts and theories used in the article?
- **Other interpretations:** Could alternative conclusions be drawn? Could the author have approached the topic from another perspective? Are some issues neglected? What assumptions does the author make? What do other authors in the field say?
- **Class handout:** The group is to prepare and distribute a written summary of the presentation to all tutorial members. The handout must:
 - Be no longer than two pages/500 words long
 - Include the full bibliographical details of the article and **presenters' full names**
 - Provide a summary of the key points of the presentation
 - Provide at least three relevant annotated references with full bibliographical details (excluding the text book), and any relevant web sites
 - **Be submitted as an electronic copy (via email attachment)** so that it can be placed on the SOCA2320 Blackboard website.

Help with finding journal articles and doing reviews:

You can find journal articles by using social science journal databases that are all accessible via the library web site. Recommended databases are: Sociological Abstracts, Expanded Academic ASAP, Wilson, Austrom. When searching for articles, give plenty of thought to the keywords used (such as topics, concepts, authors and theories). You should be able to get a helpful number of keywords by reading relevant sections of introductory textbooks.

For more information on sociological analysis and how to do an article review, see:

- Germov, J. (2000) *Get Great Marks for your Essays*, 2nd edition, Sydney: Allen & Unwin.
- Germov, J. & Williams, L. (1999) *Get Great Information Fast*, Sydney: Allen & Unwin.
- Willis, E. (1999) *The Sociological Quest*, 3rd edition, Sydney: Allen & Unwin.

The following sociological dictionaries will also be helpful:

- Abercrombie, N., Hill, S. & Turner, B.S. (2000) *The Penguin Dictionary of Sociology*, 4th edn., London: Penguin.
- Johnson, A.G. (2000) *Blackwell Dictionary of Sociology*, 2nd edn., Malden: Blackwell Publishers.
- Marshall, G. (1998) *A Dictionary of Sociology*, 2nd edn., New York: Oxford University Press.



Assessment Item 3: Essay

Weighting: 40%

Length: 2000 words

Essay topics: choose one of the following

1. Australia's food production and consumption is an example of McDonaldisation in action. Discuss.
2. Food policy in Australia reflects the vested interests of the food industry. Discuss.
3. The higher morbidity and mortality rates of the Australian working-class are due to the 'poor diets of the poor'. Discuss.
4. Meat eating is dangerous to public and environmental health. Discuss.
5. The stigmatisation of obesity affects women differently to men. Discuss.

Plagiarism Policy and Referencing Guidelines

When you use information from another author, you must acknowledge where it came from – this is known as referencing and is an important part of written academic work. Inadequate or incorrect reference to the work of others may be seen as **plagiarism** and result in reduced marks or failure. Many study skills books available in the library and bookshop show you how to reference. If you are unsure about whether your written work may constitute plagiarism or have any queries regarding how to reference your work, consult your tutor or Course Coordinator.

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism includes:

- copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation
- rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations; or
- unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs. Aiding another student to plagiarise is also a violation of the University Plagiarism Policy and may invoke a penalty.

Lecture & Tutorial Guide

Week 1 Introducing the sociology of food

While we all have individual likes and dislikes, there are also clear social patterns in how food is produced and consumed – this is the subject matter of the sociology of food and nutrition. The first lecture provides an overview of the topics covered throughout the semester and discusses the organisational details of the course.

Lecture references

- Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
- Maurer, D. & Sobal, J. (eds) 1995, *Eating Agendas: Food and Nutrition as Social Problems*, Aldine de Gruyter, New York.
- McIntosh, Wm. A. 1996, *Sociologies of Food and Nutrition*, Plenum Publishing, New York.
- Mennell, S., Murcott, A. & van Otterloo, A.H. 1992, *The Sociology of Food: Eating, Diet, and Culture*, Sage, London.
- Mills, C.W. 1959, *The Sociological Imagination*, Oxford University Press, New York.
- Willis, E. 1995, *The Sociological Quest*, 2nd edn, Allen & Unwin, Sydney.

Week 2 Studying the social appetite: three dimensions

In this lecture we begin our journey to understand the social patterns underlying food production and consumption by using a sociological approach that will focus on three dominant food trends: McDonaldisation, social differentiation and self-rationalisation.

Lecture references

- Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
- Corrigan, P. 1997, *The Sociology of Consumption*, Sage, London.
- Mennell, S. 1996, *All Manners of Food*, 2nd edn, Illini, Chicago.
- Ritzer, G. 1996, *The McDonaldisation of Society*, revised edition, Pine Forge Press, New York.
- Warde, A. 1997, *Consumption, Food and Taste*, Sage, London.
- Whit, W.C. 1995, *Food and Society: A Sociological Approach*, General Hall, New York.

Tutorial reading:

- **Chapter 1: Introducing the social appetite: Why do we need a sociology of food and nutrition? - John Germov & Lauren Williams**
- Complete the exercise in Box 1.2 of the text
- Tutorial presentation advice
- Allocation of tutorial presentation times

Week 3 World hunger: the politics of food

This week we begin our examination of the social appetite by examining the patterns of food production and consumption on a global scale, focussing on the common myths that surround world hunger. An examination of the evidence clearly shows that the problem of world hunger is not due to natural disasters and the inability of food manufacturers to produce enough food – the answers lie elsewhere...

Lecture references:

- Bennett, J. & George, S. 1987, *The Hunger Machine: The Politics of Food*, Polity Press, London.
- Danaher, K. (ed) 1994, *50 Years is Enough: The Case Against the World Bank and the International Monetary Fund*, South End Press, Boston.
- Lappe, F.M., Collins, J. and Rosset, P. 1998, *World Hunger: Twelve Myths*, 2nd edn., Grove Press, NY.
- McIntosh, W. 1996, *Sociologies of Food and Nutrition*, Plenum Press, New York.

The Politics of Food 1987, Leeds: Yorkshire Television, 4 x 52 minute video episodes.
Young, L.. 1997, *World Hunger*, Routledge, London.

Tutorial reading:

- **Chapter 2: World hunger - William Whit**
- Using academic journals
- Effective journal search techniques

Week 4 Food and the environment

Video: Silent Spring

This lecture explores the environmental implications of food production and consumption for both developed and developing countries.

Lecture references

Lawrence, G., Lyons, K. & Momtaz, S. (eds), 1996, *Social Change in Rural Australia*, Rural Social and Economic Research Centre, Queensland.
Mollison, B. 1988, *Permaculture: A Designers' Manual*, Tagari Publications, Tyalgum.
Trainer, T. 1995, *The Conserver Society: Alternatives for Sustainability*, Zed Books, London.
Vanclay, F. & Lawrence, G. 1995, *The Environmental Imperative: Ecosocial Concerns for Australian Agriculture*, Central Queensland University Press, Rockhampton.

Tutorial reading:

- **Chapter 3: Food and the environment - Terry Leahy**
- Tutorial presentations begin

Week 5 The medicalisation of food

Food manufacturers claim that developments in genetic modification allow them to produce 'functional foods' which have health promoting and disease preventing attributes. This lecture examines the issues posed by promoting 'food as drugs'.

Lecture references

Crawford, R. 1980, 'Healthism and the medicalisation of everyday life', *International Journal of Health Services*, vol. 10, no. 3, pp. 365-388.
Hindmarsh, R., Lawrence, R. & Norton, J. (eds) 1998, *Altered Genes*, Allen & Unwin, Sydney.
Lawrence, M. & Rayner, M. 1998, 'Functional foods and health claims: A public health policy perspective', *Public Health Nutrition*, vol. 1, no. 2, pp. 75-82.
National Food Authority 1994, *Discussion Paper on Functional Foods*, AGPS, Canberra.
National Food Authority 1996, *Review of the Food Standards Code: Concept Paper on Health and Related Claims*, AGPS, Canberra.
Nixon, R. 1996, 'The corporate assault on the Food and Drug Administration', *International Journal of Health Services*, vol. 26, no. 3, pp. 561-568.

Tutorial reading:

- **Chapter 4: Future food: the politics of functional food and health claims - Mark Lawrence and John Germov**

Week 6 Families and food habits

In this lecture, we examine the importance of family food habits, drawing on a Foucauldian perspective.

Lecture references

Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
Corrigan, P. 1997, *The Sociology of Consumption*, Sage, London.

- Mennell, S. 1996, *All Manners of Food*, 2nd edn, Illini, Chicago.
- Ritzer, G. 1996, *The McDonaldization of Society*, revised edition, Pine Forge Press, New York.
- Warde, A. 1997, *Consumption, Food and Taste*, Sage, London.
- Whit, W.C. 1995, *Food and Society: A Sociological Approach*, General Hall, New York.

Tutorial reading:

- **Chapter 15: The government of the table: nutrition expertise and the social organisation of family food habits – John Coveney**

Week 7 Food policy

Food production and consumption is a central public health concern. This lecture examines the structural interests that have shaped current food and nutrition policy.

Lecture references

- Crotty, P. 1995, *Good Nutrition? Fact and Fashion in Dietary Advice*, St Leonards: Allen & Unwin.
- Duff, J. 1994, 'Eating away at the public health: a political economy of nutrition', in C. Waddell & A.R. Petersen (eds), *Just Health*, Churchill Livingstone, UK.
- Duff, J. 1990, Nutrition and public health: division of labour in the study of nutrition, *Community Health Studies*, vol. 14, no. 2, 162-170.
- Lester, I.H. 1994, *Australia's Food and Nutrition*. AGPS, Canberra.
- Milio, N. 1990, *Nutrition policy for food-rich countries: a strategic analysis*, Johns Hopkins University Press, Baltimore.
- NHMRC 1992, *Dietary Guidelines for Australians*, Australian Government Publishing Service, Canberra.
- Ritzer, G. 1996, *The McDonaldization of Society*, revised edition, Pine Forge Press, New York.
- Santich, B. 1995, *What the Doctors Ordered: 150 Years of Dietary Advice in Australia*, Hyland House, South Melbourne.

Tutorial reading:

- **Chapter 5: Setting the menu: dietary guidelines, corporate interests and nutrition policy - John Duff**

Week 8 Vegetarianism and meat eating

Why is meat eating such a popular form of food consumption and why do some people choose not to eat meat? In fact, the number of vegetarians is increasing, particularly among women. This lecture examines the reasons behind the high status of meat and the ethical debates between meat consumption and vegetarianism.

Lecture references

- Adams, C.J. 1990, *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, New York, Continuum.
- Beardsworth, A. & Keil, T. 1992, 'The Vegetarian Option: Varieties, Conversions, Motives and Careers', *The Sociological Review*, vol. 40, pp. 253-293.
- Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
- Giddens, A. 1991, *Modernity and Self-Identity*, Polity Press, Cambridge.
- Maurer, D. 1995, 'Meat as a Social Problem: Rhetorical Strategies in the Contemporary Vegetarian Literature' in D. Maurer, & J. Sobal (eds), *Eating Agendas: Food and Nutrition as Social Problems*, Aldine de Gruyter, New York.
- Murcott, A. (ed) 1983, *The Sociology of Food and Eating*, Gower, England.
- Singer, P. 1975, *Animal Liberation: A New Ethics for Our Treatment of Animals*, Avon, New York.

Tutorial reading:

- **Chapter 6: Humans, food and other animals: the vegetarian option - Deidre Wicks**

Week 9 Food, class and social differentiation

This lecture discusses the contention that the 'poor eat poor diets' and are therefore by implication to be blamed for any diet-related health problems. Drawing on the work of Bourdieu, the notion of class differences in food consumption is shown to be a controversial issue and not as straightforward as was once believed.

Lecture references

- Bourdieu, P. 1984, *Distinction. A Social Critique of the Judgement of Taste*, Routledge & Kegan Paul, London.
- Crotty, P.A., Rutishauser, I.H.E. & Cahill, M. 1992, 'Food in low-income families', *Australian Journal of Public Health*, vol. 16, no. 2, pp. 168-174.
- Kohler, B.M., Feichtinger, E., Barlosius, E. & Dowler, E. (eds) 1997, *Poverty and Food in Welfare Societies*, Edition Sigma, Berlin.
- Mennell, S. 1996, *All Manners of Food*, 2nd edn, Illini, Chicago.
- Prattala, R., Berg, M-A. & Puska, P. 1992, 'Diminishing or increasing contrasts? Social class variation in Finnish food consumption patterns', *European Journal of Clinical Nutrition*, vol. 46, pp. 279-287.
- Riches, G. 1996, *First World Hunger: Food Security and Welfare Politics*, Macmillan, London.
- Warde, A. 1997, *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture*, Sage, London.

Tutorial reading:

- **Chapter 8: Food and Class - Pat Crotty**

Week 10 Food and the body: examining weight prejudice

Video: *Fat Chance*

One of the most common prejudices held by people is 'fatism', that is, discrimination based on a person's weight. The lecture traces the development of the stigmatisation of obesity and the social implications of being obese in a thin preoccupied world.

Lecture references

- Falk, P. 1994, *The Consuming Body*, Sage, London.
- Fischler, C. 1988, 'Food, Self and Identity', *Social Science Information*, vol. 27, no. 2, pp. 275-92.
- Gaurine, I. & Pollock, N.J. (eds) 1995, *Social Aspects of Obesity*, Gordon and Breach, New York.
- Lupton, D. 1996, *Food, the Body and the Self*, Sage, London.

Tutorial reading:

- **Chapter 11: Sociological analysis of the stigmatization of obesity – Jeffery Sobal**

Week 11 Gender, food and body image

There are 'gendered' patterns of food consumption, where women tend to eat differently from men. This is particularly the case with dieting practices, where far more women diet in pursuit of a 'thin ideal', even when within the medically defined 'healthy weight range'. The lecture examines why gender differences in eating exist, the role body image plays for both women and men, and the extent to which the link between gender, food and body image may be changing.

Lecture references

- Bordo, S. 1993, *Unbearable Weight: Feminism, Western Culture and the Body*, University of California Press, Berkeley.
- Charles, N. & Kerr, M. 1988, *Women, Food and Families*. Manchester University Press, Manchester.
- Crotty, P. 1995, *Good Nutrition? Fact and Fashion in Dietary Advice*, Allen & Unwin, Sydney.
- Fallon, P, Katzman, MA & Wooley, SA (eds) *Feminist Perspectives on Eating Disorders*, NY: Guilford Press.
- Featherstone, M., Hepworth, M. & Turner, B.S. 1990, *The Body: Social Process & Cultural Theory*, Sage, UK.

Lupton, D. 1996, *Food, the Body and the Self*, Sage, London.
Probyn, E. 2000, *Carnal Appetites: Food, Sex, Identity*, London: Routledge.
Schwartz, H. 1986, *Never Satisfied: A Cultural History of Diets, Fantasies and Fat*, NY: The Free Press.

Tutorial reading:

- **The thin ideal: women, food and dieting - Lauren Williams and John Germov**

Week 12 Food, culture & the civilising process

In this lecture we examine the importance of culture on food habits by focusing on 'eating out' and drawing on the work of Elias and his notion of the 'civilising process'.

Lecture references

Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
Bennett, T. Emmison, M., & Frow, J. 1999, *Accounting for Tastes: Australian Everyday Cultures*, Melbourne: Cambridge University Press.
Corrigan, P. 1997, *The Sociology of Consumption*, Sage, London.
Elias, N. 1978, *The Civilizing Process*, Basil Blackwell, Oxford.
Fieldhouse, P. 1995, *Food and Nutrition: Customs and Culture*. 2nd edition, Kent: Croom Helm.
Finkelstein, J. 1989, *Dining Out: A Sociology of Modern Manners*, Polity Press, Cambridge.
Mennell, S. 1996, *All Manners of Food*, 2nd edn, Illini, Chicago.
Ritzer, G. 1996, *The McDonaldization of Society*, revised edition, Pine Forge Press, New York.
Visser, M. 1993, *The Rituals of Dinner: the Origins, Evolution, Eccentricities, and Meaning of Table Manners*, London: Penguin.
Wood, R. 1995, *The Sociology of the Meal*, Edinburgh University Press, Edinburgh.

Tutorial reading:

- **Chapter 7: Eating out: reflections on the experiences of consumers in England - Alan Warde and Lydia Martens**
- **Chapter 9: Culture, food and nutrition in increasingly culturally diverse societies - Joanne Ikeda**

Week 13 Conclusion: towards a theory of food consumption

The final lecture draws together the three themes covered in studying the social appetite: McDonaldisation, Social differentiation and Self-rationalisation, mapping out a preliminary theoretical synthesis of dominant trends in food production and consumption.

Lecture references

Corrigan, P. 1997, *The Sociology of Consumption*, Sage, London.
Beardsworth, A. & Keil, T. 1997, *Sociology on the Menu*, Routledge, London.
Bourdieu, P. 1984, *Distinction. A Social Critique of the Judgement of Taste*, Routledge & Kegan Paul, London.
Elias, N. 1978, *The Civilizing Process*, Basil Blackwell, Oxford.
Giddens, A. 1991, *Modernity and Self-Identity*, Polity Press, Cambridge.
Ritzer, G. 1996, *The McDonaldization of Society*, revised edition, Pine Forge Press, New York.
Warde, A. 1997, *Consumption, Food and Taste*, Sage, London.

Tutorial reading:

- **Chapters 16: 'The Nation's Diet' and the policy contexts - Anne Murcott**

Appendix 1: Essay and Referencing Guidelines

These guidelines are drawn from: Williams, L. and Germov, J. (2001) *Surviving First Year Uni*, Sydney: Allen & Unwin, and Germov, J. (2000) *Get Great Marks for Your Essays*, 2nd edn., Sydney: Allen & Unwin. For more information on essay writing, referencing and general academic skills, consult these books.

Essay structure

The basic structure of an essay involves three parts:

- **the introduction:** clarifies an essay topic for the reader. It should include what your essay will cover, the stance or argument you will take, and briefly define any key terms where necessary.
- **the body:** a series of logically connected paragraphs where you describe and analyse material relevant to the topic (provide supporting evidence and explanations based on your reading of the literature).
- **the conclusion:** a short summary, usually in one paragraph, of the evidence and argument presented to answer the essay question. New information should not be included in the conclusion.

Subheadings: unless otherwise stated, the use of subheadings in essays is optional.

In writing a university level essay you should:

- Use formal expression and avoid emotive phrases such as slang, clichés and stereotypes.
- Critically analyse (ie evaluate strengths and weaknesses) the relevant literature on a topic by taking into account opposing viewpoints.
- Always make use of supporting evidence drawn from authoritative and verifiable information sources. Unless you are requested to do so, avoid anecdotal, hypothetical and personal examples.
- Acknowledge the sources of information used by an accepted system of referencing. This way you avoid plagiarism (theft of another author's work). It also allows readers (including markers) to confirm and follow-up on material you present.

What about my opinion? Making your argument, theme or thesis

Your opinion or your preferred explanation or answer to a topic (sometimes called argument, theme or thesis) can only be persuasive if it is based on authoritative sources of information (ie academic books and journals that are related to the discipline you are studying). You should aim to form your opinion about a topic only after you have read the relevant literature and become aware of differing viewpoints. The argument you present in your essay is your considered opinion about a topic, supported with detailed evidence and references.

Interpreting your topic

To help interpret your topic, use your lecture notes and textbook to gain a general understanding of the topic. However, **do not reference or re-use lecture notes in your essays**. If you want to use information used in a lecture, you will need to find the original source by conducting your own library research. Start with other introductory sociology books and a sociology dictionary, and use the lecture, tutorial and essay references as a guide.

When you take notes make sure that you record the bibliographic details (authors, dates of publication, titles, page numbers etc.) of the sources of information you used, as this will help you later when you need to compile your reference list.

Writing up your essay

- **Drafts:** Writing is a time-consuming process. Once you have completed your notes, you should allow yourself enough time to produce **at least 2 or 3 drafts** before submitting your work.
- **Consider word limits as word targets:** aim to write as close to the word limit as possible – 10% above or below the limit is acceptable.
- **Proof reading:** always carefully check your final draft for any spelling, grammatical or referencing mistakes as marks will be deducted for such errors.

What is referencing?

When you use information from books and journal articles in assignments, you will generally be required to acknowledge your information sources – this is known as referencing. You should reference research findings, statistics, concepts and theories. You must always provide a reference for direct quotes AND paraphrased information (material put into your own words but derived from another source). This may mean that every paragraph in your assignment has at least one reference in it.

How to use the Harvard in-text referencing system

There are many types of referencing systems. The preferred one in the Social Sciences is known as the Harvard in-text referencing system which is very similar to the APA system used by psychologists. The Harvard system includes references in the text of the essay, for example: (Bessant and Watts 2002: 5) – this reference tells the reader that information presented in the sentence or paragraph came from a source written by Bessant and Watts (surnames only) published in 2001 and found on page 5. All the other details about the information source such as the title, publisher and place of publication (known as bibliographical information) appear in a list of references at the end of your essay. Here are two examples of what in-text references can look like:

- Apple (1988: 56) states that... - here the author's name is part of the sentence. Note the space between the author and the bracket. You may see some variations such as: (1988, p. 5) or (1988, 5) – choose one and be consistent.
- It can be argued that... (Bryson 1992:10-16). – if the author is not mentioned in the sentence, then the full reference comes at the end, all in brackets, with the full stop after the bracket

Direct quotes and paraphrased material:

- In general, aim to paraphrase (put in your own words) the information you gather from other sources. **You must still provide a reference for paraphrased information.**
- **Keep direct quotes to a minimum:** no more than 10% of the word count. Copying slabs of information word for word is unacceptable as it is impossible to assess your understanding of the material.
- **When using a direct quote, always keep:** the exact wording and spelling of the original source. Always include page number/s with the reference.
- **For direct quotes less than 30 words:** place in single quotation marks.
- **For direct quotes greater than 30 words:** do not use quotation marks, but instead indent the quote from both the left and right margins.

Bibliographic details and formatting your reference list

Your reference list is attached to the end of your essay and includes all the bibliographic details of the information sources referenced in your essay. It is only necessary to include the actual information sources that you referenced in your essay. Do not include other sources that you might have looked at, but not referenced. A reference list should be formatted consistently and organized in alphabetical order (by author surname). The following reference

list template includes examples of the information you need to record and include in your reference list.

A reference list template

For books provide:

- All author surnames and initials of first names
- Date of publication
- Book title (italicised or underlined)
- Edition (where relevant)
- Place of publication
- Publisher
- **Example:** Bessant, J. and Watts, R. (2002) *Sociology Australia*, 2nd edn., Sydney: Allen & Unwin.

For a chapter in an edited book, provide:

- All author surnames and initials of first names
- Date of publication of the book in which the chapter is contained
- Chapter title in inverted commas
- Initials and surnames of editors, including the abbreviation (ed. or eds.)
- Book title (italicised or underlined)
- Edition (where relevant)
- Place of publication
- Publisher
- **Example:** Williams, L. and Germov, J. (1999) 'The thin ideal: women, food and dieting', in J. Germov and L. Williams (eds) *A Sociology of Food and Nutrition: The Social Appetite*, Melbourne: Oxford University Press.

For a journal article, provide:

- All author surnames and initials of first names
- Date of publication of the journal in which the article is contained
- Article title in inverted commas
- Journal title (italicised or underlined)
- Volume and Issue numbers (where relevant)
- First and last page numbers of the article
- **Example:** Baxter, J. (2002) 'Patterns of change and stability in the gender division of household labour in Australia, 1986-1997', *Journal of Sociology*, Vol. 38, Issue 4, pp. 399-424.

For a web source, provide:

- All author surnames and initials of first names where available (sometimes the author is an organisation)
- Date of publication or last revision/modification (often included at the bottom of a web site)
- Title of publication and or particular section of a web site (italicised or underlined)
- Title of the web site and the web address (URL)
- Date you accessed the web site (because web information is often subject to change)
- **Web Example 1 – Web site:** Commonwealth of Australia (2002), *Australian Social Trends*, Australian Bureau of Statistics [web site], <http://www.abs.gov.au/>, Date accessed: 20 January 2003.
- **Web Example 2 – Online journal:** Baxter, J. (2002) 'Patterns of change and stability in the gender division of household labour in Australia, 1986-1997', *Journal of Sociology*, Vol 38, Issue 4, [online], http://0infotrac.galegroup.com.newcutter.newcastle.edu.au/itw/infomark/129/303/31718733w1/purl=rc1_EAIM_0_A96267683&dyn=3lrxn_6_0_A96267683?sw_aep=newcastle/, Date accessed: 20 January 2003.
- **Note: Web Example 2 refers to the same journal article by Baxter used earlier for referencing a hard copy of a journal article. When the journal article is accessed online, the main difference in referencing it is the inclusion of the web address and the date accessed. For this online version, there are no page numbers available.**

Appendix 2: Essay Feedback Guide¹

The following guide will be used for providing feedback on essays. Please note that the assessment criteria are not of equal weighting and are intended as a guide only.

Assessment Criteria:	Poor	Acceptable	Good
Structure <ul style="list-style-type: none"> ▪ Introduction, logical flow, conclusion ▪ Establishment and development of argument 	<----->		
Relevance of content <ul style="list-style-type: none"> ▪ Understanding of question/topic/task ▪ Use of sociological concepts/research/theories 	<----->		
Evidence of wide reading <ul style="list-style-type: none"> ▪ Depth/detail covered ▪ Understanding of the issues involved 	<----->		
Terms defined & supporting evidence <ul style="list-style-type: none"> ▪ Definition of key terms ▪ Accuracy and quality of supporting evidence 	<----->		
Critical analysis and original thought <ul style="list-style-type: none"> ▪ Recognition of opposing points of view ▪ Critical evaluation of evidence and theories ▪ Original thought 	<----->		
Overall presentation <ul style="list-style-type: none"> ▪ Clarity of expression, spelling and grammar ▪ Paragraph and sentence structure 	<----->		
Correct & consistent in-text referencing	<----->		
Correct & consistent reference list	<----->		
Appropriate length	<----->		

General remarks	
.....	
Mark/Grade:	Marker:

1. Adapted from Germov, J. (2000) *Get Great Marks for Your Essays*, 2nd edn., Sydney: Allen & Unwin.

Appendix 3: Tutorial Presentation Feedback Guide

Weighting: 20%

Student names:

	Poor	Acceptable	Good
Structure	<----->		
<ul style="list-style-type: none">▪ Introduction, logical flow, conclusion▪ Was the time limit observed?			
Relevance of material presented	<----->		
<ul style="list-style-type: none">▪ Understanding of the issues involved▪ Author's argument, concepts & theories			
Interpretation and analysis of material	<----->		
<ul style="list-style-type: none">▪ Persuasiveness of evidence▪ Sociological insights & use of wider literature▪ Alternative issues/conclusions/perspectives?			
Overall presentation	<----->		
<ul style="list-style-type: none">▪ Clarity and coherence of presentation			
Class handout	<----->		
<ul style="list-style-type: none">▪ Clarity of information presented▪ Annotated references with full details▪ Electronic copy submitted			

Mark/Grade: /20

Please note: the above criteria are not of equal weighting and are intended as a guide only.

General remarks

SOCIOLOGY OF AGRICULTURE

SOC 302.3 (01) Term 1, 2002-03

University of Saskatchewan

Instructor: Michael E. Gertler
Offices: 188 Diefenbaker, Centre for the Study of Co-operatives
Telephone: 966-8501
Office Hours: T 2:30-3:30, W 11:00-12:00 Diefenbaker 188 (and by chance or appointment)

Class Time: TTh 13:00-14:20
Class Meeting Place: AG 1E85
E-mail: michael.gertler@usask.ca

Course Description: Contemporary sociological approaches to the social organization of farming and agribusiness, including property, gender, and work relations, structural and institutional change, and the social ecology of resource management. Emphasis is on North America, with comparison to other regions. The course combines lectures and seminar format.

Required Texts:

- Altieri, Miguel A. 2001. *Genetic Engineering in Agriculture: The Myths, Environmental Risks, and Alternatives*. Oakland, CA: Food First
- Barndt, Deborah. 2002. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Garamond Press.
- Ellis, Frank. 1996. *Rural Livelihoods and Diversity in Developing Countries*. Oxford: Oxford University Press.
- Magdoff, Fred, John B. Foster, and Frederick H. Buttel, eds. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food and the Environment*. New York: Monthly Review Press.

Recommended:

- Anderson-Dargatz, Gail. 1996. *The Cure for Death by Lightning*. Toronto: Random House.
- Epp, Roger, and Dave Whitson, eds. 2001. *Writing Off the Rural West*. Edmonton: University of Alberta Press.

Lappé, Frances Moore, Joseph Collins, Peter Rosset. 1998. *World Hunger: Twelve Myths*, 2nd edition. New York: Grove Press

Ozeki, Ruth. 1998. *My Year of Meats*. New York: Penguin Books.

Siggins, Maggie. 1992. *Revenge of the Land: A Century of Greed, Tragedy, and Murder on a Saskatchewan Farm*. Toronto: McClelland & Stewart.

Course Work and Evaluation:

Class Participation and Class Presentations:20%

Individual or Group Research Project/Paper.....	40%
Final Exam: 2 1/2 hour, essay-type exam (December date, place TBA).....	40%

Individual or Group Research Project:

This is to be a *research* paper/project based on library research and/or field investigations. The topic should be relevant to the class and the analysis should reflect the fact that this is a sociology course. Although there are many good models for doing such a paper/project, it would be a good idea to pay attention to the interaction of social, organizational, and institutional factors. It would also be a good idea to deal with some key concepts/analytical approaches used in the sociology of agriculture literature.

This paper/project is worth 40% of your course grade. It should be carefully crafted, edited, and proofed. The paper/project should be typed and approximately 15 pages (not including references and appendices, i.e. approx. 4500 words). Pages must be numbered. Footnotes, citations, and references should be carefully modelled on the journal *Rural Sociology* (see handout) or on another relevant social sciences journal. Staple in upper left corner. Include a title page but no cover please. Keep a copy of your paper. You are encouraged to discuss the topic and approach with your instructor. Feel free to discuss topics, research approaches, sources, etc. with others. The final product should be original work. See definitions and rules re plagiarism:

<http://www.usask.ca/calendar/general/policy/studentrights/>

COURSE OUTLINE

Week 1-3. Introduction to the Sociology of Agriculture and to the Agro-Food Sector

Tangled Routes "Introduction" Pp. 1-6

Tangled Routes "Ch.1. Across Space and through Time: Tomatl Meets the Corporate..." Pp. 7-53

Tangled Routes "Ch.2. Frames and Filters: Theoretical and Methodological..." Pp. 54-81.

Rural Livelihoods "Ch.1. Livelihoods, Diversification and Agrarian Change" Pp. 3-27

Rural Livelihood "Ch.2. "A Framework for Livelihood Analysis" Pp. 28-51

Hungry for Profit "An Overview" Pp.7-21.

Week 4-5. Political and Social Economy of Agriculture and Agro-Industrial Restructuring

Hungry for Profit "Ch.1.The Agrarian Origins of Capitalism" Pp. 23-41.

Hungry for Profit "Ch.3. Concentration of Ownership and Control in Agriculture" Pp. 61-75.

Hungry for Profit, "Ch.5. The Maturing of Capitalist Agriculture" Pp. 93-106.

Hungry for Profit "Ch.7 Global Food Politics" Pp. 125-143.

Hungry for Profit "Ch.8. The Great Global Enclosure of Our Times" Pp. 145-160.

Week 6-7. Working in the Agro-Food System: Gender, Ethnicity, and Nationality in Field, Factory, and Food Outlet

Tangled Routes "Ch.3.. Arch Deluxe with a Smile: Women Never Stop at McD's" Pp. 82-112

Tangled Routes "Ch.4. You can Count on Us: Scanning Cashiers at Loblaws..." Pp. 113-154

Tangled Routes "Ch.5. On the Move for Food: Truckers & Transnational Migrants" Pp. 155-164

Tangled Routes "Ch.6. Picking and Packing for the North" Pp. 165-208

Hungry for Profit "Ch.9. Organizing U.S. Farm Workers: A Continuous Struggle" Pp. 161-174

Rural Livelihoods "Ch.7. "Gender and Rural Livelihoods" Pp. 139-159

Week 8. Studying Agricultural and Rural Livelihoods and Diversification

Rural Livelihoods "Ch.9. "Methods and Livelihoods" Pp. 183-199

Rural Livelihoods "Ch.10. "A Case Study in Rural Tanzania" Pp. 200-228

Rural Livelihoods "Ch.11. "Livelihood, Diversification, and Policies" Pp. 231-241

Week 9-11. The Sociology of Agricultural Science, Technology, and Agro-Ecological Sustainability

Hungry for Profit “Ch.2. Liebig, Marx, and the Depletion of Soil Fertility” Pp. 43-60.

Hungry for Profit “Ch.4. Ecological Impacts of Industrial Agriculture...” Pp. 77-92

Rural Livelihoods “Ch.6. “Environment and Sustainability” Pp. 117-138

Hungry for Profit “Ch.12. Cuba: A Successful Case Study of Sustainable Agriculture”:203-213.

Hungry for Profit “Ch.6. New Agric. Biotechnologies” Pp. 107-123.

Altieri, Miguel. 2001. *Genetic Engineering in Agriculture*. Oakland, CA: Food First Books.

Week 12.Rethinking Consumption and Production: Sociology of Food and Food Security

Hungry for Profit, “Ch.10. Rebuilding Local Food Systems...” Pp. 175-188.

Hungry for Profit, “Ch.11. Want Amid Plenty: From Hunger to Inequality” Pp. 189-202.

Tangled Routes “Ch.7 Crossing Sectors and Borders: Weaving a Holistic Analysis” Pp. 209-228

Tangled Routes “Ch.8. Cracks in the Corporate Tomato: Signs of Hope” Pp. 229-251

Tangled Routes “Epilogue” Pp.253-255

Week 13-14. Class Presentations, Discussions, and Review

Some Relevant Journals:

F591 G74	Great Plains Quarterly
FC3231 P89	Prairie Forum
FC3501 S27	Saskatchewan History
G1 C212	The Canadian Geographer
G72 G34	Geography
GN1 D53	Dialectical Anthropology
GN1 H91	Human Organization
GN301 C85	Cultural Survival Quarterly
H1 J865	Journal of Development Studies
HB1 J8	Land Economics
HB73 S78	Studies in Political Economy
HC10 E185	Economic Development and Cultural Change
HC10 S63	Society and Natural Resources
HC59.7 T458	Third World Quarterly
HC60 I61	Development
HC117 A8C3	Canadian Journal of Regional Science
HD72.D48	Development and Change
HD82 W92	World Development
HD101 J86	American Journal of Agricultural Economics
HD101.L35	Land Reform, Land Settlement and Cooperatives
HD1336 J68	Journal of Peasant Studies
HD1401 A38	Agriculture and Human Values
HD1491.A1J68	Journal of Rural Cooperation
HD1781 C212	Canadian Journal of Agricultural Economics
HM1 A63	Antipode
HM1 C21	Canadian Review of Sociology and Anthropology
HM1 C197	Canadian Journal of Sociology
HN1 C73	Community Development Journal
HN49 C6J68 (Educ)	Journal of the Community Development Society
HQ1870.9 G45	Gender and Development
HT401 J68	Journal of Rural Studies

HT401 R94	Rural Sociology
HT401 S67	Sociologia Ruralis
S1 A27	Agricultural History
S622 J86	Journal of Soil and Water Conservation
HT401 R47 (Annual)	Research in Rural Sociology and Development
Centre for the Study of Co-operatives	Canadian Journal of Development Studies
Centre for the Study of Co-operatives	Farmers' Independent Weekly
Centre for the Study of Co-operatives	Grassroots Dev.: J. of the Inter-Am. Foundation
Centre for the Study of Co-operatives	Journal of Cooperatives (USDA)
Centre for the Study of Co-operatives	Manitoba Co-operator
Centre for the Study of Co-operatives	Review of International Co-operation
Centre for the Study of Co-operatives	Rural America (USDA)
Centre for the Study of Co-operatives	Rural Cooperatives
Centre for the Study of Co-operatives	Western Producer

Bibliographic Tools:

Library Home Page: Research Resources, Databases, subject: Sociology, Agriculture
 See especially, Sociological Abstracts, AGRICOLA, CAB Abstracts
 See also Electronic Journals

Some Examples of Possible (Group) Research Topics:

Land Tenure in Saskatchewan
 Farmers' Markets in the regional economy
 Diversification in the Saskatchewan context
 Community and Co-operative Pastures
 Hutterite Agriculture
 Large Farms on the Prairies
 Machinery Co-operatives, Co-operative Farms, and Multi-Operator Farms
 Agribusiness: Del Monte, United Fruit Company, Standard Fruit Company
 Agribusiness: Saskatchewan Wheat Pool, ADM, Cargill, AgEvo, Monsanto...
 Ranching in Saskatchewan
 Biotechnology in Saskatchewan
 Environment and Agriculture in Saskatchewan

ADVANCED SEMINAR IN THE SOCIOLOGY OF AGRICULTURE
SOC 402/802.3(02) T2 2002-2003
University of Saskatchewan

Instructor: Michael E. Gertler
Offices: D1EF 188
Telephone: 966-8501

Class Time: M 13:30-15:20
Class Meeting Place: ARTS 1011
E-mail: michael.gertler@usask.ca

Calendar Description: Theoretical and research approaches to the political and social economy of agriculture and food. Emphasis is given to contemporary works on agro-industrial reorganization, agro-food technology, diets, sustainable agriculture, state intervention, trade, aid, and agrarian reform.

Required Texts:

Bryceson, Deborah, Christóbal Kay, and Jos Mooij, eds. 2000. *Disappearing Peasantries? Rural Labour in Africa, Asia and Latin America*. London: Intermediate Technology Publications.

Kneen, Brewster. 2002. *Invisible Giant: Cargill and its Transnational Strategies*, 2nd ed. London: Pluto Press.

Sick, Deborah. 1999. *Farmers of the Golden Bean: Costa Rican Households and the Global Coffee Economy*. DeKalb: Northern Illinois University Press.

Course Work and Evaluation:

Class Participation and Presentations:.....	35%
Research Paper (due last class, April 3).....	30%
Final Exam: (to be scheduled in exam period April 12-30).....	35%

You will be expected to make three **class presentations** (each worth 10%): two based on assigned reading(s) for a particular week, and one based on your research paper. Each presentation should be approximately 25 minutes and may include visual aids, handouts, etc. When making presentations, please keep in mind the following questions as a starting point for your discussion and analysis:

1. What are the primary arguments and conclusions, and what is the research/theoretical approach?
2. How did this work add to your conceptual toolkit?
3. What is your assessment of the work and what questions does it raise (for further research, for the sociology of agriculture, and for class discussion)?

Your active and frequent **participation** is essential to making this an effective learning experience. This includes attending class, keeping up with the readings, asking questions and contributing to discussions. These aspects of your participation will also be graded (out of 5%).

The **research paper** should be based on your own library research and/or field investigations. The topic should be relevant to the class and the analysis should reflect the fact that this is an advanced sociology course. Although there are many useful approaches, it would be a good idea to pay attention to organizational, institutional, and policy issues. It would also be good to deal with concepts/analytical approaches used in the sociology of agriculture literature. The paper should be approximately 15 typed pages in the case of 402 students, and 20 pages in the case of 802 students (not including references and appendices). This paper should be carefully crafted, edited, and proofread. Pages must be numbered. Footnotes, citations, and references should be carefully modelled on the journal *Rural Sociology* (see handout) or another sociology journal. Staple in upper corner. Title pages but no covers please. Keep a copy of your paper. Feel free to discuss topics, research approaches, sources, etc. with others and with me (it is strongly suggested that you meet with the instructor at least once to discuss topics, sources, research strategies, etc.) Group projects are an option.

The **final exam** will be scheduled in the April 12-30 exam period and will be an essay-style exam with some choice. Review questions will be provided in the last class.

Course Outline and Reading Assignments

(Articles available at the Main Library Reserve, and the Resource Centre, Centre for the study of Co-operatives, Dief 191.)

1. Introduction to the Sociology of Agriculture and Food (1/8)

2. Approaches to the Sociology of Agriculture I (1/15)

Bryceson, D.F. 2000. "Peasant theories and smallholder policies: past and present." Pp. 1-36 in *Disappearing Peasantries?*

Buttel, Frederick H. "Some Reflections on Late Twentieth Century Agrarian Political Economy." *Sociologia Ruralis* 41 (2): 165-181.

3. Case Study: Farming Households and Global Markets I (1/22)

"Introduction." Pp. xiii-xx in *Farmers of the Golden Bean*

"The Fate of the Family Farmer." Pp. 5-18 in *Farmers of the Golden Bean* (Ch 1)

"Coffee and the Family Household" Pp. 19-33 in *Farmers of the Golden Bean* (Ch 2)

"Los Cafeteros of Pérez Zeledón." Pp. 34-50 in *Farmers of the Golden Bean* (Ch 3)

4. Case Study: Farming Households and Global Markets II (1/29)

"The Political Economy of Coffee-Farming Households." Pp. 51-71 in *Farmers of the Golden Bean* (Ch 4)

"Against the Wind: Local Organizations and Change." Pp. 75-88 in *Farmers of the Golden Bean* (Ch 5)

"To Market, To Market." Pp. 89-104 in *Farmers of the Golden Bean* (Ch 6)

"When Coffee is Not Enough." Pp. 105-120 in *Farmers of the Golden Bean* (Ch 7)

"Family Farmers, Global Markets, & the State. Pp.121-131 in *Farmers of the Golden Bean* (Ch 8)

5. Agrarian Questions: Latin America I (2/5)

Kay, C. 2000. "Latin America's agrarian transformation: peasantization and proletarianization." Pp. 123-138 in *Disappearing Peasantries?*

Barros Nock, M. 2000. "The Mexican peasantry and the *Ejido* in the neo-liberal period." Pp. 159-175 in *Disappearing Peasantries?*

Jansen, K. 2000. "Structural adjustment, peasant differentiation and the environment in Central America." Pp. 192-212 in *Disappearing Peasantries?*

6. Agrarian Questions: Latin America II (2/12)

Deere, C.D. 2000. "Towards a reconstruction of Cuba's Agrarian transformation: Peasantization, De-peasantization and re-peasantization." Pp. 139-158 in *Disappearing Peasantries?*

Llambi, L. 2000. "Global-local links in Latin America's new ruralities." Pp. 176-191 in *Disappearing Peasantries?*

7. Cargill: Study in Agribusiness, Corporate Culture, Sectors, and Globalization I (2/26)

"Preface" Pp. vi-x in *Invisible Giant*

"Mutant Giants." Pp.1-15 in *Invisible Giant* (Ch 1)

"Cargill Inc. - The Numbers." Pp. 16-20 in *Invisible Giant* (Ch 2)

- “Origins, Organization, and Ownership.” Pp. 21-30 in *Invisible Giant* (Ch 3)
- “Policy, Advocacy and Capitalist Subsidies.” Pp. 30-40 in *Invisible Giant* (Ch 4)
- “Creatures: Feeding and Processing.” Pp. 41-58 in *Invisible Giant* (Ch 5)
- “Cotton, Peanuts and Malting.” Pp.59-64 in *Invisible Giant* (Ch 6)
- “Processing: Oilseeds, Soybeans, Corn and Wheat.” Pp. 65-79 in *Invisible Giant* (Ch 7)
- “Invisible Commodities” Pp. 80-89 in *Invisible Giant* (Ch 8)
- “E-Commerce” Pp. 90-93 in *Invisible Giant* (Ch 9)

8. Cargill: Study in Agribusiness, Corporate Culture, Sectors, and Globalization II (3/5)

- “Coming and Going: Transport and Storage.” Pp. 94-103 in *Invisible Giant* (Ch 10)
- “Typical Stories—Canada and Mexico.” Pp. 104-109 in *Invisible Giant* (Ch 11)
- “Fertilizer.” Pp. 110-115 in *Invisible Giant* (Ch 12)
- “The West Coast.” Pp. 116-120 in *Invisible Giant* (Ch 13)
- “Rivers of Soy—South America.” Pp. 121-133 in *Invisible Giant* (Ch 14)
- “Juice.” Pp. 134-141 in *Invisible Giant* (Ch 15)
- “The ‘Far East’ .” Pp. 142-169 in *Invisible Giant* (Ch 16)
- “ Seeds.” Pp. 170-180 in *Invisible Giant* (Ch 17)
- “Salt.” Pp. 181-193 in *Invisible Giant* (Ch 18)
- “Only Cargill’s Future?” Pp. 194-200 in *Invisible Giant* (Ch 19)

9. Agrarian Questions: Africa I (3/12)

- Bryceson, D.F. 2000. “African peasants’ centrality and marginality: rural labour transformation.” Pp. 37-63 in *Disappearing Peasantries?*
- Raikes, P. 2000. “Modernization and adjustment in African peasant agriculture.” Pp. 64-80 in *Disappearing Peasantries?*
- Meagher, K. 2000. “Veiled conflicts: peasant differentiation, gender and structural adjustment in Nigerian Hausaland.” Pp. 81-98 in *Disappearing Peasantries?*

10. Agrarian Questions: Asia (3/19)

- Mooij, J. 2000. “Changing peasantries in Asia.” Pp. 213-230 in *Disappearing Peasantries?*
- Breman, J. 2000. “Labour and landlessness in South and South-east Asia.” Pp. 231-246 in *Disappearing Peasantries?*
- Bramall, C. and M.E. Jones. 2000. “The fate of the Chinese peasantry since 1978.” Pp. 262-278 in *Disappearing Peasantries?*
- Knight, J. 2000. “Japan’s new ‘peasants’.” Pp. 279-298 in *Disappearing Peasantries?*

11. The Sociology of Gender in Farming, Agricultural Movements, and Rural Communities (3/26)

- Rickson, Sarah Tufts, and Peter L. Daniels. 1999. “Rural Women and Decision Making: Women’s Role in Resource Management During Rural Restructuring.” *Rural Sociology* 64 (2): 234-250.
- Peter, Gregory, Michael Mayerfield Bell, Susan Jarnagin, and Donna Bauer. 2000. “Coming Back Across the Fence: Masculinity and the Transition to Sustainable Agriculture.” *Rural Sociology* 65 (2): 215-233.
- Kimmel, Michael, and Abby L. Ferber. 2000. “ ‘White Men Are This Nation:’ Right-Wing Militias and the Restoration of Rural American Masculinity.” *Rural Sociology* 65 (4): 582-604.

12. Approaches to the Sociology of Agriculture II (4/2)

Bryceson, D. F. 2000. "Disappearing peasantries? Rural labour redundancy in the neo-liberal era and beyond." Pp. 299-326 in *Disappearing Peasantries?*

Goodman, David. 2001. "Ontology Matters: The Relational Materiality of Nature and Agro-Food Studies." *Sociologia Ruralis* 41 (2): 182-200.

Friedland, William H. 2001. "Reprise on Commodity Systems Methodology." *International Journal of Sociology of Agriculture and Food* 9 (1):82-103.

13. Student Research Paper Presentations (4/9 or other date scheduled by mutual agreement)

Some Relevant Journals:

C3231 P89	Prairie Forum
DT19.9.C21C2	Canadian J. of African Studies
GN1 H91	Human Organization
H1.J865	Journal of Development Studies
HB73 S78	Studies in Political Economy
HC10.E185	Economic Development & Cultural Change
HC10.S63	Society and Natural Resources
HD1.J8	Land Economics
HD72.D48	Development and Change
HD82.W92	World Development
HD101.J86	American Journal of Agricultural Economics
HD101.L35	Land Reform, Land Settlement and Cooperatives
HD101 P4	Peasant Studies
HD1336 J68	Journal of Peasant Studies
HD1401 .A38	Agriculture and Human Values
HD1491.A1J68	Journal of Rural Cooperation
HD1781 C2112	Canadian Journal of Agricultural Economics
HD9000.1	Food Policy
HD9000.1.J68	J. of International Food and Agribusiness Management
HM1.A51	Annals of the American Academy of Political and Social Science
HM1.C21	Canadian Review of Sociology and Anthropology
HT401 J68	Journal of Rural Studies
HT401.R87	Rural History: Economy, Society, and Culture
HT401 R94	Rural Sociology
HT401 S67	Sociologia Ruralis
S1.A27	Agricultural History
S622.J86	Journal of Soil and Water Conservation
TX341.F6	Food in Canada
TX341.F662	Food and Nutrition Bulletin
TX341.F68T3	Food Technology
TX911.3.M3J69	Journal of Restaurant and Food Service Marketing
Newspaper	The Western Producer
Co-op lib	Journal of Cooperatives
Co-op lib	Canadian Journal of Development Studies
Co-op lib	Grassroots Development: J. of the Inter-Am. Foundation
Co-op lib	Rural Cooperatives

Bibliographic Tools: (Available on Library web page, get help if necessary at reference desk)
AGRICOLA; CAB; Sociological Abstracts

Topics in Russian Culture:

Feasting and Fasting in Russian History

Russian 206
Spring 2003

Darra Goldstein
Weston 33, x.2161
Darra.Goldstein@williams.edu

Office Hours:

Mondays and Thursdays 11-12, and by appointment

Required Texts:

Aleksandr Nikolaevich Engelgardt. *Letters from the Country, 1872-1887*. New York: Oxford UP, 1993.

Venedikt Erofeev. *Moscow to the End of the Line*. Evanston, IL: Northwestern UP, 1994.

Lidiya Ginzburg. *Blockade Diary*. London: The Harvill Press, 1997.

Food in Russian History and Culture, ed. Musya Glants and J. Toomre.

Bloomington: Indiana UP, 1997.

Darra Goldstein. *A Taste of Russia*. 2nd ed. Montpelier, VT: RIS Publications, 1999.

Mikhail Saltykov-Shchedrin. *The Golovlyov Family*. Dana Point, CA: Ardis Publishers, 1976.

A packet of photocopied readings will be available for a nominal charge.

Thursday February 6 INTRODUCTION: A TASTE OF RUSSIA

Monday February 10 DEFINING A CULINARY CULTURE

Reading: Max Sorre, "The Geography of Diet" (in *Readings In Cultural Geography*)
R.E.F. Smith & David Christian, "Farming and gathering: grain and game" (from *Bread and Salt*)
Roland Barthes, "Toward a Psychosociology of Contemporary Food Consumption"

Thursday February 13 THE EUROPEAN NORM

Reading: Stephen Mennell, "The Civilising of Appetite" (from *All Manners of Food*)
Jean-François Revel, "The Ghost of the Médicis" (from *Culture and Cuisine*)

Monday February 17 "A RUDE AND BARBAROUS KINGDOM"

Reading: *The Travels of Olearius in Seventeenth-Century Russia*
(The Second Journey to Moscow; The Russian Land;
The Russian People; Households and Social Life)

George Turberville, "Certaine Letters in Verse"

Thursday February 20 RUSSIAN ORTHODOXY

Reading: Sigismund von Herberstein, *Notes upon Russia*, vol. I (excerpt)
Leonid Heretz, "The Practice and Significance of Fasting in Russian Peasant Culture" (in *Food in Russian History and Culture*)
The Domostroi (selections)

Monday February 24 RUSSIAN HOSPITALITY AND NATIONAL DEFINITION

Reading: Darra Goldstein, *A Taste of Russia*

Thursday February 27 FOOD AS CULTURAL SYMBOL

Reading: Peter Farb and George Armelagos, "Meal as Metaphor"
(from *Consuming Passions*)
Pierre van den Berghe, "Ethnic cuisine: culture in nature"
Roland Barthes, "Wine and Milk," "Steak and Chips"
(from *Mythologies*)
Snejana Tempest, "Stovelore in Russian Folklife" (in *Food in Russian History and Culture*)

Monday March 3 RUSSIA VS. THE WEST

Reading: Darra Goldstein, "Gastronomic Reforms under Peter the Great"
George Munro "Food in Catherinian St. Petersburg"
(in *Food in Russian History and Culture*)
Lev Tolstoy, *Anna Karenina*, Part I, Chapter X

Tuesday March 4 **BLINY DEMONSTRATION AND DINNER**, 6 p.m.
Dodd House

Thursday March 6 COURT CUISINE

Reading: Herberstein, *Notes upon Russia*, vol. II (excerpt)
Joyce Toomre, "Introduction" from *Classic Russian Cooking: Elena Molokhovets' Gift to Young Housewives*
Darra Goldstein, "Russian Dining: Theatre of the Gastronomic Absurd"

*** PAPER #1 DUE ***

Monday March 10 COUNTRY LIFE

Reading: Aleksandr Engelgardt, *Letters from the Country*:
Chapters I, III, IV, V, VII, XI, XII
Sergei Aksakov, *Notes on Fishing* and *Notes of a Provincial Wildfowler* (selections)

Thursday March 13 PEASANT FARE

Reading: Cathy Frierson, "Forced Hunger and Rational Restraint in the Russian Peasant Diet" (in *Food in Russian History and Culture*)
Smith and Christian, "The established pattern" and "Good times and bad" (from *Bread and Salt*)

Monday March 17 DECONSTRUCTING RECIPES

Reading: Barbara Haber, "Follow the Food" (from *Through the Kitchen Window*)
Recipes from *Classic Russian Cooking*
Alexandra Kropotkin, *How to Cook and Eat in Russian* (selections)

Thursday March 20 MIDTERM EXAM

SPRING BREAK

Monday April 7 NINETEENTH-CENTURY DOMESTIC LIFE—1

Reading: Nikolai Gogol, "Evenings on a Farm Near Dikanka I & II" and "Old-World Landowners" (from *The Collected Tales and Plays*)

Thursday April 9 NO CLASS

Monday April 14 NINETEENTH-CENTURY DOMESTIC LIFE—2

Reading: Mikhail Saltykov-Shchedrin, *The Golovlyovs*

Thursday April 17 FOOD IN THE RUSSIAN SHORT STORY

Reading: Anton Chekhov, "Notes from the Memoirs of a Man of Ideals," "The Siren," "Oysters," "On Mortality: A Carnival Tale," "The Potato and the Tenor"
Isaak Babel, "My First Goose"

Monday April 21 REVOLUTIONARY TRENDS

Reading: Ronald LeBlanc, "Tolstoy's Way of No Flesh"
Darra Goldstein, "Is Hay Only for Horses?"
Mauricio Borrero, "Communal Dining and State Cafeterias in Moscow and Petrograd"
Halina and Robert Rothstein, "The Beginnings of Soviet Culinary Arts"
(all in *Food in Russian History and Culture*)
Mauricio Borrero, "Food and the Politics of Scarcity in Urban Soviet Russia, 1917-1941)

Thursday April 24 COLLECTIVIZATION AND THE DECLINE OF AGRICULTURE

Reading: Robert Conquest, *The Harvest of Sorrow* (“The Peasants and the Party,” “Revolution, Peasant War And Famine,” “Collision Course,” “The End of the Free Peasantry,” “The Famine Rages,” “Children”) Vasily Grossman, *Forever Flowing*, chapter 14 Nikolai Zabolotsky, “Agriculture Triumphant”

Monday April 28 HUNGER

Reading: Velimir Khlebnikov, “Hunger”
Russian Cookbook for American Homes (excerpts from regular and wartime editions)
Lidiya Ginzburg, *Blockade Diary*
Darra Goldstein, “Women under Siege: Leningrad 1941-42”

Thursday May 1 SOVIET FOOD CULTURE

Reading: Musya Glants, “Food as Art: Painting in Late-Soviet Russia” (in *Food in Russian History and Culture*)
Ilya Kabakov, “What is a Communal Apartment?” and “The Communal Kitchen” (from *Ten Characters*)

Monday May 5 CULINARY IMPERIALISM

Reading: Joyce Toomre, “Food and National Identity in Soviet Armenia” (in *Food in Russian History and Culture*)
Begin readings for May 8

*** PAPER #2 DUE ***

Thursday May 8 “DRINKING IS THE JOY OF RUS”

Reading: Smith and Christian, “Drink: ale and alchemy” and “Tea and temperance” (from *Bread and Salt*)
Victor Erofeev, “The Russian God”
Vitaly Vitaliev, “The Last Eighteen Drops”
Venedikt Erofeev, *Moscow to the End of the Line*

Monday May 12 MUSHROOMS IN RUSSIAN LIFE

Reading: Samuel Collins, *On the Present State of Russia* (excerpt)
Valentina and Gordon Wasson, *Mushrooms, Russia and History* (excerpts)

Thursday May 15 THE *BEEG MAK* (POST-SOVIET VALUES)

Reading: Rebecca Kay, “Images of an ideal woman”
Constantin Boym, “My McDonald’s”

Friday May 17 RUSSIAN FEAST
6:00 p.m.

Course Requirements:

- Regular attendance is expected of all class members
- 2 short papers (topics to be announced)
- Midterm
- Final Project: Research one traditional Russian dish and prepare it for the May 17th feast. Each student will give a presentation on the history and cultural significance of the dish
- Final exam (self-scheduled)

CARLETON UNIVERSITY
Department of Sociology & Anthropology

COURSE OUTLINE
1999 - 2000 SESSION

COURSE TITLE: Food
COURSE NO.: 56.361*

TERM: Fall
CREDIT VALUE 0.5

HOURS PER WEEK: 3
TIMETABLE SLOTS: Thursday 18:00 -21:00

ROOM NO.: 515 SA

INSTRUCTOR: Charles Gordon
OFFICE HOURS:

Monday 1330-1500 hrs (409 AA)
Wednesday 0900-1200 hrs (2216 DT) By appointment
Thursday 1430-1500 hrs (770 Loeb)

PHONE: 520-2603
E-MAIL: cgordon@ocs.carleton.ca

COURSE DESCRIPTION: An examination of food in relation to socio-political and cultural processes. Topics such as food taboos, restrictions and standards, systems of food distribution and consumption, the commodification of food, health and the body. Prerequisites: Third Year Standing or the Permission of the Department

COURSE INTENTIONS: The intent of this course is to inquire into the rich variety of ways in which humans, singly and collectively, plan and act out their most basic relationship with the environment. We will examine the production, distribution and consumption of food as a medium to understand the relations between large social processes and the practices of every day life.

COURSE CHORES AND EVALUATION:

There are three sorts of chores: Group presentations, term papers, and a take-home final examination.

- 1 Group Presentations: The nature and timing of these presentations will be determined when the enrolment of the class is known. They will contribute 33% of the final mark.
- 2 Term Papers: These papers will be due at the last meeting of the class. They will be 15 pages (around 3000 words) in length, on a topic chosen in consultation with the instructor. Citations should be in Sociology Journal format. They will contribute 33% of the mark.
- 3 Take-Home Examination: The examination questions will be given out at the last meeting of the class. The examination papers will be due on the date for such things as determined by the university. Students will choose three questions to answer from six that will be provided. Answers will be limited to 500 words each. The examination papers should be typed. They will contribute 33% of the final mark.

The papers can be handed in at class, to the instructor in his office, or through the departmental drop-box. The take-home exams should be handed to the instructor's office or through the drop box, unless special arrangements have been agreed upon well before hand.

Note: Students should keep hard copies of all work submitted.

In the view of the university, the Department of Sociology and Anthropology, and the instructor, the presentation of work done by others without giving due credit (i.e., plagiarism) is a most serious academic offense. It is also an offense to present the same work to two or more courses without prior permission. The student is referred to pages 48-49 of the Undergraduate Calendar for a full description of instructional offenses, and the procedures and penalties that are attached to them

The Evaluation Procedures of the university are described on pages 48-49 of the Undergraduate calendar.

Final grades are subject to the Dean's approval and are thus not official until that approval has been received. Supplemental and Grade-Raising examinations are no longer available.

Students with disabilities requiring academic accommodation are encouraged to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. Then, make an appointment with me to discuss your needs at least two weeks before the first examinations and papers are due. (This applies to the class presentations as well.) This is to ensure sufficient time to make the necessary accommodation arrangements. Please note that the deadline for submission of completed forms to the Paul Menton Centre is 5 November 1999 for a fall term course.

There will be no scheduled meetings in review week.

REQUIRED TEXTS:

Wm. Alex McIntosh. 1996. *Sociologies of Food and Nutrition*. New York: Plenum Press.

Alan Beardsworth and Teresa Keil. 1997. *Sociology on the Menu*. London: Routledge.

TOPIC OUTLINE AND READINGS:

1. Hor d'Ouevres: Notions of Room and Board

2. Saying Grace: Food and Social Theory

McIntosh, Chs 1, 2.

Beardsworth and Keil, Ch. 3.

Fine, Gary Alan. 1991. "On the Macrofoundations of Microsociology: Constraint and the Exterior Reality of Structure," *The Sociological Quarterly*, 32, 2: 161-177.

- Fischler, Claude. 1980. "Food Habits, Social Change, and the Nature/Culture Dilemma," *Social Science Information*, 19, 6: 937-953.
- Goody, Jack. 1982. *Cooking, Cuisine and Class*. Cambridge, UK: Cambridge University Press. 1-39.
- Appadurai, Arjun. 1996. *Modernity at Large*. Minneapolis: University of Minnesota Press. Ch. 4.
- Counihan, Carole and Van Esterik, Penny. 1997. *Food and Culture: A Reader*. 1-92.
- Lupton, Deborah. 1996. *Food, the Body and the Self*. Thousand Oaks, CA: Sage. Ch. 1.
3. **Food Getting as a Social Institution**
- Beardsworth and Keil, CHs. 1, 2.
- Ross, Eric B. 1987. "An Overview of Trends in Dietary Variation from Hunter-Gatherer to Modern Capitalist Societies," in *Food and Evolution: Toward a Theory of Human Food Habits*, edited by Marvin Harris and Eric B. Ross. Philadelphia: Temple University Press. 7-56.
- Mennell, Stephen. 1987. "On The Civilizing of Appetite," *Theory, Culture and Society*, 4: 373-403.
- Schusky, Ernest L. 1989. *Culture and Agriculture*. New York: Begin and Garvey.
- Nathan, Gary Paul. 1998. "Food, Health and Native-American Farming and Gathering," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 169-180.
- Mennell, Stephen. 1985. *All Manner of Food*. Chs.1, 2 and 3 (*though reading the whole book is well worth the effort.*)
- Goodman, David and Redclift, Michael. 1991. *Refashioning Nature: Food, Ecology and Culture*. London: Routledge:
- Ch. 2: "The Passing of Rural Society." 47-86.
- Ch. 3: "The Origins of the Modern Agri-Food System." 87-132.
- Mintz, Sidney W. 1996. *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*. Boston: Beacon Press. 1-49.
- Toussaint-Samat, Maguelonne. 1987 (translation 1994). *History of Food*. Oxford, UK: Blackwell. *Especially Part 1; this is a long book, but the more you can read the better.*
4. **Food, Science and Technology**
- Busch, Lawrence. 1991. "Manufacturing Plants; Notes on the Culture of Nature and the Nature of Culture," *International Journal of Sociology of Agriculture and Food*, 1: 105-125.
- Busch, Lawrence. 1984. "Science, Technology, Agriculture and Everyday Life," *Research in Rural Sociology and Development*, 1: 289-314.
- Hoban, Thomas J. 1995. "The Construction of Food Biotechnology as a Social Issue," in *Eating Agendas: Food and Nutrition as Social Problems*, edited by Donna Maurer and Jeffrey Sobal. New York: Aldine de Gruyter. 189-212.
- Goodman, David and Redclift, Michael. 1991. *Refashioning Nature: Food, Ecology and Culture*. London: Routledge. Chapter 5: "Engineering Life: Agri-biotechnologies and the Food System." 167-200.

Mintz, Sidney W. 1996. ***Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past***. Boston: Beacon Press. 50-66.

Lupton, Deborah. 1996. ***Food, the Body and the Self***. Thousand Oaks, CA: Sage. 68-93.

Cowan, Ruth Schwartz. 1983. ***More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave***. New York: Basic Books.

Goudsblom, Johan. 1992. ***Fire and Civilization***. London: Allen Lane/The Penguin Press. 1-71.

Cockburn, Cynthia and Ormrod, Susan. 1993. ***Gender and Technology in the Making***. London: Sage.

Petroski, Henry. 1992. ***The Evolution of Useful Things***. New York: Alfred A. Knopf. Chs. 1 and 8.

Giedion, Sigfried. 1948. ***Mechanization Takes Command***. New York: Oxford University Press.

Latour, Bruno. 1988. ***The Pasteurization of France***. Cambridge, MA: Harvard/Belknap.

5. **Forbidden Fruits: Tastes, Taboos and Governance**

Beardsworth and Keil, Chs. 9 and 10.

Hunt, Alan, and Wickham, Gary. 1994. ***Foucault and Law***. Chs. 4, 5.

Lupton, Deborah. 1996. ***Food, the Body and the Self***. Thousand Oaks, CA: Sage. 94-153.

Warde, Alan. 1997. ***Consumption, Food and Taste***. Thousand Oaks, CA: Consumption Food and Taste.

Douglas, Mary. 1996. "Classified as Edible," ***Thought Styles***. London: Sage. 149-156.

Weiss, Allen. 1998. "Edible Architecture, Cannibal Architecture," in ***Eating Culture***, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 161-167.

Beardsworth, Alan. 1995. "The Management of Food Ambivalence: Erosion or Reconstruction," in ***Eating Agendas: Food and Nutrition as Social Problems***, edited by Donna Maurer and Jeffrey Sobal. New York: Aldine de Gruyter. 117-143

Gronow, Jukka. 1997. ***The Sociology of Taste***. London: Routledge.

Mintz, Sidney W. 1996. ***Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past***. Boston: Beacon Press. 67-91.

Schwartz, Hillel. 1986. ***Never Satisfied: A Cultural History of Diets, Fads and Fashions***. New York: Anchor Doubleday.

Vialles, Noelle. 1994. ***Animal to Edible***. Cambridge, UK: Cambridge University Press.

Fiddes, Nick. 1996. "Declining Meat: Past, Present ... and Future Imperfect," in ***Food, Health and Identity***, edited by Pat Kaplan. London: Routledge. 252-266.

Aronson, Naomi. 1989. "Why Weren't Vitamins Discovered Earlier," ***Knowledge and Society***, 8: 87-105.

6. Food and/as Culture

McIntosh, Ch. 3.

Douglas, Mary and Gross, Jonathan. 1981. "Food and Culture: Measuring the Intricacy of Rule Systems," *Social Science Information*, 20, 1: 1-35.

Douglas, Mary. 1982. "Food as Communication," in *In the Active Voice*. London: Routledge and Kegan Paul. 84-134.

Adams, Carol J. 1998. "Eating Animals," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 60-75.

Maurer, Donna. 1995. "Meat as a Social Problem," in *Eating Agendas: Food and Nutrition as Social Problems*, edited by Donna Maurer and Jeffrey Sobal. New York: Aldine de Gruyter. 143-165.

Goody, Jack. 1982. *Cooking, Cuisine and Class*. Cambridge, UK: Cambridge University Press. 154-190.

Charsley, Simon. 1996. "Marriages, Weddings and Their Cakes," in *Food, Health and Identity*, edited by Pat Kaplan. London: Routledge. 50-70

Ritzer, George. 1993. *The McDonaldization of Society*. Thousand Oaks, CA: Pine Forge Press.

Bryman, Alan. 1999. "The Disneyization of Society," *The Sociological Review*, 47, 1: 25-47.

Coward, Rosalind. 1984. *Female Desire*. London: Paladin. Part II "The Mouth". 86-124.

James, Allison. 1990. "The Good, The Bad and the Delicious: The Role of Confectionery in British Society," *The Sociological Review*, 38,4: 666-688.

7. Food, The Self and The Body

McIntosh, Ch. 6.

Caplan, Pat. 1996. "Approaches to the Study of Food, Health and Identity," in *Food, Health and Identity*, edited by Pat Kaplan. London: Routledge. 1-31.

Bordo, Susan. 1998. "Hunger as Ideology," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 11-35.

Miller, Daniel. 1998. *A Theory of Shopping*. Cambridge, UK and Ithaca, NY: Polity Press/Cornell University Press.

Charles, Nickie and Kerr, Marian. 1986. "Food for Feminist Thought," *The Sociological Review*, 34, 3: 537-572.

Murcott, Ann. 1988. "On the Altered Appetites of Pregnancy: Conceptions of Food, Body and Person," *The Sociological Review*, 36, 4: 733-764.

8. Food and the Family: The Sociology of Domestic Dining

McIntosh, Ch. 4

Beardsworth and Keil, Ch. 4

Lupton, Deborah. 1996. *Food, the Body and the Self*. Thousand Oaks, CA: Sage. 36-67.

Murcott, Ann. 1996. "Family Meals: A Thing of the Past," in *Food, Health and Identity*, edited by Pat Kaplan. London: Routledge. 32-50.

Jansson, Soren. 1995. "Food Practices and the Division of Domestic Labour. A Comparison between British and Swedish Households," *The Sociological Review*, 43, 3: 462-477.

Kerr, Marian and Charles, Nicola. 1986. "Servers and Providers: The Distribution

of Food Within the Family," *The Sociological Review*, 34, 1: 115-157.

Counihan, Carole and Van Esterik, Penny. 1997. *Food and Culture: A Reader*, 180-199.

Nippert-Eng, Christina E. 1996. *Home and Work*. 34-104.

Sparke, Penny. 1995. *As Long as It's Pink: The Sexual Politics of Taste*. London: Pandora. 15-72.

Cromley, Elizabeth. 1996. "Transforming the Food Axis: Houses, Tools, Modes of Analysis," *Material History Review*, 44: 8-22.

Clark, Clifford. 1987. "The Visions of The Dining Room: Plan Book Dreams and Middle-Class Realities," in *Dining in America 1850-1900*. Amherst: University of Massachusetts Press.

9. Eating Out: The Places of Food

Finklestein, Joanne. 1998. "Dining Out: The Hyperreality of Appetite," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 201-215.

Beardsworth and Keil, Ch. 5.

Walton, John K. 1989. "Fish and Chips and the British Working Class, 1870-1930," *Journal of Social History*, 23, 2: 243-266.

Weinstein, Jeff. 1998. "A Postcard History of the U. S. Restaurant," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press. 244-257.

Bell, David and Valentine, Gill. 1997. *Consuming Varieties: We Are Where We Eat*. London: Routledge.

Finklestein, Joanne. 1989. *Dining Out: A Sociology of Modern Manners*. New York, NYU Press.

Mintz, Sidney W. 1996. *Tasting Food, Tasting Freedom: Excursions into Eating, Culture and the Past*. Boston: Beacon Press. 92-104.

Martens, Lydia and Wards, Alan. 1996. "Urban Pleasure? On the Meaning of Eating Out in a Northern City," in *Food, Health and Identity*, edited by Pat Kaplan. London: Routledge. 131-150.

Williams, Janice. 1996. "We Never Eat Like This at Home: Food on Holiday," in *Food, Health and Identity*, edited by Pat Kaplan. London: Routledge. 151-171.

Lu, Shun and Fine, Gary Alan. 1995. "The Presentation of Ethnic Authenticity: Chinese Food as a Social Accomplishment," *The Sociological Quarterly*, 36, 3: 535-553.

Shelton, Allen. 1990. "A Theater for Eating, Looking, and Thinking: The Restaurant as Symbolic Space," *Sociological Spectrum*, 10: 507-526.

10. Setting and Clearing the Table: The Work of Food

Ferguson, Priscilla Parkhurst, and Zukin, Sharon. 1998. "The Careers of Chefs," in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany, NY: State University of New York Press.

Goodman, David and Redclift, Michael. 1991. *Refashioning Nature: Food, Ecology and Culture*. London: Routledge. Ch. 1: "Food into Freezers; Women into Factories." 1-46.

Fine, Gary Alan. 1996. *Kitchens: The Culture of Restaurant Work*. Berkeley,

CA: University of California Press.

_____. 1995. "Wittgenstein's Kitchen: Sharing Meaning in restaurant Work," *Theory and Society*, 24: 245-269.

_____. 1990. "Organizational Time: Temporal Demands and the Experience of Work in Restaurant Kitchens," *Social Forces*, 69, 1: 95-114.

_____. 1985. "Occupational Aesthetics: How Trade School Students Learn to Cook," *Urban Life*, 14, 1: 3-31.

Fine, Gary Alan. 1987. "Working Cooks: The Dynamics of Professional Kitchens," *Current Research on Occupations and Professions*, 4: 141-158.

Reiter, Ester. 1996. *Making Fast Food*. Montreal and Kingston: McGill-Queens.

11. The Pathologies of Food

McIntosh, Ch. 7, 10.

Beardsworth and Keil, 6, 7, 8.

Sobal, Jeffrey. 1995. "The Medicalization and Demedicalization of Obesity," in *Eating Agendas: Food and Nutrition as Social Problems*, edited by Donna Maurer and Jeffrey Sobal. New York: Aldine de Gruyter. 67-90

Way, Karen. 1995. "Never Too Rich ... Or Too Thin: The Role of Stigma in the Social Construction of Anorexia Nervosa," in *Eating Agendas: Food and Nutrition as Social Problems*, edited by Donna Maurer and Jeffrey Sobal. New York: Aldine de Gruyter.

Counihan, Carole and Van Esterik, Penny. 1997. *Food and Culture: A Reader*. 203- 255.

12. Conclusions and Dessert

LOCAL FOOD SYSTEMS IN A GLOBALIZING ENVIRONMENT

Spring 2000; Course No. 11:015:426:01, Index No. 73635

101 Thompons Hall; Tuesday, Friday 11:30-12:50

Michael W. Hamm, Thompson Hall, Room 107, 932-9224, hamm@aesop.rutgers.edu

Office hours: By Appointment

Anne C. Bellows, Davison Hall, Room 212B, 932-3835, acbellow@rci.rutgers.edu

Office hours: Friday 1:30-3:30 pm and by appointment

The purpose of this Cook College Colloquium for Juniors and Seniors is to introduce students to contemporary policy and intellectual debates on the topics of food systems, food security, and food rights. Faculty and invited local leaders will present on both theoretical issues and practical realities of food systems. We will not only look at what are the problems in the food system, but also, how we analyze and measure the food system. On a group research basis, students and faculty will investigate these issues as they manifest themselves in New Jersey, particularly at the Middlesex County level.

Required Readings; Required Texts. All required readings must be prepared in advance of the class to which they are assigned. These readings are found in the following three resources that are available from the Cook/Douglass Book Store (932-9017, 57 Lipmann Drive). On occasion (e.g. 1/18, 1/28, 2/1, 3/3, 3/10) *they are located only on reserve* at Douglass and Chang libraries. Note: Placing selected required readings on reserve and reducing the number of required readings from the Packet reduced Packet costs from \$70 to \$48. Note also, refer to syllabus for the corrected order of readings.

1. M. Koc, R. MacRae, L.J.A. Mougeot, J. Welsh (eds.). 1999. *For Hunger-Proof Cities: Sustainable Urban Food Systems*. Ottawa: International Development Research Centre and Ryerson Polytechnic University.
2. A. Mittal & P. Rosset. 1999. *America Needs Human Rights*. Oakland, CA: Food First.
3. Class Packet

Recommended Readings. Recommended readings are not required but are highly relevant; students are urged to read them as well. Full sets are available at the Douglass Campus and Chang libraries.

Visiting Websites. Most reading assignments are bolstered by suggested and by required and critical (especially 2/11, 2/18, 2/29) website visits. A list of supplemental research sites will be handed out.

Grading

First Project Report (Group grade, 2/15)	5%
Second Project Report (Group grade, 3/10)	15%
Final Project Report (Group grade, 4/21)	40%
Final Project Presentation (Group grade, 4/25-5/5)	20%
Individual Assignments (1/21, 1/25, 3/3)	10%
Attendance	10%

Attendance: Students are allowed only one unexcused absence. There are no exceptions.

WEEK 1

A. 18 January, Food Systems and Food Access

Focus: Introduce class and research questions

Visit: <http://www.co.middlesex.nj.us/>, See, in particular i.a., “County Profile”

Readings, required

Hamm, M.W. and M. Baron. 1999. “Developing an integrated, sustainable urban food system: the case of New Jersey, United States” in M. Koc, et al. 1999. pp. 54-59.

Food First—Institute for Food and Development Policy. 1999[1988]. “Twelve myths about hunger.” (2 pages) [PACKET]

Heffernan, W.D. 1998. “Agriculture and monopoly capital.” In *Monthly Review* 50(3), July/August. 1998. Pp. 46-55. [ON RESERVE]

Readings, recommended

WorldWorks Fdn, Inc. 1989. *Tending the Garden State: Ending Hunger and Homelessness in New Jersey*. Bridgewater, NJ: WorldWorks Fdn., Inc.

B. 21 January, Research Methods: Community Research Challenges

Focus: Review Research Questions

Assignment Due: Present short report and give short presentation in class on interview with owner or manager of a Middlesex County food outlet.

Visit: <http://www.state.nj.us/labor/lra/njsdc.htm>, New Jersey State Data Center (public, non-profit); <http://www.njleg.state.nj.us>, New Jersey State Legislature; see also other New Jersey sites on Resource List

Readings, Required

R. Albelda and C. Tilly. 1999. “Why American poverty policies don’t work.” In A. Bittal et al. 1999. Pp. 90-106.

Great Valley Center. 1999. “Assessing Your Community’s Profile Involves Several Steps.” & “Chapter 6, Agricultural Indicators.” *Assessing the Region Via Indicators: The State of the Great Central Valley of California*. pp. 38-47. [PACKET]

WEEK 2

A. 25 January, Food Systems, Global-Local Debate

Focus: Review World Trade Organization talks in Seattle, December 1999; Review Research Questions

Assignment Due: Select and prioritize the top three research questions you would like to work on. Identify your relevant research skills and study goals.

Visit: <http://members.aol.com/mwmorrill/pga.htm>, Global Trade Page of North American Participants in the Peoples' Global Action (PGA);

<http://www.ces.ncsu.edu/depts/sociology/ne185/>, USDA Regional Research Project, NE-185: “Commodities, Consumers, and Communities: Local Food Systems in a Globalizing Environment”

Readings, required

WEDO. 1995. "How secure is our food? Food security and agriculture under the new GATT and World Trade Organization." Primer, No. 4. [PACKET]

Ritchie, Mark. 1999. Two Reports: "Beyond Seattle" and "Working together after Seattle." [<http://www.wtwatch.org/WorkingTogetherAfterSeattle.htm>], Institute for Agriculture and Trade Policy. [PACKET]

Children's Defense Fund. 1999. "The state of America's children." In A. Mittal et al. 1999. Pp. 53-59.

Henderson, Elizabeth. 1998. "Rebuilding local food systems from the grassroots up." In *Monthly Review* 50(3) July/August. Pp. 112-124. [ON RESERVE]

B. 28 January, Research Methods: Multiple Knowledges; Multiple Methods

Focus: Form Research Teams; Review methods

Visit: <http://www.usda.gov/search/index.htm> (experiment with USDA search engine)

Readings, required

Feenstra, Gail. 1999-2000. Draft. Foodshed Profile Data. (Draft format for NE-185 data collection). [PACKET]

Maxwell, D. "Can Qualitative and Quantitative Methods Serve Complementary Purposes for Policy Research? Evidence from Accra." Washington, DC: Food Consumption and Nutrition Division, International Food Policy Research Institute. Discussion Paper No. 40. [ON RESERVE]

Readings, recommended

McKendrick, J.H. 1999. "Multi-method research: an introduction to its application in population geography." *Professional Geographer*. 51(1):40-50.

WEEK 3

A. 1 February, Food Systems and Environment/Sustainability

Focus: Finalize Research Teams

Visit: <http://www.turnpoint.org/geneng.html>, Turning Point Project; and, <http://www.igc.org/csdngo/>, NGO Steering Committee to the United Nations Commission on Sustainable Development; <http://www.nal.usda.gov/afsic/>, USDA Alternative Farming Systems Information Center

Readings, required

Allen, P. and C. Sachs. 1993. "Sustainable agriculture in the United States: engagements, silences, and possibilities for transformation." In P. Allen (ed.) *Food for the Future: Conditions and Contradictions of Sustainability*. New York: John Wiley and Sons, Inc. pp. 139-167. [ON RESERVE]

Readings, recommended

Shiva, V. 1993. *Monocultures of the Mind: Perspectives on Biodiversity and Biotechnology*. London and New Jersey: Zed Books, Ltd. and Penang: Third World Network. Chapter One, "Monocultures of the Mind" pp. 9-64.

Kloppenburger, J. Jr., S. Lezberg, K. De Master, G.W. Stevenson, J. Hendrickson. (Forthcoming 2000 in *Human Organization*). "Tasting food, tasting sustainability: Defining the attributes of an alternative food system with competent, ordinary people."

B. 4 February, Research Methods: Disaggregating data: "Universal" vs. "specialized" data sets; defining Food In/Security for *Whom* and *Where*

Guest: Melyssa Lewis, Planner, Middlesex County Office on Aging; Laila Caune, Manager of the Senior Meal Program, Middlesex County.

Visit: National and New Jersey census sites and <http://meals-on-wheels.net>

Readings, required

Data reports from Middlesex County Office on Aging. 1999. "Older Americans Use of Services Survey. [PACKET]

USDA/ERS. 1999. *Measuring Food Security in the United States: Prevalence of Food Insecurity and Hunger, by State, 1996-1998*. [PACKET]

USDA/FNS&ERS. 1999. "Food Security/Hunger Core Module: 3-stage design, with screeners." [survey; <http://www.econ.ag.gov/briefing/foodsecurity/reports.htm>] [PACKET]

WEEK 4

A. 8 February, Justice & Employment

Guest: Jonathon Rosen, Freelance Author and Political Science Major

Readings, required

Rosen, Jonathon. 1999. "New Jersey's Migrant Workers." *New Jersey Reporter*. August. Pp. 18-31. [PACKET]

USDA Civil Rights Program for small and socially disadvantaged farmers; short and diverse commentaries: B.P. Jackson. 1998. "The plight of African American Farmers." (2pp); Congressional Black Caucus (1998?) "CBC priority issue: black farmers" (2pp); D. Glickman, "New efforts to improve civil rights, assist small farmers." (3pp); B.P. Jackson. 1999. "Partial victory for black farmers" (2pp); "Indian farmers sue over government loans." *PBP* p. 24A. [PACKET]

Rothenberg, D. "Slavery in the fields." In A. Mittal et al. (eds.), 1999. Pp. 44-52.

Readings, recommended

Tingling-Clemmons, M. 1995. "The face of hunger in America." In D.L.L. Shields. *The Color of Hunger: Race and Hunger in National and International Perspective*. Lanham, MD and London: Rowman and Littlefield Publ., Inc. pp. 15-24.

B. 11 February, Research Methods: Mapping Urban Infrastructure

Guest: Heather Fenyk, Planning Consultant; M.A. student, City and Regional Planning

VISIT, REQUIRED <http://geography.rutgers.edu/courses/99fall/420f99/main/index.html>

(Go to Week #1 "Introduction to GIS; View: "Click here to start") (M. Onktush, Virtual textbook, RU-Geography, 420, 1999).

Readings, required

Southern California Interfaith Hunger Coalition. 1993. *Seeds of Change: Strategies for Food Security for the Inner City*. Chapter 14. "New Transportation Approaches." Pp. 239-245. [PACKET]

Great Valley Center. 1999. "Infrastructure Indicators." *Assessing the Region Via Indicators: The State of the Great Central Valley of California*. pp. 33-37. [PACKET]

Guptill, A. 1999. A Typology of Retail Food Outlets. [PACKET]

Readings, recommended

Govindasamy, R., R.M. Nayga, A. Pingali, D.W. Thatch. 1996. Evaluation of the Jersey Fresh Program: Phase I: Focus Group Meeting Results. (20 pages)

WEEK 5

A. 15 February, MEET AT CHANG LIBRARY

Guest: Rebecca Gardener, Reference Librarian, Environmental Studies Specialist

Assignment Due: First Project Report

Readings, required

Kobayashi, A. 1994. "Coloring the field: gender, "race," and the politics of fieldwork." *Professional Geographer* 46(1):73-80. [PACKET]

Great Valley Center. 1999. Chapters 1-3, Economic, Demographic, and Social&Political Indicators." *The State of the Great Central Valley of California*. pp. 4-27. [PACKET]

B. 18 February, Research Methods: Mapping Land Use and Farmland Preservation

Guest: John Hasse, Planning Consultant and Ph.D. candidate, Geography

VISIT, REQUIRED: <http://www.farmland.org/research/index.htm>, AFT, View: "Farming on the Edge"

Readings, required

Great Valley Center. 1999. "Agricultural Indicators." *Assessing the Region Via Indicators: The State of the Great Central Valley of California*. pp.38-47. [PACKET]

WEEK 6

A. 22 February, Import Substitution

Readings, required

Bellows, A.C. and M.W. Hamm. Forthcoming. "Local autonomy and sustainable development: testing import substitution in local food systems." [PACKET]

Hamm, M.W. "The potential of New Jersey to feed itself." [PACKET]

Readings, recommended

Friedmann, H. 1991. "Changes in the international division of labor: agri-food complexes and export agriculture." In W.H. Friedland, L. Busch, F.H. Buttel, A.P. Rudy (eds.). *Towards a New Political Economy of Agriculture*. Boulder: Westview Press. pp. 65-93.

Pirog, R. and J. Tyndall. 1999. "Comparing apples to apples: an Iowa perspective on apples and local food systems." The Leopold Center for Sustainable Agriculture, ISU. Download from <http://www.ag.iastate.edu/centers/leopold/Leopold.html>.

B. 25 February, Food Democracy, Food Policy Councils, Rights Activism

Visit: <http://www.foodfirst.org/>, Food First; Inst. for Food and Development Policy; and, <http://www.libertynet.org/kwru>, Kensington Welfare Rights Organization

Readings, required

Human Rights Educators' Network of Amnesty International USA. 1999. "What are human rights?" in A. Mittal et al. (eds.) 1999. Pp. 164-171.

United Nations, 1948, Universal Declaration on Human Rights, in A. Mittal et al. (eds.) 1999. Pp. 182-190.

United Nations, 1966, International Convention on Economic, Social, and Cultural Rights, in A. Mittal et al. (eds.) 1999. Pp. 191-205.

Lang, Tim. 1999. "Food policy for the 21st century: can it be both radical and reasonable?" In Koc, M. et al. (eds.) *For Hunger-Proof Cities*. pp. 216-224.

"The Local Food Task Force: Recommendations for Iowa" (2pages) [PACKET]

Readings, recommended

Butler, C.T. and K. McHenry. 1992. *Food not Bombs: How to Feed the Hungry and Build Community* Philadelphia (PA, USA) and Gabriola Island (BC, Canada): New Society Publishers. pp. 6-24; 70-76.

WEEK 7

A. 29 February, Food In/Security: Nutrition and Health

Readings, required

Clancy, Kate. 1999. "Reclaiming the social and environmental roots of nutrition education." *Society for Nutrition Education*. Pp. 190-193. [PACKET]

Gussow, Joan. 1999. "Dietary guidelines for sustainability: twelve years later." *Society for Nutrition Education*." pp. 194-200. [PACKET]

Readings, recommended

Scharf, Kathryn. 1999. "A nonprofit system for fresh-produce distribution: the case of Toronto, Canada." In M. Koc. Et al. (eds.) Pp. 122-127.

B. 3 March, Research Methods: Participatory Action Research: Developing & Comparing Formal ("scientific" or "public policy") and Informal ("popular" or "personal" or "experiential" or "community") Knowledges

Assignment Due: Second Team Project Status Report, 10-15 pages plus appendices as appropriate.

Reading required

Kempton, Willett. 1991. "Lay perspectives on global climate change." *Global Environmental Change*. (June) pp. 183-208. [ON RESERVE]

WEEK 8

A. 7 March, Un(der)paid Labor and Public Policy: Questioning Social Assumptions of “Economic Activity”

Visit: <http://www.epa.go.jp/98/g/19981105g-unpaid-e.html>. Monetary Valuation of Unpaid Work in 1996; Japan

Readings, required

Waring, M. 1999[1988]. *Counting for Nothing: What Men Value and What Women are Worth*. Toronto and Buffalo: University of Toronto Press. Chapter 1 “A Women’s Reckoning”, pp. 1-11; Chapter 11, “If counting was the limit of intelligence.” pp. 224-241. [PACKET]

Perkins, E. 1999. “Public policy and the transition to locally based food networks.” In M. Koc et al. (eds.). Pp. 60-63.

B. 10 March, Research Methods: Research and Policy Development: Accounting for Economically Invisible Food Labor

Guest: Mary Trigg, Program Director, Institute for Women’s Leadership, Rutgers.

Assignment Due: Develop one or two questions for the New Jersey Women’s research project and a paragraph justifying the question as relevant to local food systems research.

VISIT REQUIRED: New Jersey Center for Women and Work;
<http://www.rci.rutgers.edu/~cww>

Readings, required

Waring, M. 1999[1988]; Chap12, “Glimpsing the whole”. pp. 242-255. [ON RESERVE]

Institute for Women’s Policy Research. *The Status of Women in New Jersey*. Co-Publishers: IWL/RutgersU, Women’s Agenda of NJ, Inc. AAUW/NJ. Pp. 1-27. [PACKET]

SPRING BREAK

WEEK 9

A. 21 March, Food In/Security: Emergency and Charity Food vs. Welfare Systems

Review Visit: <http://www.libertynet.org/kwru>, Kensington Welfare Rights Organization

Readings, required

Poppendieck, J. 1999. “Hunger in the land of plenty.” In A. Mittal et al. 1999. Pp. 9-21.

Power, E. 1999. “Combing social justice and sustainability for food security.” In Koc, M. et al. *For Hunger-Proof Cities*. pp. 30-37.

Readings, recommended

Allen, P. 1999. “Reweaving the food security safety net: mediating entitlement and entrepreneurship” in *Agriculture and Human Values*. 16(2):117-129.

Poppendieck, J. 1998. *Sweet Charity?* Introduction. Pp. 1-19.

B. 24 March, Research Methods: Group Focus

WEEK 10

A. 28 March, Commodity Chain Analysis

Readings, required

Friedland, W.H. 1984. "Commodity systems analysis: an approach to the sociology of agriculture." *Research in Rural Sociology and Development*. Vol. 1. pp. 221-235. [PACKET]

Readings, recommended

Friedland, W.H. 1981. Chapter 3. "The social organization of lettuce production." In *Manufacturing Green Gold: Capital, Labor, and Technology in the Lettuce Industry*. Cambridge University Press. pp. 43-95.

B. 31 March, Research Methods: Group Focus

WEEK 11

A. 4 April, Urban-Based Food Production

Visit: <http://cook.rutgers.edu/unjuep/>, Rutgers Urban Ecology Program
<http://www.communitygarden.org/index.html>, American Community Gardening Association and <http://www.cityfarmer.org/>, City Farmers (Canada)

Readings, required

Nugent, R.A. "Measuring the sustainability of urban agriculture." In M. Koc et al. (eds.) 1999. Pp. 95-99.

Mearns, A. "People at the centre of urban livestock projects." In M. Koc et al. (eds.) 1999. Pp.90-94.

Readings, recommended

Bentley, A.. 1998. Chapter 5. "Victory gardening and canning: men, women, and home front family food production." *Eating for Victory: Food Rationing and the Politics of Domesticity*. Urbana and Chicago: University of Illinois Press. pp. 114-141.

B. 7 April, Research Methods: Group Focus

WEEK 12

A. 11 April, Fair Labor, Fair Trade? Labor "Chains" in Food Chain Analysis

Visit: <http://www.equalexchange.com>

Readings, required

Barndt, Deborah. 1999. "Women workers in the NAFTA food chain." in Koc, M. et al. (eds.) 1999. pp. 162-166.

Whatmore, S. and L. Thorne. 1997. "Nourishing networks: alternative geographies of food." In D. Goodman and M. J. Watts. *Globalising Food: Agrarian Questions and Global Restructuring*. London and New York: Routledge. pp. 287-304. [PACKET]

Reading, recommended

Madeley, John. 1999. "Alternative Trade." *Big Business; Poor Peoples: The Impact of Transnational Corporations on the World's Poor*. London and New York: Zed Books. Pp. 147-157.

B. 14 April, Research Methods: Group Focus

WEEK 13

A. 18 April, Preserving the Four F's: Farmland, Farming, Farmers, Farms

Guest: Adesoji Adelaja, Dean for Research, Cook College, Rutgers and Director, Regional Food Policy Research and Outreach Institute

Readings, Required

Adelaja, A.O. and B. Schilling. 1999. "Innovative Approaches to Farmland Preservation." In O. Furuseth and M. Lapping (eds.) *Contested Countryside: the Rural Urban Fringe in North America*. (pre-publication version, 28 pages) [PACKET]

Readings, Recommended

Adelaja, A.O., F.J.A. Brooks, H.H. Heirich, P.E. Hayes, Esq., K. Friedman. 1996. Summary Report: The Right to Farm In New Jersey: A Legal, Institutional, and Social Analysis." New Brunswick: Dept. of Agricultural Economics and Marketing and The Ecopolity Center for Agricultural, Environmental and Resource Issues, Rutgers, SUNJ.

Rosset, P.M. "The Multiple Functions and Benefits of Small Farm Agriculture" prepared for "Cultivating Our Futures," the FAO/Netherlands Conference on the Multifunctional Character of Agriculture and Land, 12-17 September 1999, Maastricht, The Netherlands. <http://www.foodfirst.org/>

B. 21 April, Research Methods: Group Focus

Assignment Due: Final Team Reports Due; 25-40 pages, plus appendices as appropriate.

Visit: <http://www.nyu.edu/education/nutrition/foodconference/>, Millennial Stews: Food and Food Systems in the Global City, June 2000 Conference, NYC

WEEK 14

A. 25 April, Team presentations; community response

B. 28 April, Team presentations; community response

WEEK 15

A. 2 May, Team presentations; community response

B. 5 May, Team presentations; community response

Brooklyn College of the City University of New York
Department of Health and Nutrition Sciences

HNS 712X Cultural Aspects of Food 45 hours, 3 credits
Fall Semester 2002

Class time: Wednesday 6:05-8:35 p.m.

Professor: Annie Hauck-Lawson, Ph.D., R.D.

Contact: 718-951-5541 (faculty office)
718-951-5026 (department office)

Office hours/location: Mondays and Wednesdays 10-11:30 a.m. 4110 Ingersoll

Course Description: Foodways, the study of relationships of food and culture. Ethnic, geographic, economic, social, religious influences on food habits and practices of individuals and families.

Prerequisite: a course in food science or nutrition or permission of the chairperson.

Required readings, done before class meetings, from reading packet purchased at library copy center (reading assignments are listed on a separate sheet). Weekly reading of the 'Dining Out' section from each Wednesday's New York Times, with special emphasis on articles pertaining to cultural aspects of food.

The course is grounded in the theory and application of foodways, the study of relationships of food and culture.

Course objectives-

Upon completion of the course, students should be able:

- to be aware of the interrelationships of food and culture
- to discern societal factors that impact on people's food behaviors, including geographic, ethnic, economic, social, religious, etc. factors
- to identify food as a communicative tool, i.e. the food voice
- to identify academic resources for foodways studies

Course Schedule

Session #1 9/4

* Cultural Aspects of Food Introduction

Session #2 9/11

* The Food Voice: Food as a Channel of Communication and Identity

Session #3 9/18

* History of Foodways Studies

Session #4 9/25

* ~~Food, Self and Identity~~ Culinary Modernism

Session #5 10/2

* New York's Foodways Resources

Session #6 10/9

* Immigration and Foodways

Session #7 10/23

* Midterm Examination

Session #8 10/30

* Food's Role in the Creation of Culture

Session #9 11/6

* Food Museums and Exhibits

Session #10 11/13

* ~~Food History~~ Food, Self and Identity

Session #11 11/20

* Food Traditions

Session # 12 11/27

* Foodways Scholarship

Session #13 12/4

* Food and Gender

Session #14 12/11

* Research Methodology: Focus on one foodstuff as a window onto five cultures

Final Examination 12/18

Grading

Midterm Examination	40%
Final Examination	40%
Paper and presentation	20%
Total	100%

Course Requirements-

Punctual class attendance and participation.

Assigned readings completed in advance of class so students are prepared for discussion of the topic at hand.

Weekly reading of the Wednesday 'Dining Out' section of the New York Times in advance of class meetings in preparation for discussion.

A midterm and final examination, assigned exercises and a research paper and presentation, as per assigned schedule.

Reading assignments are listed on a separate sheet. Reading packets are available in two sets at the college copy center.

New York University / School of Education
Department of Nutrition and Food Studies

**E33.2044 ENVIRONMENTAL EFFECTS ON FOOD AND NUTRITION
FALL 2002**

Professor: Corinna Hawkes
E-Mail: corinnahawkes@earthlink.net

Course overview

Welcome to "Environmental Effects on Food and Nutrition." In this course we'll be thinking about how environmental factors affect the food we eat. And, in turn, we will look at how food production and consumption affect the environment. The class will take a "food systems" approach, analyzing food as it travels from farm to table as part of an interconnected process. The hypothesis posed at the beginning of the course is this: In the modern, conventional food system, the relationship between food and the environment has more or less broken down at a local level, and people are disassociated from the land and environment that produces their food. It has thus become difficult to understand the broader implications of eating, which in turn has very real consequences for diet and nutrition. Throughout the course we'll examine this hypothesis critically. To do so, I have prepared a list of required readings, which we'll discuss in each class. There are also three separate writing assignments.

Course schedule

September 9, 2002

CLASS ONE: Introduction

- Food chains and food systems: the link between environment, food and nutrition
- Course outline and teaching methods
- Course requirements: Instructions for papers

September 16, 2002

CLASS TWO: Environmental effects on food and nutrition

- Environmental factors affecting food production (water, temperature, light and nutrients)
- How climate, soil, altitude and topography affects what and where food is grown
- Impact of climate change on food production
- How climate and soil affect food nutritional value
- The role of the environment in global dietary patterns

September 23, 2002

CLASS THREE: The environment and pre- and early-agricultural systems

9. Discussion: visions of early agriculture
10. A short history of agriculture in the U.S.
11. Overcoming the limits of environmental factors

September 30, 2002

CLASS FOUR: Intensification of food production

- Features of intensification (mechanization, fertilizers, irrigation, pesticides)
- Outcomes of intensification (yield)
- Environmental impacts of intensification (habitat, biodiversity, chemical and atmospheric pollution, soil erosion, salinization)
- Nutritional and health impacts of intensification
- Aquaculture - impacts on environment and fish supply

October 7, 2002

CLASS FIVE: Industrialization of food production

- Factory farming: advantages and disadvantages

- Root causes: vertical integration
- Examples: hog and broiler production
- Modern food production systems: Eliminating environmental effects?

October 14, 2002

CLASS SIX: Food processing

- What is food processing?
- Preservation techniques: Limiting the affects of water, temperature and light
- The impacts of food processing on the food we eat: seasonality, food preparation and food quality
- Environmental impacts of food processing

October 21, 2001

CLASS SEVEN: Discussion: Food chains from farm to fork

- Thinking about the food chain
- Discussion of papers

<i>October 28, 2001</i>

CLASS EIGHT: Food safety

- Food safety along the food chain
- Food safety scares: The role of environmental factors
- Discussion: are concerns about food safety further distancing us from our food?

November 4, 2002

CLASS NINE: Abundance

- Production: The case of corn
- Implications for the American diet: calories and the food pyramid
- Food waste
- Marketing: advertising and product diversity
- Moving toward the food pyramid: implications for agriculture and the environment

November 11, 2002

CLASS TEN: Undernutrition

- Malnutrition: is it caused by environmental limits?

- Population and malnutrition: environmental limits and impacts
- Is population the problem?

November 18, 2002

CLASS ELEVEN: Biotechnology

- Genetic engineering: Overcoming environmental effects?
- Impacts of genetically engineered crops on the environment
 - Biodiversity
 - "Playing with nature"
 - Pesticide use
- Impacts of genetically engineered food on nutrition
 - Enhancing nutrition? Golden rice
 - Safe food? Starlink corn
 - Feeding the world?

November 25, 2002

CLASS TWELVE: Globalizing the food system

- What is the globalization of the food system?
- Globalization and eco-efficiency: the industry view
- Impacts of globalization on the environment
 - Ecosystem destruction?
 - Endangered species: the impact of harmonization
 - Food miles
- Impacts of globalization on nutrition and public health
 - Food safety
 - Local food security
 - Diet

December 2, 2002

CLASS THIRTEEN: Alternative food systems

- Visiting speaker: Rachel Schneider, farmer at Hawthorne Valley Biodynamic Farm, Ghent, New York

December 9, 2002

CLASS FOURTEEN: Discussion

- What about alternative systems?
- What does the hypothesis mean to you?
- Democracy and the food system

REQUIRED READING

The readings for this course are required because they will be used as a source of class discussion (10% of your grade).

Sources are four fold:

- 1) **Course pack:** The course pack has been designed as a resource for difficult to get materials and articles from academic journals. It is available for purchase at Unique Copy Center, 252 Greene Street.
- 2) **Library reserve:** Many of the required readings are from books that are of interest and relevance in their entirety. I have thus put books on library reserve to enable you to browse through the whole book if you so desire. This is not in any way required.
- 3) **Websites:** Some of the material is easily available on publicly accessible websites. If this is the case, the website address is listed after the title.
- 4) **Lexis-Nexis:** This is a resource available to any NYU students, and a convenient way to access articles from the *New York Times* and other major newspapers when no graphics are required. To access the database you need either to be within an NYU library, or have your computer set up to access the NYU library. The quickest way to access the articles is to go to www.nyu.edu/library/bobst and select "Databases." Then select "news and current events" and then Lexis-Nexis Academic Universe. Go to "Guided Search" and follow...
 7. Step One: Select "General news"
 8. Step Two: Select "Major newspapers"
 9. Step three: Type in the headline of the article as I have given it below.
 10. Step four: Select "All available dates"Run the search and it will come up with the article

READINGS

Introduction

For reference only

Websites

Major trends in U.S. food supply, 1909-99. *Food Review* (2000) 23, 1: 8-15
<http://www.ers.usda.gov/publications/foodreview/jan2000/>

J. Putnam. U.S. food supply providing more food and calories. *Food Review* (1999) 22, 3: 2-12
<http://www.ers.usda.gov/publications/foodreview/sep1999/>

Environmental effects on food and nutrition

Course pack

D. Grigg, 1995. Climate and Crops. In: *An Introduction to Agricultural Geography*. New York; Routledge): 19-37 (Chapter 3)

J. Rather. Hot and very dry: the field crops are withering but the grapes thrive. *New York Times* (August 13, 1995) 13LI: 1

Library reserve

Woods, S. Raw materials. In: *Vine to Bottle: How Wine is Made*. (London: Mitchell Beazley, 2001): 10-17

Websites

Climate shifts tied to salmon population. *Seattle Times* (April 18, 2002)
http://seattletimes.nwsourc.com/html/localnews/134438397_salmon18m.html

The environment and pre- and early-agricultural systems

Course pack

Stoll, S. 'In the rain's shadow' and 'The conservation of the countryside'. In: *The Fruits of Natural Advantage: Making the industrial countryside in California*. (Berkeley: University of California Press, 1998): 1-32

Library reserve

William Cronon. Seasons of Want and Plenty. In: *Changes in the Land*. (New York: Hill and Wang, 1983): 34-53

Elizabeth Woody. Recalling Celilo. In: E.C. Wolf and S. Zuckerman (editors) *Salmon Nation* (Portland, Oregon: Ecotrust, 1999): 9-15

Intensification of food production

Course pack

David Grigg, 1995. The modernization of agriculture. In: *An Introduction to Agricultural Geography*. (London and New York; Routledge): 84-100 (Chapter 8)

Natural Resources Defense Council. *Intolerable Risk: Pesticides in our Children's Food: Executive Summary* (February 27, 1989): 1-8

Naylor, R.L. Effect of aquaculture on world fish supplies. *Nature* (June 2000) 405: 1017-1024

Library reserve

Rachel Carson. Elixir of Death. In: *Silent Spring* (Boston; Houghton-Mifflin, 1962): 15-37

K. Smith. *Alar Five Years Later: Science Triumphs Over Fear*. (New York: American Council on Science and Health, February 1994)

Lexis-Nexis

T. Egan. Apple growers bruised and bitter after alar scare. *New York Times* (July 9, 1991):

A1

Industrialization of food production

Course pack

Michelle Nowlin and Garth W. Boyd. Point Counterpoint: Regulating Large Hog Lots. *Journal of Soil and Water Conservation* (September-October 1997): 314-319

Library reserve

Cook R.E., Baumgardner H.L., Shaklee W.E. How chicken on Sunday became an anyday treat. In: *Yearbook of Agriculture* (Washington, DC: US Department of Agriculture, 1975)

William Boyd and Michael Watts. *Agro-Industrial Just-In-Time: The Chicken Industry and Postwar American Capitalism*. In: D. Goodman and M.J. Watts (eds) *Globalising Food* (New York: Routledge, 1997): 202-225

Website

Goodman P.S. Poultry's price. An unsavory byproduct. *Washington Post* (August 1, 1999): A1
<http://www.washingtonpost.com/wp-srv/local/daily/aug99/chicken1.htm>

Lexis-Nexis

Burros, M. Poultry industry quietly cuts back on antibiotic use. *New York Times* (February 10, 2002): A1

David Barboza. Goliath of the Hog World. *New York Times* (April 7, 2000): C1

Food processing

Course pack

Sherman, P.W. Darwinian gastronomy: why we use spices. *BioScience* (June 1999): 453-463

Karin Andersson, Thomas Ohlsson and Pär Olsson. Screening life cycle assessment (LCA) of tomato ketchup: a case study. *Journal of Cleaner Production* (1998) 6, 3-4: 277-288

Library reserve:

Andrew F. Smith. Introducing ketchup and its polyglot parentage. In: *Pure Ketchup* (Washington and London: Smithsonian Institution Press): 3-11

Pilcher, J. Industrial tortillas and folkloric Pepsi: the nutritional consequences of hybrid cuisines in Mexico. In: W. Belasco and P. Scranton. *Food Nations: Selling Taste in Consumer Societies*. (New York: Routledge, 2002): 222-239

José Bové and François Dufour. The beginnings of junk food. In: *The World is Not for Sale: Farmers Against Junk Food*. (New York: Verso, 2001): 53-59

Discussion: Food chains from farm to fork

Websites

Pirog, R. and Tyndall, J. *Comparing apples to apples: an Iowa perspective on apples and local food systems*. (Iowa: Leopold Center for Sustainable Agriculture, 1999)
<http://www.ag.iastate.edu/centers/leopold/pubinfo/papersspeeches/appleindex.html>

Post, R. Bread basket. *Cargill News International* (May 2000)
www.cargill.com/today/00_05_bread.htm

Food safety

Course pack

G. Winter. Contaminated food makes millions ill despite advances. *New York Times* (March 18, 2001): A1

R.A. Molins, Y. Motarjemi and F.K. Kaferstein. Irradiation: a critical control point in ensuring the microbiological safety of raw foods. *Food Control* (2001) 12: 347-356

Steingarten, J. Food is not the enemy. *New York Times* (April 3, 2001), C1

Websites

Center for Science and the Public Interest (CSPI). *Death on the Half Shell*. Washington, D.C: CSPI, 2001

http://www.cspinet.org/reports/vibrio_vulnificus/

Institute of Food Science and Technology. Food safety and cheese. *Food Science and Technology Today* (1998) 12, 2: 117-122

<http://www.ifst.org/hottop15.htm>

Lexis-Nexis

D.J. Wakin. New scrutiny of cheese offends refined palates. *New York Times* (July 14, 2000): B1

Abundance

Course pack

Young C.E. and Kantor L.S. *Moving toward the food guide pyramid: implications for U.S. agriculture* (Washington, DC: USDA/ERS, 1999)

Library reserve

John Steinbeck. *The Grapes of Wrath* (New York: Harper, 1951) (originally published 1939): 382-385

Websites

Linda Scott Kantor, Kathryn Lipton, Alden Manchester and Victor Oliveria. Estimating and addressing America's Food Losses. *Food Review* (1997) 20, 1: 2-12

<http://www.ers.usda.gov/publications/foodreview/jan1997/>

Lexis-Nexis

Pollan, M. When a crop becomes king. *New York Times* (July 19, 2002): A17

Critser, G. A corn-fed farm policy. *Los Angeles Times* (June 2, 2002): M1
Elitzak H. Desire for convenience drives marketing costs. *Food Review* (1999) 22, 3: 23-26
www.ers.usda.gov/publications/foodreview/sep1999/

Undernutrition

Library reserve

Peter Atkins and Ian Bowler. Food production and population. In: *Food in Society: Economy, Culture, Geography* (London: Arnold, 2001): 107-122

Peter Atkins and Ian Bowler. Malnutrition, hunger and famine. In: *Food in Society: Economy, Culture, Geography* (London: Arnold, 2001): 123-138

Websites

Rifkin, J. The world's problems on a plate. *Guardian (London)* (May 17, 2002)
<http://www.guardian.co.uk/comment/story/0,3604,717044,00.html>

Biotechnology

Course pack

J. Madeline Nash. Grains of hope. *Time* (July 31, 2000): 39-46

J.E. Losey. L.S Raor and M.E. Carter. Transgenic pollen harms monarch larvae. *Nature* (May 20 1999) 399: 214

C.L. Wraight et al. Absence of toxicity of *Bacillus thuringiensis* pollen to black swallowtails under field conditions. *Proceedings of the National Academy of Sciences* (July 5, 2000) 97, 14: 7700-7703

C. Kaesuk Yoon. Altered salmon leading way to dinner plates, but rules lag. *New York Times* (May 1, 2000): A1

Lexis-Nexis

M. Pollan. The great yellow hype. *New York Times Sunday Magazine* (March 4, 2001): 15-16

A. O'Connor. Altered tomato thrives in salty soil. *New York Times* (August 14, 2001): F3

Globalizing the food system

Course pack

Ernest Micek. Global agriculture: working toward a sustainable food system. *The Cargill Bulletin* (December 1999) 7, 4: 1-8

Deborah Barndt. Tracing the Trail of Tomasita the Tomato. *Alternatives Journal* (January / February 1996): 24-29

William H. Friedland. The New Globalization: The Case of Fresh Produce. In: *From Columbus to Conagra: The Globalization of Agriculture and Food* (Kansas: University Press of Kansas, 1994): 210-231

Terry Hennessy. Growing Pains. *Progressive Grocer* (August 1996): 41-44

Tracy Baxter. The Real Cost of Globe-Trotting Food. *The Green Guide 64* (New York: Mothers and Others, February 1999)

Adam Drewnowski and Barry M. Popkin. The Nutrition Transition: New Trends in the Global Diet. *Nutrition Reviews* (1997) 55, 2: 31-43

Library reserve

Vandana Shiva. The Hijacking of the Global Food Supply. In: *Stolen Harvest* (Boston: South End Press, 2000): 5-20

Lexis-Nexis

Schrambling, R. The truth behind the 'market menu.' *New York Times* (July 24, 2002): F1

Alternative food systems

Course pack

Dahlberg, K.A. Sustainable agriculture—fad or harbinger. *BioScience* (May 1991) 41, 5: 337-340

Brian Halweil. Organic Gold Rush. *Worldwatch* (May/June 2000) 14, 3: 22-32

Peter Rosset. Alternative agriculture works: the case of Cuba. *Monthly Review* (1998) 50, 3: 137-146

Joan Dye Gussow. Is local vs. global the next environment imperative? *Nutrition Today* (Jan 2000) 35, 1: 29

Wendell Berry. The prejudice against country people. *The Progressive* (April 2002): 21-24

Nestle M. Ethical dilemmas in choosing a healthful diet: vote with your fork! *Proceedings of the Nutrition Society* (UK) (2000) 59: 619-629

Library reserve

Dennis Avery, 1999. The fallacy of the organic utopia. In: *Fearing Food* (Woburn: Butterworth-Heinemann, 2000): 3-18

Websites

Joan Dye Gussow. Is Organic Food More Nutritious? And Is That the Right Question? *Organic Farming Research Foundation Information Bulletin* (Fall 1996) 3: 1, 10

<http://www.ofrf.org/news/>

Alexander Stille. Slow Food. *The Nation* (August 20/27, 2001): 11-16

<http://www.thenation.com/doc.mhtml?i=20010820&s=stille>

GRADED PAPERS AND DISCUSSION

Altogether there are three papers. In-class discussion based on the readings will also be graded.

IN CLASS DISCUSSION

Grade: 10%

The amount of discussion will vary week to week and take a variety of forms. You may be asked to read the required papers and be prepared for a general discussion on a specific issue. Or each of you might be asked in turn to speak for a couple of minutes on the issue that most interested you in the readings.

PAPERS

Grade: 90%.

A few notes on how you should reference the papers.

11. References should be stated separately on the last page and do not count toward the required number of pages or words.
12. Use proper text citations and references to the articles and personal interviews you draw on for your papers. You may use numbers (1) or ¹, referring to a list of numbered references at the end (1, 2,3), or author (e.g. Smith, 2000), referring to an alphabetical list at the end.
13. Every entry in your bibliography should be cited in the text, and every citation in the text should have a corresponding reference.
14. If you feel it is important to show what you may have read but did not cite, include this as a second list labeled "additional sources."

Paper One: FOOD CHAIN PAPER

Due: Monday November 25, 2002

Grade: 20%

In this assignment you are asked to describe the path of a food item from field to fork. The aim: to illuminate where a food item has been, how it has traveled, and who has handled it before it reaches you, the consumer. The paper should be essentially diagrammatic. As shown by the examples given in class, you need to design a "box diagram," with each box being a link in the food chain. The boxes, and the arrows between them, should have text giving details of each step in the chain.

The food can be anything from a branded manufactured item to a simple fruit. Work backwards. Take a food item that you can buy in a local store, market or restaurant and try to find out where it was before it came to be on the shelves or on your plate. If it is a packet of sugar, for example, it will have been in a warehouse. Before that it will have been in a manufacturing plant etc. Go right to where it was grown. If it is a supermarket apple, it may have been at Hunt's Point market, prior to which it was on a flight from Washington State; before that with a broker, sold to him/her from a farmer via a grader, waxer, and a packer. Or the apple might have been picked and then sent to a farmer's market 50 miles away. If the item is manufactured, such as pizza, its ingredients will have come from many different sources, and you should trace all of them.

If you chose a very simple chain, give more detail on each step (e.g. exactly which farm it came from and exactly how many miles were traveled). If it is highly complex, I will expect less detail (e.g. for a fish curry, the fish came from the Atlantic, the rice from India the coconut milk from Thailand). If you cannot find information, say why (e.g. the food company told me it was proprietary), but you must be able to show that you have pursued your investigation as far as possible.

Reference sources can include books, journal articles, newspapers, personal interviews, websites etc. If you use information from a website—such as advocacy material or food company reports—be sure to check the validity of the material.

Your paper should:

- Be based around a 1-page box diagram with arrows pointing to the next step in the chain. Be as creative as you like in illustrating the diagram with text (or pictures).
- Have a further 2-3 pages of text (maximum 900 words), typewritten, double-spaced and in nothing smaller than 10-point font.
- Refer to the boxes in the diagram in the text so that the reader is led around the diagram by the text. You may choose to number each box, but this is not necessary.
- Begin with a heading that states what the paper is, and gives your name, program and e-mail address (do not use a separate title page). Immediately underneath this, identify your food item with a sentence or two on why you chose it.

Paper Two: MEDIA TRACKING PAPER

Due: Monday December 2, 2002

Grade: 20%

This assignment asks you to:

- identify a current news issue in the print media that deals with an agricultural /food /nutrition/health issue that affects or is affected by the environment;
- track how the issue develops over the semester;
- examine the way in which the issue is reported in the media;

During the semester you should:

12. Read newspapers and magazines, preferably on a daily basis. Online sources are fine.
13. Identify an issue you want to focus on as early in the semester as possible.
14. Cut out or print out the articles that deal with the issue, noting page number, use of photographs, length etc.

In the paper you should:

- Begin with a heading that states what the paper is, and gives your name, program and e-mail address (do not use a separate title page).
 - Identify the issue you are tracking.
 - Summarize the type and number of newspapers/magazines that reported on the story.
 - Explain what the issue is about, and, using what you learn in the course, why and how it is linked with the environment (this does not require additional sources).
 - Describe how the issue develops over the semester.
 - Comment throughout on how your different sources handled the issue. How does it differ between different newspapers and magazines? How does the journalist interpret the issue?¹
 - Analyze briefly why you think the issue was presented as it was?²
15. Try to infer, on the basis of past and current trends, where the issue is going.
 16. The paper should be about 3 pages long (between 700-900 words), typewritten, double-spaced, in nothing smaller than 10-point font.
- Include as an attachment, copies of all the clippings and materials you have used (these may not be returned, so if you would like to keep them, provide copies, not originals).

¹ For example: in the *New York Times* there was one short article by the agricultural correspondent in the National News, but in the *Des Moines Register*, there were front pages articles by the lead news writer every day; in *Gourmet* the article focused on the taste of the food, but the *Wall Street Journal* talked about the companies that manufactured the food; while the *Los Angeles Times* editorials spoke out in favor of the issue, *Business Week* was against it.

² For example: Iowa is a corn growing state but New York is not; the *Wall Street Journal* has a business readership, but *Gourmet* caters to people who like to cook; the *Los Angeles Times* is less conservative than *Business Week*

The description and commentary should form the bulk of the paper. You must write the paper based entirely on the media stories that you read (press releases should not be used). No additional reading is required. What is needed is a clear description and analysis of what you read, not an in-depth knowledge of the issue.

Paper Three: PRODUCT PAPER

Due: Monday December 9, 2002

Grade: 50%

This assignment asks you to identify a food item and analyze, in the context of one of the following topics, its relationship with both environmental and nutritional factors.

Topics

Pre / early agriculture	Food safety
Environmental effects	Abundance
Intensification of food production	Malnutrition
Industrialization of food production	Biotechnology
Food processing	Globalization
	Alternative food systems

Analysis should be detailed, and focused on your chosen food item and topic; at the same time, you should analyze your food item in the context of the whole food chain as an inter-related system.

The paper should take the following form:

17. Identify your food item and your focus topic (e.g. rice and biotechnology, beef and food safety, oranges and intensification).
18. Define your terms: What does globalization mean? What are environmental effects?
19. General introduction.
20. Define your argument. Make sure that you are asking yourself a question or have a hypothesis. This will help define structure.
21. Fill out your core outline. Throughout, keep in mind that if you use adjectives you must back up what they are expressing with theories or data.
22. Let your writing flow but keep it fairly formal. Don't overuse the first person.
23. Give well-referenced detail.
24. Use your imagination (with case studies and personal experiences, for example).
25. In your analysis, keep in mind that you are talking about an interconnected system. chosen.
26. Be sure to describe why things happen and how (always keep in mind the question: why is this the way it is?).
15. Sum up your argument at the end. Come up with a conclusion based on what you have argued.

Your paper should:

- Be between 2500 and 3500 words (around 10 pages, not including references), typewritten, double-spaced, in nothing smaller than 10-point font, and with two spaces between sentences.
- Begin with a heading that states what the paper is, and gives your name, program and e-mail address (do not use a separate title page).
- Make extensive use of references from academic papers, books, trade journals, newspapers and the advocacy literature.

First Term Seminar: Good Food

Lisa Heldke

Department of Philosophy, Gustavus Adolphus College

About this Course

What do we mean when we say homemade soup is good? That organically-grown vegetables are good? That *authentic* Thai food is good? That *any* food is good, so long as there's enough of it? How many ways can food be “good”—and what does “good” mean in all these contexts?

This course takes you on a philosophical exploration of good food—of the different senses the term “good” can take, when it gets applied to food. The examples above illustrate some of these senses—aesthetic, ecological, cultural, and ethical. During the semester, we'll dip into each of these senses of good, and will also explore other senses you uncover along the way.

In the course of our explorations, we'll encounter some of the central questions that philosophers have asked about the concept of good more generally. For instance, are there objective criteria for goodness? Can you be wrong about whether something is good? What makes someone an authority on good? Can something be good in one sense (say, the aesthetic), and bad in another (the ethical)? What do we do when different senses of good collide? (How do we decide what to eat, for instance?) Is one sense of good more important than all others?

In this class, we'll use our own experiences, our own investigations, and writings by a variety of essayists, to try to understand some of the many ways food is good. In the process, we'll also come to learn some things about the nature of good more generally—a concept that philosophers have been pondering for centuries.

Class will be conducted seminar style, which means that we will spend most of our time in group discussion, rather than in lecture. Some days, we'll operate like a research group in which group members will regularly report the results of their research at roundtable discussions. On others, we'll focus on digesting and critiquing the text for the day.

About the First Term Seminar Program

First Term Seminars at Gustavus have four separate and very ambitious goals:

1. To give you some introduction to a particular field of study. Typically, the subject matter of an FTS is more specialized than what you would find in a standard “Introduction to Discipline X” course. In this course, for instance, you'll learn something about the discipline of philosophy, and also something about the field of food studies. But I won't cover all the material you would find in an introductory course in either of those fields. We'll be much freer to wander where our interests develop.
2. To help you develop a set of academic skills useful to you in the rest of your college career—indeed, in the rest of your life. They include effective writing, effective speaking, critical thinking and reflection about values.
3. To provide you with academic advising during your first semester in college.
4. To introduce you to college life. Your FTS is the place you can learn about academic expectations, college resources, extracurricular activities, etc.

Required Course Text

Your primary text for the course is a reading packet, available in the college bookstore. **Bring your text to class every day;** we will do a lot of textual work in class.

Assignments

Here's a list of the *types* of assignments you will be doing this semester.

- **Informal Writings (IW's):** You will write many kinds of informal pieces: brief in-class writings, short essays written outside of class in response to an issue that comes up in class, summary reports on the research you've done, and critical evaluations of each other's formal papers. The goal of informal writing is to get you into the habit of formulating and clarifying ideas (your own and others') by writing them down. Informal writing is not unthinking writing—it's simply writing in which you don't have to worry as much about your spelling, punctuation and other mechanics. Some of the informal writings are already listed in the work plan, but additional ones may be assigned at any time. So, if you miss class, make sure you find out whether an informal writing has been assigned. I will accept no late work.
- **Formal Papers (FP's):** You will write four formal papers. The goal of formal papers is to give you practice crafting and polishing your ideas in a final, presentable format. Everything "counts" in a formal paper, from the spelling and syntax to the quality and organization of your ideas. I will give you specific paper assignments at least a week in advance of their due dates. We will spend a full class period talking about how to tackle the first assignment, and somewhat less time for each subsequent assignment. An important part of the writing process is the REwriting process. Thus, for each paper you write, you will submit a FULL first draft to one of your classmates, who will read and evaluate it and return it to you **in time for you to incorporate their suggestions before you turn in your final draft.**
- **Oral work (OW):** Many activities in the class will be designed to develop your abilities to formulate ideas while you are speaking. We will especially work on the kind of speaking that you must do in a discussion class, since that is the kind of speaking most of you will do most of the time during college (and afterwards). You'll get lots of opportunities to think on your feet; to follow up someone else's line of thinking in a discussion; to ask questions to clarify what someone is talking about; to articulate a disagreement with an author or a classmate. Much of your oral work will be spontaneous and informal, but there will also be more specific, formal assignments, including being in charge of opening the discussion of a text, and presenting the results of your research in a roundtable discussion.

Plan of Work

This work plan outlines the topic we will address in each segment of the course, along with a thumbnail sketch of the reading and writing assignments you will complete during that segment. (Detailed explanations of assignments will come later.) Assignments listed include informal writings (IW), formal papers (FP), and oral work (OW).

Each segment of the course will explore one way in which food can be good: aesthetic, cultural, environmental, and ethical. Each segment is constructed as a kind of mini research project, beginning with our defining an issue, and including both individual research on the issue and a group analysis and discussion of texts that address that issue. You will be functioning not simply as a reader of others' theories, but as a researcher/investigator in your own right.

A. Introduction: the terms of our discussion (9/3-9/15)

In this first portion of the course, you will identify, and develop preliminary definitions of, some of the central terms and concepts that we will use in our subsequent investigations of good food—concepts from both food studies and philosophy. You'll begin to familiarize yourself with the resources available in the library and on the Internet, as you build up preliminary definitions of these concepts, and exchange your findings with your classmates.

1. Texts

- Your classmates' informal writings
- Library reference materials and online reference sources

2. Oral/Written Assignments

- IW: A "good food" story from your own life. **Due 9/3**
- IW: An analysis of some of the concepts that one classmate uses in her good food story. **Due 9/5**
- IW: A write-up of your research on the terms and concepts we'll use in the class. **Due 9/10**
- OW: A roundtable discussion about the results of your research. **9/10 and 9/12**
- FP#1: a polished version of your good food story. **Due 9/9**

B. Good food *tastes* good: cuisine (high and low), and aesthetic standards (9/17-10/8)

Good taste is probably the most familiar form of goodness food possesses. In this segment of the course, we'll explore some of the ways that food is aesthetically good—in the process, encountering the distinction between "high" and "low" cuisine. Inspired by *your* good food stories from segment A, we will read first person accounts of delicious food, written by food critics, "foodies", and other eaters, both expert and amateur. We'll also read theoretical writings that analyze the role of the food critic as an aesthetic judge.

1. Texts

- Calvin Trillin, excerpts from *American Fried* and *Alice, Let's Eat*
- Elizabeth Romer, excerpts from *The Tuscan Year*
- Brillat-Savarin, excerpts: "Aphorisms of the Professor" (online at <http://etext.library.adelaide.edu.au/b/b85p/part2.html>); "Dialogue Between the Author and his Friend" (online at <http://etext.library.adelaide.edu.au/b/b85p/part3.html>); Meditation 13 (online at <http://etext.library.adelaide.edu.au/b/b85p/part18.html>)
- David Hume, "The Standard of Taste"
- Jean Francois Revel, excerpts from *Culture and Cuisine*
- Sidney Mintz, "Cuisine: High, Low and Not at All"

2. Oral/Written Assignments

- IW: Watch for intermittent assignments!
- OP: Each class member will be responsible for introducing discussion questions for one of the readings in this segment
- FP#2: A summary explanation of one of Hume's arguments. **Due 10/10**

C. Good food is *authentic*: culture and cuisine (10/10-10/24)

In this segment of the course, we'll study a cultural meaning of goodness—authenticity. Using the understanding of cuisine that we developed in segment B, we will explore some of the ways that ethnic and regional cuisines are praised and prized for their authenticity. We'll utilize both first person accounts, and theoretical analyses of the concept, in our efforts to understand why many people argue that good food must be authentic. You'll investigate the meaning of authenticity with respect to one particular ethnic or regional cuisine.

1. Texts

- Doris Friedensohn, "Chapulines, Mole and Posole"
- Calvin Trillin, excerpts from *Third Helpings*
- Raymond Sokolov, "Revolution Now!"
- Donna Gabaccia, "What Do We Eat," "Nouvelle Creole" and "Who Are We?"
- Lisa Heldke, excerpts from *Exotic Appetites*

2. Oral/Written Assignments

- IW: Working in groups, research how "authenticity" is characterized for a certain ethnic cuisine. Consider the matter from the perspective of various groups, including restaurateurs, scholars, food critics, and other relevant "eaters." **Due 10/22**
- OW: A roundtable discussion of your findings on authenticity. **10/22 and 10/24**
- FP #2: A theoretical analysis of the meaning of authenticity. **Due 10/27**

D. Good food is *ecologically sustainable*: bioregionalism and sustainable agriculture (10/29-11/19)

This segment of the course explores the claim that we live in a global food system, a system that is harmful both to humans and to the rest of the natural world. You'll do research to determine the degree to which you think this claim is true, and we'll read the proposals of theorists who believe it is true and who want to develop alternatives to the global food system. Good food, they argue, must be sustainably produced.

1. Texts

- Alix Kates Shulman, excerpt from *Drinking the Rain*
- Jack Kloppenberg, et al., "Coming Into the Foodshed"
- Wendell Berry, "The Pleasures of Eating" and "Farming and the Global Economy"
- Wes Jackson, "Stewards of the Land" and "Meeting the Expectations of the Land"

2. Oral/Written Assignments

- IW: A write-up of web research collecting evidence for and against the claims that: 1) we live in a global food system and 2) that system is harmful to humans and to the environment. **Due 10/31**
- OW: Class presentations on the web research project. **10/29 and 10/31**
- IW: A follow-up assessment of the global food system claim, in light of evidence from classmates. **Due 11/11**

E. Good food is *any* food: ethics and hunger (11/21-12/12)

This segment of the course considers the social and ethical issue of hunger—the fact that, for many people in the world, *any* food is good food. We'll begin the segment by conducting brief investigations into the nature of hunger in various locations across the globe. Then we'll examine ways people have proposed to address the problem of world hunger, as well as some ways theorists have analyzed the particular problem of hunger in the United States.

1. Texts

- Andre and Velasquez: "World Hunger: A Moral Response" (online at <http://www.scu.edu/ethics/publications/iie/v5n1/hunger.html>)
- Garrett Hardin: "Lifeboat Ethics"
- Norman Borlaug, "Are We Going Mad?"
- Francis Moore Lappe and Joseph Collins: "Why Can't People Feed Themselves?" "Question: Don't U.S. food aid programs...?" and "12 myths about hunger" (online at <http://www.foodfirst.org/pubs/backgrdrs/1998/s98v5n3.html>)
- Janet Poppendieck, excerpts from *Sweet Charity?*

2. Assignments

- IW: Library and internet research to create a "snapshot" of hunger in various countries **Due 11/25**

- OW: A roundtable discussion of the state of world hunger. **11/24 and 11/25**
- FP#3: A theoretically-grounded plan of action an individual might take to address hunger. **Due 12/16**

Instructor: Clare Hinrichs
310 East Hall, phone 294-5154
Office hours: T and Th, 2:30 - 4:30

Fall 2001
Tuesday/Thursday 12:40 - 2:00
Iowa State University or by appointment

Sociology 544

SOCIOLOGY OF FOOD AND AGRICULTURAL SYSTEMS

Course Description

In the much quoted words of farmer and writer Wendell Berry, “eating is an agricultural act.” This simple, yet powerful insight helps to organize this graduate seminar providing an introduction to the sociology of food and agricultural systems. While some 15 or 20 years ago, we might have talked about the sociology of agriculture, and only considered farming, today we recognize that the practices and yields of agriculture reach far beyond the farm in their implications for material commerce, cultural meaning, human sustenance, social justice and ecological health. This semester we consider the social organization, meanings and dynamics of food and agricultural systems. We examine theoretical, historical and empirical problems concerning the United States, but strive throughout the semester to enrich this focus with a comparative perspective. Many of our readings are works by international scholars, or by American scholars researching and theorizing about food and agricultural systems from the vantage point of non-American concerns. These diverse perspectives will be extended, I am sure, by your own insights and experiences. Our goal is to understand more fully the “global” context of food and agricultural systems today, while appreciating historical patterns of difference between communities, places, regions and nation-states.

We begin by exploring general themes and frameworks in the sociology of food and agricultural systems, and orient ourselves to our own place and moment by considering broad patterns of change in American agriculture. From here we examine key issues in agrarian political economy, which reinvigorated the sociology of agriculture in the 1970s and 1980s. We chart the intellectual transition of sociologists from a focus on “agriculture” to a focus on “agri-food systems.” Throughout we consider the analytical tensions between analyses centered on globalization processes and those centered on (re)localization.

We also consider the importance of culture, of difference, and of the increasing “environmentalization” of agricultural and food practice. We conclude with a look at current efforts to integrate the field, centered on the incorporation of nature and the negotiation of governance.

The course will follow a discussion format, emphasizing active participation by all students in analyzing and debating issues raised in the readings. That means our central activities in class will be reading and discussion. I will provide background comments, context and amplification, as needed, at our class meetings. The course also emphasizes various forms of writing. You will write two short, critical, analytical essays about the readings, a “public engagement” article (oriented to a non-academic audience), and an extended research paper on a topic of your choosing, related to the themes of the course.

Course Readings

There are four required texts for this course, available at the University Book Store. In addition, we will read various articles and book chapters, which will be available on reserve in the Econ/Soc Reading Room, 368 Heady Hall.

Grossman, Lawrence S. 1998. *The Political Ecology of Bananas: Contract Farming, Peasants, and Agrarian Change in the Eastern Caribbean*. Chapel Hill and London: University of North Carolina Press.

Magdoff, Fred, Buttel, Frederick H. and Foster, John Bellamy (eds.). 2000. *Hungry for Profit: Agriculture, Food and Ecology*. New York: Monthly Review Press.

Salamon, Sonya. 1992. *Prairie Patrimony: Family, Farming and Community in the Midwest*. Chapel Hill and London: University of North Carolina Press.

Wells, Miriam J. 1996. *Strawberry Fields: Politics, Class and Work in California Agriculture*. Ithaca and London: Cornell University Press.

Regarding Additional References and Useful Background to This Course

The social science literature on agriculture and food has burgeoned in the last 20 years. It is impossible to cover more than a fraction of it in one course. Furthermore, courses always reflect the particular preoccupations, background and passions of the instructor. If a topic on our course syllabus particularly interests you, I can easily direct you to additional readings from my substantial “backup-list” for this course. If you seek background in particular areas, the following works may be useful:

Buttel, Frederick H., Olaf F. Larson and Gilbert W. Gillespie. 1990. *The Sociology of Agriculture*. New York, Greenwood Press. (an excellent, detailed critical review of the sociology of agriculture, especially rural sociological research before 1970, which this course does not cover.)

Goldschmidt, Walter. 1978. *As You Sow: Three Studies in the Social Consequences of Agribusiness*. Montclair, NJ: Allanheld, Osmun and Co. (based on research conducted in the 1940s, this “classic” work in American sociology of agriculture addresses the uneven community impacts of different forms and scales of agricultural organization.)

Lasley, Paul et al. 1995. *Beyond the Amber Waves of Grain: An Examination of Social and Economic Restructuring in the Heartland*. Boulder, CO: Westview. (reports on research across 12 midwestern states about the impacts experienced by farm enterprises, farm households and communities in the wake of the 1980s farm crisis.)

Murdock, Steve H. and Don E. Albrecht. 1990. *The Sociology of U.S. Agriculture*. Ames, IA: Iowa State University Press. (analysis of trends and developments from a “human ecology” perspective, with particular emphasis on population and technology.)

Kneen, Brewster. 1993. *From Land to Mouth: Understanding the Food System*. Toronto: NC Press Ltd. (a highly accessible overview and critique by a Canadian analyst-activist.)

Sachs, Carolyn. 1996. *Gendered Fields: Rural Women, Agriculture and Environment*. Boulder, CO: Westview Press. (a concise, well-referenced distillation of the theoretical and substantive

literature on women, agriculture and the environment, drawing on both Northern and Southern analyses and experience.)

Tansey, Geoff and Tony Worsley. 1995. *The Food System: A Guide*. London: Earthscan. (detailed information concerning culture, custom, farming, processing, distributing, retailing, policy and regulation, with some emphasis on the United Kingdom.)

Thompson, Paul. 1995. *The Spirit of the Soil: Agriculture and Environmental Ethics*. London and New York: Routledge. (an excellent discussion of key moral and environmental ethical debates.)

Course Requirements

Your grade in this course will be based on the following components: two critical commentary papers, based on course readings (10 percent each), a brief article to engage the public with social science insights on a food or agriculture related issue (14 percent), a final paper/research project (33 percent), and class participation (33 percent).

The critical commentary papers. The purpose of these papers is to help you deepen your analytical engagement with the course readings through the process of writing. In the commentary papers, you are writing to and for your academic colleagues. React to and critique our readings for a particular class. It's important to avoid simply summarizing or restating the readings. Instead, you might explore why you agree or disagree with particular arguments or points made in the readings. What do you see as a given author's major contributions or major obfuscations, and why? Can the concepts, themes or arguments in these readings be usefully applied in another context? What do this week's readings seem to have in common? How do they diverge from one another? How do this week's readings challenge other readings we have done in this course or illuminate recent events in the news? These are only examples of questions you might explore in a critical commentary paper. Rather than treating each article for the class sequentially, choose a focused theme and develop a coherent essay. You may end up concentrating more on some of the readings for a given class than others. At our second class, you will sign up for the two classes this semester for which you will write commentary papers. Commentary papers should be typed, double-spaced and around 750-1000 words. Give your papers titles. Commentary papers are due at the beginning of the class when we will be discussing those readings.

An article to engage the public. There is considerable talk now in rural sociology and elsewhere about enhancing public engagement with university research. In this assignment, you will contribute to this goal by writing for a non-academic audience about a food and/or agricultural issue that concerns you. You will need to convey the insights of sociology in a way that is accessible, relevant and informative for a non-sociologist audience. What, for example, are the implications of topics discussed in this course for planners, for the faith community, for Extension or for community development practitioners, to name only a few of the groups with whom we might engage? You might write an op-ed piece for a newspaper, an article for a newsletter, or an extension-style bulletin, or you may have other ideas, which I would be happy to discuss. This assignment is due anytime before November 16. I strongly encourage you to

submit your article to an appropriate outlet for publication, and will be happy to advise you beyond this semester on doing so.

Final research paper/project. A key product of this course will be a final research paper/project that you undertake on a topic or issue that interests you deeply and also addresses the broad concerns of this course. The final paper/project should be understood as a scholarly endeavor that will require you to read literature beyond what is assigned for the course. However, I also hope it ends up being much more than simply another class assignment for you. Given the diverse backgrounds of students in this class, I am willing to entertain different approaches to the final paper. For example, the paper could allow you to explore possible topics for your thesis or dissertation. Or it could provide you the chance to put an academic lens on a “real world” problem in food and agricultural systems that has vexed you. It might enable you to make new sense of some interesting data you have at hand. Or it might lead to a presentation you’ll make at a professional meeting of the Rural Sociological Society, the Agriculture, Food and Human Values Society, or some other academic association. Finally, it could eventually result in a short article for publication in a journal, such as *Culture and Agriculture*, *Agriculture and Human Values* or various others. You may have other ideas. Talk to me and, by all means, talk to me early in the course.

Rather than imposing rigid deadlines for topics and drafts, I ask each of you to prepare a plan of work for the final paper/project that you will share with me. I will be glad to read and critique anything you write, given adequate time. The final draft of your paper/project should look like an article to be submitted for publication. If you are unsure what this means, check a major journal like *Rural Sociology* for the instructions to authors or the *ASA Style Guide*, 2nd edition (1997), a copy of which is in the main office.

By September 25, you should provide me with a 1-2 page written proposal for your final paper. It should include:

- topic; rationale; how you see your key research question(s) at this stage;
- tentative outline;
- preliminary reference list (at least five references beyond required readings on the course syllabus).

During the last week of class, we will hold a “writers’ workshop” for reading and critiquing the final papers. Therefore, near-completion drafts of papers must be available for sharing in class on December 11. Final papers will be due on Tuesday, December 18 at noon.

Class participation. Because this course is a seminar, I expect you to share the responsibility for teaching and learning with me. I am looking for evidence of your thoughtful engagement with the course material and your ability to contribute to constructive dialogue with others in the class. It goes without saying that everyone must do the required readings before our class meetings if our class is to be productive and interesting. I will not be doing much conventional “lecturing.” Your class participation will also be evaluated based on the following: 1) To stimulate thought about the readings, each of you should submit one to two brief written questions or comments on the readings assigned for class by 10 AM that day, emailed to me at hinrichs@iastate.edu. 2) On the day that your commentary paper is due, you will take special responsibility for our discussion of that week’s readings. This will not be an overwhelming task, because we all will have generated our own thoughtful questions (see #1 just above). It will involve your making some brief opening remarks about the significance of the readings (remember, you will have written a

paper exploring just that!). You might discuss the readings' correspondence to or departure from the previous week's readings and then set out some initial questions for discussion.

Course Schedule

August 28: **Introduction to the Course**

27. Overview of the course.
16. Introductions.
 - Discussion of course expectations, housekeeping details.

August 30: **Frameworks and Themes for Sociological Study of Agricultural and Food Systems**

28. Magdoff, Fred, Foster, John Bellamy, and Frederick H. Buttel. 2000. "An overview." In *Hungry for Profit*, pp. 7-21.
29. Friedmann, Harriet. 1999. "Circles of growing and eating: The political ecology of food and agriculture." Pp. 33-57 in *Food in Global History*, edited by Raymond Crew. Boulder, CO: Westview.
30. Ward, Neil and Reidar Almås. 1997. Explaining change in the international agro-food system. *Review of International Political Economy* 4(4): 611-629.

September 4: **Agricultural Change and Farming: The U.S. Context**

17. Lobao, Linda M. and Katherine Meyer. 2001. "The great agricultural transition: Crisis, change and social consequences of 20th century U.S. farming." *Annual Review of Sociology* 27: 103-124.
 - Pfeffer, Max. 1983. "Social origins of three systems of farm production in the United States." *Rural Sociology* 48(4): 540-562.
18. Reinhart, Nola and Peggy Barlett. 1989. "The persistence of family farms in U.S. agriculture." *Sociologia Ruralis* 29(3/4): 203-225.

September 6: **Agrarian Political Economy: Foundational Issues, Emerging Questions**

- Buttel, Frederick H. 2001. "Some reflections on late 20th century agrarian political economy." *Sociologia Ruralis* 41 (2): 165-181.
- Wood, Ellen Meiksins. 2000. "The agrarian origins of capitalism." In *Hungry for Profit*, pp. 23-41.
- Araghi, Farshad. 2000. "The great global enclosure of our times: Peasants and the agrarian question at the end of the 20th century." In *Hungry for Profit*, pp. 145-160.
- Lewontin, R.C. 2000. "The maturing of capitalist agriculture: Farmer as proletarian." In *Hungry for Profit*, pp. 93-106.

September 11: **Global Restructuring of Agri-Food Systems and the Transformation of Diets**

- Goodman, David and Michael Redclift 1991. "The origins of the modern agri-food system." Pp. 87-132 in *Refashioning Nature: Food, Ecology and Culture*. London and New York: Routledge.

- Heffernan, William D. 2000. "Concentration of ownership and control in agriculture." In *Hungry for Profit*, pp. 61-75.
- 31. Sobal, Jeffery. 1999. "Food system globalization, eating transformations, and nutrition transitions." Pp. 171-193 in *Food in Global History*, edited by Raymond Crew. Boulder, CO: Westview.

September 13: **World Historical Approaches to Agri-food Systems**

- 32. Friedmann, Harriet and Philip McMichael. 1989. "Agriculture and the state system: The rise and decline of national agricultures, 1870 to the present." *Sociologia Ruralis* 29(2): 93-117.
- McMichael, Philip and Laura T. Raynolds. 1994. "Capitalism, agriculture, and world economy." Pp. 316-338 in *Capitalism and Development*, edited by Leslie Sklair. London and New York: Routledge.
- McMichael, Philip. 2000. "Global food politics." In *Hungry for Profit*, pp. 125-143.

September 18: **Agri-Food Commodity Systems and Chains**

- Friedland, William H. 1994. "The global fresh fruit and vegetable system: An industrial organization analysis." Pp. 173-189 in *The Global Restructuring of Agro-food Systems*, edited by Philip McMichael. Ithaca and London: Cornell University Press.
- Dixon, Jane. 1999. "Reflexive Accumulation and Global Restructuring: Retailers and Cultural Processes in the Australian Poultry Industry" *Rural Sociology* 64(2): 320-333.
- Buck, Daniel et al. 1997. "From farm to table: The organic vegetable commodity chain of Northern California." *Sociologia Ruralis* 37(1): 3-20.

September 20: **Class, Ethnicity and Labor Relations in California Agriculture I**

- Majka, Linda C. and Theo J. Majka. 2000. "Organizing U.S. farm workers: A continuous struggle." In *Hungry for Profit*, pp. 161-174.
- Wells, Miriam. 1996. *Strawberry Fields: Politics, Class and Work in California Agriculture* Ithaca and London: Cornell University Press (preface and ch. 1-4).

September 25: **Class, Ethnicity and Labor Relations in California Agriculture II**

- Wells, Miriam. 1996. *Strawberry Fields: Politics, Class and Work in California Agriculture* Ithaca and London: Cornell University Press (ch. 5-9).

33. Final paper proposals due.

September 27: **From Agrarian Political Economy to Actor Networks in a Global Economy**

- Busch, Lawrence and Arunas Juska. 1997. "Beyond political economy: Actor networks and the globalization of agriculture." *Review of International Political Economy* 4(4): 688-708.

- Freire de Sousa, Ivan Sergio and Lawrence Busch. 1998. "Networks and agricultural development: The case of soybean production and consumption in Brazil." *Rural Sociology* 63(3): 349-371.
- Pritchard, Bill. 2000. "The transnational corporate networks of breakfast cereals in Asia." *Environment and Planning A* 32: 789-804.

October 2: Actors, Localities and the Diversity of "Farming Styles"

- Ploeg, Jan Douwe van der. 1990. "Heterogeneity and styles of farming." Pp. 1-36 in *Labor, Markets and Agricultural Production*. Boulder, CO: Westview.
- Roep, Dirk and René de Bruin. 1994. "Regional marginalization, styles of farming and technology development." Pp. 217-227 in *Born from Within: Practices and Perspectives of Endogenous Rural Development*, edited by J.D. van der Ploeg and A. Long. Assen, the Netherlands: Van Gorcum.
- Whatmore, Sarah. 1994. "Farm household strategies and styles of farming: Assessing the utility of farm typologies." Pp.31-37 in *Born from Within: Practices and Perspectives of Endogenous Rural Development*, edited by J.D. van der Ploeg and A. Long. Assen, the Netherlands: Van Gorcum.

October 4: Agrarian Livelihoods, Culture and Community in Rural America I

- Salamon, Sonya. 1992. *Prairie Patrimony: Family, Farming and Community in the Midwest*. Chapel Hill: University of North Carolina Press (Introduction, ch. 1-6).

October 9: Agrarian Livelihood, Culture and Community in Rural America II

19. Salamon, Sonya. 1992. *Prairie Patrimony: Family, Farming and Community in the Midwest*. Chapel Hill: University of North Carolina Press. (ch. 7-10, Conclusion, Appendix).
20. Hinrichs, C. Clare. 1998. "Sideline and lifeline: The cultural economy of maple syrup production." *Rural Sociology* 63(4): 507-532.

October 11: [Open class. Work on your papers. Professor must be out of town.]

October 16: Ecological Impacts and Environmental Regulation of Agriculture

- Buttel, Frederick H. 1995. "Twentieth century agricultural-environmental transitions." *Research in Rural Sociology and Development* 6: 1-21.
- Foster, John Bellamy and Fred Magdoff. 2000. "Liebig, Marx and the depletion of soil fertility: Relevance for today's agriculture." In *Hungry for Profit*, pp. 43-60.
- Ward, N., J. Clark, P. Lowe and S. Seymour. 1998. "Keeping matter in its place: Pollution regulation and the reconfiguring of farmers and farming." *Environment and Planning A* (30): 1165-1178.
- Altieri, Miguel. 2000. "Ecological impacts of industrial agriculture and the possibilities for truly sustainable farming." In *Hungry for Profit*, pp. 77-92.

October 18: Towards a Political Agro-Ecology: Contract Farming in the Caribbean I

- Watts, Michael. 1990. "Peasants under contract: Agro-food complexes in the Third World." Pp. 149-162 in *The Food Question: Profits versus People*, edited by H. Bernstein, B. Crow, M. Mackintosh and C. Martin. London: Earthscan.
- Grossman, Lawrence S. 1998. *The Political Ecology of Bananas: Contract Farming, Peasants and Agrarian Change in the Eastern Caribbean*. Chapel Hill: University of North Carolina Press (Introduction, ch. 1-3).

October 23: **Towards a Political Agro-Ecology: Contract Farming in the Caribbean II**

21. Grossman, Lawrence S. 1998. *The Political Ecology of Bananas: Contract Farming, Peasants and Agrarian Change in the Eastern Caribbean*. Chapel Hill: University of North Carolina Press (ch. 4-7, Conclusion).

October 25: **Agricultural Science and Technology**

- Goldberger, Jessica. 2001. "Research orientations and sources of influence: Agricultural scientists in the U.S. land-grant system." *Rural Sociology* 66(1): 69-92.
- Buttel, Frederick H. 1998. "Nature's place in the technological transformation of agriculture: Some reflections on the recombinant BST controversy in the USA." *Environment and Planning A*(30): 1151-1163.
- Middendorf, Gerad, Mike Skladany, Elizabeth Ransom and Lawrence Busch. 1998. "New agricultural biotechnologies: The struggle for democratic choice." In *Hungry for Profit*, pp. 107-123.

October 30: **The Contested Terrain of Standards for Agriculture and Food**

- Busch, Lawrence. 2000. "The moral economy of grades and standards." *Journal of Rural Studies* 16: 273-283.
- Juska, Arunas et al. 2000. "Negotiating bacteriological meat contamination standards in the U.S.: The case of E. coli O157:H7." *Sociologia Ruralis* 40(2): 249-271.
- DeLind, Laura B. 2000. "Transforming organic agriculture into industrial organic products: Reconsidering national organic standards." *Human Organization* 59(2): 198-208.

November 1: **Deconstructing Knowledge and Innovation**

- Kloppenburg, Jack. 1991. "Social theory and the de/reconstruction of agricultural science: Local knowledge for an alternative agriculture." *Rural Sociology* 56(4): 519-548.
- Hassanein, Neva and Kloppenburg, Jack. 1995. "Where the grass grows again: Knowledge exchange in the sustainable agriculture movement." *Rural Sociology* 60: 721-740.
- Morgan and Murdoch. 2000. "Organic vs. conventional agriculture: Knowledge, power and innovation in the food chain." *Geoforum* 31: 159-173.

November 6: **Sustainable Agriculture as Frame and Movement**

- Chiappe, Marta B. and Cornelia Butler Flora. 1998. "Gendered elements of the alternative agriculture paradigm." *Rural Sociology* 63(3): 372-393.

- Henderson, Elizabeth. 1998. "Rebuilding local food systems from the grassroots up." In special issue of *The Monthly Review*, pp. 175-188.
- Barham, Elizabeth. 1997. "Social movements for sustainable agriculture in France: A Polanyian perspective." *Society and Natural Resources* 10: 239-249.
- Rosset, Peter M. 2000. "Alternative agriculture works: The case of Cuba." *Hungry for Profit*, pp. 203-213.

November 8: **The Rural Development Context of Agriculture and Food**

- Gillespie, Gilbert. 1995. "Sustainable agriculture and prospects for rural community development in the U.S." *Research in Rural Sociology and Development* 6: 167-191.
- Ploeg, Jan Douwe van der et al. 2000. "Rural development: From practices and policies towards theory." *Sociologia Ruralis* 40(4): 391-408.
- Marsden, Terry, Banks, Jo and Gillian Bristow. 2000. "Food supply chain approaches: Exploring their role in rural development." *Sociologia Ruralis* 40(4): 424-438.

November 13: **Organic Production and Consumption**

- Padel, Susanne. 2001. "Conversion to organic farming: A typical example of the diffusion of an innovation?" *Sociologia Ruralis* 41(1): 40-61.
- DuPuis, E. Melanie. 2000. "Not in my body: rBGH and the rise of organic milk." *Agriculture and Human Values* 17(3): 285-295.
- Raynolds, Laura. 2000. "Re-embedding global agriculture: The international organic and fair trade movements." *Agriculture and Human Values* 17(3): 297-309.

November 15: **Food as Touchstone: Identity, Power, Hunger and Health?**

- Bell, David and Gill Valentine. 1997. "Introduction." *Consuming Geographies: We are Where We Eat*. London and New York: Routledge.
- Mintz, Sidney. 1996. "Food and its relationship to power" and "Tasting food, tasting freedom." Pp. 17-49 in *Tasting Food, Tasting Freedom*. Boston: Beacon Press.
- Poppendieck, Janet. 2000. "Want amid plenty: From hunger to inequality." In *Hungry for Profit*, pp. 189-202.

Thanksgiving Break!

November 27: **Community Food Systems / Community Food Security**

- Kloppenburg, Jack et al. 1996. "Coming into the foodshed." Pp. 113-123 in *Rooted in the Land*, edited by W. Vitek and W. Jackson. New Haven and London: Yale University Press.
- DeLind, Laura and Anne E. Ferguson. 1999. "Is this a women's movement? The relationship of gender to community-supported agriculture in Michigan." *Human Organization* 58(2): 190-200.
- Allen, Patricia. 1999. "Reweaving the food security net: Mediating entitlement and entrepreneurship." *Agriculture and Human Values* 16(2): 117-129.
- Hinrichs, C. Clare. 2000. "The embeddedness of local food systems: Notes on two types of direct agricultural markets," *Journal of Rural Studies* 16: 295-303.

November 29: **Quality and Place in the Relocalization of Food**

- Morris, Carol and Craig Young. 2000. "Seed to shelf, teat to table, barley to beer and womb to tomb: Discourses of food quality and quality assurance schemes in the UK." *Journal of Rural Studies* 16: 103-115.
- Murdoch, Jonathan, Marsden, Terry and Jo Banks. 2000. "Quality, nature and embeddedness: Some theoretical considerations in the context of the food sector." *Economic Geography* 76(2): 107-125.
- Ilbery, B. and M. Kneafsey. 1999. "Niche markets and regional speciality food products in Europe: Towards a research agenda." *Environment and Planning A* 31: 2207-2222.

December 4: **Connecting Global and Local through Agriculture and Food**

- Whatmore, Sarah and Lorraine Thorne. 1997. "Nourishing networks: Alternative geographies of food." Pp. 287-304 in *Globalising Food: Agrarian Questions and Global Restructuring*, edited by David Goodman and Michael Watts. London and New York: Routledge.
- Jarosz, Lucy and Joan Qazi. 2000. "The geography of Washington's world apple: Global expressions in a local landscape." *Journal of Rural Studies* 16: 1-11.
- Watson, James L. 1997. "Transnationalism, localization and fast foods in East Asia." Pp. 1-38 in *Golden Arches East*, edited by J. L. Watson. Stanford: Stanford University Press.

December 6: **Nature and Governance: Critical Priorities for Food and Agricultural Systems**

- Fitzsimmons, Margaret and David Goodman. 1998. "Incorporating nature: Environmental narratives and the reproduction of food." Pp. 194-220 in *Remaking Reality: Nature at the Millenium*, edited by B. Braun and N. Castree. London and New York: Routledge.
- Goodman, David. 1999. "Agro-food studies in the 'age of ecology': Nature, corporeality, bio-politics." *Sociologia Ruralis* 39(1): 17-38
- Marsden, Terry. 2000. "Food matters and the matter of food: Towards a new food governance." *Sociologia Ruralis* 40(1): 20-29.

December 11 and 13: Writers' workshop on final papers.

Final papers due December 18 at noon.

SOCIOLOGY CODE OF ETHICS FOR HUMAN RELATIONS: The Department of Sociology is committed to providing a professional and educational environment that is free of discrimination and harassment. The department's Code of Ethics for Human Relations and the Procedures for Filing Complaints of Discrimination or Harassment are posted on the bulletin boards on all five floors of East Hall.

HOFSTRA UNIVERSITY
HOFSTRA COLLEGE OF LIBERAL ARTS AND SCIENCES
ROMANCE LANGUAGES AND LITERATURES

SPLT 060

Literary Food

3 s.h.

Fall 2003

Professor: Zilkia Janer
Email: RLLJZZ@hofstra.edu

Description

Aside from being essential for survival, food is a system of meanings that articulates cultural values, social hierarchies and identities. This course analyzes how food is used in Latin American literary texts to present interpretations of culture, history and politics. Authors studied include Laura Esquivel, Gabriel García Márquez, Gabriela Mistral, Pablo Neruda and Octavio Paz.

Goals/Objectives

Food is a gateway to introduce important issues in Latin American literature and culture. Students will analyze how writers have used the language of food to convey ideas about identity, sexuality, the foreign-dominated capitalist exploitation of Latin America and the legacy of indigenous cultures. While paying careful attention to historical contexts, the course concentrates on the interpretation and aesthetic transformation performed in the texts.

Grading criteria

2 partial exams	30%	
3 reaction papers	30%	
Class Participation	15%	
Final Paper		25%

Attendance Policy

Attendance and punctuality are required. Being late twice equals one absence. The final grade will be lowered by 5% for each unjustified absence after the second one.

Course Program

Part I Corn / Mythology – From Maya cosmogony in which men were created of maize to contemporary mythologizations of corn and indigenous cultures

Week 1

“New World Staples: Corn” S.D. Coe

“The People of Corn” J.M. Pilcher

Week 2

Popol Vuh: The Mayan Book of the Dawn of Life

Weeks 3-4

Men of Maize M.A. Asturias

Part II Sugar, Tobacco, Coffee / Commodity Fetishism – Analysis of texts which present food commodities as agents in the foreign-dominated capitalist exploitation of Latin America

Weeks 5-6

“Food, Sociality and Sugar” S.W. Mintz

“King Sugar and Other Agricultural Monarchs” E.Galeano

Weeks 7-9

One Hundred Years of Solitude G.García Márquez

“Banana Strike and Military Massacre: One Hundred Years of Solitude and what happened in 1928” G. Bell-Villada

Week 10

Selection of poems by Gabriela Mistral

Selection of poems by Pablo Neruda

Part III Chocolate / Gender and Sexuality – Explorations of the relationship between eroticism and gastronomy and the feminist reappropriation of the kitchen as a symbolic space of female agency

Weeks 11-12

Like Water for Chocolate L.Esquivel

“Antieros” T. Mercado

“The Good Table” and “Cooking Naked” I.Allende

Part IV Ajiaco / National Identities – Discourses that use culinary traditions as a way to establish and contrast national identities

Week 13

“Recipes for Patria: National Cuisines in Global Perspective” J.M. Pilcher

“At Table and in Bed” O.Paz

“Feasts and Fasts” O. Paz

Week 14

“Cuban Counterpoint” F. Ortiz

Required texts

- Allende, Isabel. Aphrodite: A Memoir of the Senses (Harper Collins, 1998)*
- Asturias, Miguel Angel. Men of Maize (U of Pittsburgh P, 1993)*
- Bell-Villada, Gene. "Banana Strike and Military Massacre: One Hundred Years of Solitude and what happened in 1928" in From Dante to García Márquez (Williams College UP, 1987)pp 391-403.
- Coe, Sophie D. "New World Staples: Corn" in America's First Cuisines. (U of Texas P, 1994)*
- Esquivel, Laura. Like Water for Chocolate (Prentice Hall, 1994)
- Galeano, Eduardo. "King Sugar and Other Agricultural Monarchs" in Open Veins of Latin America: Five Centuries of the Pillage of a Continent. (Monthly Review Press, 1998)
- García Márquez, Gabriel. One Hundred Years of Solitude (Harper Collins, 1998)
- Mercado, Tununa. "Antieros" in Gastronomica: The Journal of Food and Culture. Vol.2, No.3, pp.25-28.
- Mintz, Sidney W. "Food, Sociality, and Sugar" in Sweetness and Power: The Place of Sugar in Modern History. (Viking, 1995)*
- Mistral, Gabriela. Selected Poems
- Neruda, Pablo. Selected Poems
- Ortiz, Fernando. "Cuban Counterpoint" in Cuban Counterpoint: Tobacco and Sugar (Duke UP, 1995)
- Paz, Octavio. "Feasts and Fasts" in In Light of India. (Harcourt, 1995)
- "At Table and in Bed" in Convergences: Essays on Art and Literature. (Harcourt, 1991)
- Pilcher, Jeffrey M. ¡Que vivan los tamales!: Food and the Making of Mexican Identity. (U of New Mexico P, 1998)*
- Tedlock, Dennis trans. Popol Vuh: The Mayan Book of the Dawn of Life (Touchstone, 1996)*

*Indicates only a selection will be assigned

C. Lincoln Johnson
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Global Food Systems

This is an exploratory course on the role of food in society. Formally called **Food, Self and Society**, it has been re-titled **Global Food Systems** to reflect changing emphases in the course. The role which food plays in the life course of a society may seem self evident or commonplace to some. Yet food is more than the physical substances which sustains life. Food is intertwined with religion and central to many of our rites and rituals. Food is linked to medicine, which was largely based on dietary principles until well into the 18th century. Technology related to production of food has affected the inequalities found in all societies. The politics of food plays a major role in understanding the "social issues" affecting many nations around the globe. This is a fascinating area of study: that which we take for granted so much of the time is intertwined with economics, politics, psychology, social life and law.

Required Texts:

The Food System: A Guide by Geoff Tansey and Tony Worsley
Food and Society: A Sociological Approach by Bill Whit
The McDonalozation of Society by George Ritzer

Required Readings:

Much Depends On Dinner by Margret Visser
The Paradox of Plenty: Hunger in American 1900-1989 by Levenstein

Additional Requirements and Costs: In addition there will be a number of articles on reserve in the Hesburgh Library reserve room that you may want to photocopy. There will also be a number of handouts given in class.

I also hope that we can plan to join together on several occasions to experience different eating traditions. In these instances, each will pay for their own meal plus an appropriate tip.

Global Food Systems — Spring, 1999

Class Session #1: Introduction

Assignment #1: Family Food Traditions

Presentation:

The Goals of Science Education by Gerald Nosich

Readings:

Why Critical Thinking is Important by Richard Paul

Class Session #2: Approaches to the Sociology of Teaching

Have Outline of Family Food Traditions to share family traditions

Readings:

Food and Eating: A Case of Sociological Advantage (#1)

Working on the Food Chain: From Field to Table by Warren Belasco (#2)

Introduction to *The Food System* by Tansey and Worsley

Class Session #3: Library Resources in the Area of Food

We will in the Library with Mike Lutes, who will introduce us to potential resources. Assignments 2, 3 and 4 will be explained.

Assignment No. 2: Food in a Developing Society - due Mar. 24,26

Assignment No. 3: Scavenger Hunt in the Grocery Store - due Feb. - 3

Assignment No. 4: The Social Location of a Food - due Apr 7, 9

Class Session #4: Food in History and the History of Agricultural Technology

Readings:

Modern Food - Where Did It Come From by Tansey (Cpt 3 in Food Systems)

Food and Nutrition in Pre-industrial Societies by Bill Whit (Cpt. 2 in Sociology of Food)

Development of Societies (outline) by Rodney Stark (Cpt. 10, Intro to Sociology) (#40)

The Worst Mistake in the History of the Human Race by Jared Diamond

Discover, May, 1997 (#3)

Turn in: Assignment #1

Class Session #5: Food Taboos: Things We Don't Eat

Readings:

Culture and Food by Bill Whit (Chapter 6 in Sociology of Food)

The Riddle of the Sacred Cow by Marvin Harris (#4)

The Abominable Pig by Marvin Harris (#5)

Behaving: Cannibalism by Visser (#6)

Taboo foods for other groups: **Dogs and cats, insects, horsemeat, people, kosher laws**

Class Session #6: Food Technology: The Things We Eat

Video: The Making of a Fast Food

Reading: Eat, Drink and Be Merry, for the Food Technologist Cometh by Jeffery Schrank (To be Handed Out)

Class Session #7: The Marketing of Food

Results of the Supermarket Scavenger Hunt

Video: Supermarket Persuasion

Class Session #8: The Impacts of Technology on Food Systems: Modern Precariousness

Case Study on Water Resources

Video: on Water Resources World Wide

Readings:

Food and the Biosphere by Tansey (Cpt 2: Food Systems)

If the Well Goes Dry by Al Gore in *The Earth in Balance* (#7)

Predictions of US Water Supply (#8)

Seeds of Privation by Al Gore in *The Earth in Balance*. (#9)

Class Session #9: Case Study of Water Resources Continues

Video: Water Resources in the U.S.

Class Session #10: The Politics of Food

Video: The Politics of Food

Assignment No. 5: “I Can’t Believe I Ate the Whole Thing!!”: A Food Diary
Due

Class Session #11: Food as a Social Problem

Presentation:

World Hunger as a Social Problem by Wm. Alex. McIntosh (Eating Agendas)

Readings:

World Hunger and Word Success Stories by Bill Whit (Cpt. 9 in Sociology of Food)

All Guns, No Butter by P.J. O’Rourke (#19)

Class Session #12: Images of Food and Hunger in America

Presentation

The Paradox of Plenty: The Social History of Eating in America by Harvey Levenstein

Reading:

Hunger in America: Typification and Response by Jane Poppendieck (Eating Agendas) (#20)

Sweet Charity : Introduction and Conclusion by Poppendieck (#21, #22)

Class Session #13: Food and Sex: A Social Connotation of Food

Readings:

Food, Culture and Human Needs by Tansey (Cpt 4, Food Systems)

Is There Any Truth to Aphrodisiac Value of Food? Well Maybe (#37)

Morsels: A Food Lover’s Guide to Aphrodisiacs (#38)

Recipes for Lust (#39)

Food, Sex, and the New Morality by Iggers (#24)

Class Session #14: Food and Gender

Assignment No. 5: Food Diary is Due

Presentations:

The Medicalization and Demedicalization of Obesity by Jeffery Sobal (Eating Agendas) On Reserve
Never to Rich.... or Too Thin: the Role of Stigma in the Social Construction of Anorexia Nervosa by Karen Way (Eating Agendas)

Readings:

Measuring Up: Why Women are Not Inferior to Men by Carol Tavris (#28)
Women, but Not Men, Are What They Eat by Shelly Chaiken and Patricia Pliner (#29)
Eating, Social Motives and Self Presentation in Women by Chaiken and Pliner (#30)
Fat and Thin: Obesity and Anorexia by Bill Whit (Cpt. 5 in Sociology of Food)
The New Food Anxiety (#23)
One Step Ogle the Line (#32)

Class Session #15: Social Trends in the Food System

Video: The Pork Farm

Readings:

Farmers, Workers, Traders by Tansey (Cpt 5, Food Systems)
Processors, Distributors and Caterers by Tansey (Cpt. 6, Food Systems)
The State of Agricultural Science & Agricultural Science of the State (#36)

Class Session #16: The Food Processing Industries

Readings:

Consumers by Tansey (Cpt 7, Food Systems)
What its like to be a Biomachine by Peter Singer and Jim Mason (#10)
Toward a Better way of Life for Consumers, Farmers and Farm Animals by Peter Singer and Jim Mason (#12, #13)
The Construction of Food Biotechnology as a Social Issue by Thomas J. Hoban (Eating Agendas)
Agricultural Technology: High\Low, Profits and People by Bill Whit (Cpt 9, Food & Society)

Class Session # 17: Food and Bureaucracy

Readings:

The McDonaldization of Society by George Ritzer

Cost of America's True Diet by Schlosser (#25)

Meat and Potatoes: From Slaughter House to Styrofoam (#26)

Slow Food: When Dining is an Experience All By Itself (#35)

Class Session #18: Food Control in the Next Century

Readings:

Tools for Control: Science, Technology, Information and Management (Cpt 8, Food Systems)

Food Law and Food Policy by Tansey (Cpt 9, Food Systems)

Conclusion - Food Policies for a New Millennium by Tansey (Cpt 10, Food Systems)

Class Session #19: The Social Dimensions of Eating: Manners and Etiquette

Presentation:

Readings:

Food and Manners by Tau (#31)

Rituals of Dinner: Introduction by Visser (#33)

Rituals of Breakfast by Visser (#34)

Class Session # 20(Nov 5): Open Date

Readings:

Class Session #21: Impact of Food Globalization on Particular Countries

Topic Countries:

Class Session #22: Impact of Food Globalization on Particular Countries

Topic Countries:

Class Session # 23: Food and Ethnicity: Food as a Source of Cultural Identity

Class Session # 24: Open Class to Relax and Catch Up

Assignment No. 6: Writing an Editorial - due April 28

Class Session # 25: Report on Specific Foods

Today's Topic:

Class Session # 26: Report on Specific Foods

Today's Topic:

Class Session # 27: Report on Specific Topics

Today's Topic:

Class Session # 28: Wrap Up and Evaluation: Celebrate the Feast

Theme Topics

Approaches to Teaching Food and Society: A Multi-Disciplinary Topic

Food in History and the History of Agricultural Technology

Impact of Technology on the Food System: Modern Precariousness

The Politics of Food: Changing Global Actors

The McDonaldization of Society

The History of Hunger in America

Food Policy in the Next Century

Food and Gender

Food and Sexuality

Food Rituals and Taboos

The Social Meaning of Food: Food and Religion

The Sociology of Food and Eating
Sociology 230 Spring 2000
Smith College Northampton, MA 01063
Alice P. Julier, Instructor

Office: Tyler Annex
Phone: 585-512

email: ajulier@smith.edu

How to contact me: Officially, my office hours are Wednesday 10:00 – 11:30. However, it is a great idea to make an appointment, even if you can see me during that time frame. If you cannot reach me by phone at the office or by email, you should feel free to call me at home, particularly on Fridays during the day.

Introduction to the Course

Food is a hot topic in contemporary American society -- just a few examples include the popularity of food magazines; a TV channel devoted to cooking; national debates about nutritional guidelines; the best seller lists topped by guide books about weight loss and eating; and the recent proliferation of coffee and coffee houses. Social scientists, particularly anthropologists, have long recognized the centrality of food and eating not only to survival but to the social organization of life in all societies. Research on food and eating is interdisciplinary and in this course, our discussions will draw upon a synthetic range of sources such as literature, film, television, and history.

The variety of information that exists means that we will be forced to limit our explorations: the course is designed as an overview, with intensive forays into a few key areas. Most importantly, the main focus will be about how a uniquely sociological perspective can inform our analyses of food-related activities in the late 20th century.

We will start by orienting ourselves with some historical and theoretical overviews, asking why the subject has emerged as a significant area of sociological research. From there, the material is organized around some themes -- that is, we will look at food in relation to the following: **global and historical structures**, emphasizing both historical and global issues of in relation to food choice, **domestic contexts**, emphasizing the role of food and eating in the so-called private domains, **the body and the self** (what often get called “eating disorders”), and **culture**, which focuses mostly on the construction of regional, ethnic, and racial differences, but may also explore the notion of national cuisine. Almost immediately you will find that, like any analytical categories, they are somewhat arbitrary -- meaning that each of the readings might just as easily fit into another category. (For example, the issue of culture will dog us in every reading and yet we will save our in-depth analysis of it for the last section of the course.)

Required Readings

First, there are some required and optional books available at the college’s bookstore. We will be reading large portions of these texts, so I recommend that you purchase them.

They will also be available on reserve at the Neilson Library. Second, there is a course packet, made up of articles and excerpts from diverse sources including academic journals, books, and the popular press. You will need to purchase this packet: at this point, most but not all of the material is available on reserve -- some of it might be difficult for you to find on your own. If, for any reason, you have trouble getting access to these materials, please see me at once. I don't want to hold you responsible for reading materials that you have trouble locating. In addition, I am particularly interested in feedback about the readings, since it was quite difficult to choose among the large variety of materials that exist on food and eating.

Required Texts:

- Counihan, Carol and Penny Van Estrik, *Food and Culture: A Reader*
Bell, D and Valentine G, *Consuming Geographies: We Are Where We Eat*.
Mintz, Sydney (1985) *Sweetness and Power: the Place of Sugar in Modern History*.
DeVault, Marjorie (1991) *Feeding the Family: The Social Organization of Caring as Gendered Work*
Thompson, Becky (1994) *A Hunger So Deep and So Wide: American Women Speak Out On Eating Problems*
Avakian, A. (199) *Through the Kitchen Window: Women Explore the Intimate Meanings of Food and Cooking*

Course Packet available at Paradise Copies, 30 Crafts Avenue, Northampton.
Various additional readings on reserve.

Required Work

(50%) Half of your grade will come from a series of short (3 -5 page) assignments, due throughout the semester. These are **informal but directed** responses designed to assess your engagement with the readings and the issues raised in class discussions and lectures. Specifics will be explained in separate handouts.

(50%) You will also be asked to do a group presentation and write a final paper exploring one issue from the course further in depth. Proposals and bibliographies for the paper will be due earlier in the semester. This will also be explained in a more detailed handout.

A few caveats and rules to make things run smoothly: You will be given plenty of time to complete the assignments. Any exceptions concerning due dates must be discussed with me **prior** to the date when the assignment is due. Unexcused late papers will be penalized. Failure to turn in any portion of the required work will result in a zero for that portion of your grade. Above all else, please see me if you have any problems that impede your ability to do the work: it will be easier for me to take this into consideration if you speak to me rather than disappear.

Class participation is expected and incorporated into your overall course grade. Attending the course is required and essential: we will cover material that will not be in the readings. There may also be some unannounced, in-class writing assignments that

cannot be made up if you miss class. Although the size of the class may make it more complicated, I do expect you to find a way to contribute to the class discussions (I will try to facilitate this in a number of ways during the semester.) Active and (more importantly) substantive class participation can raise your final grade by half a grade. If, for some reason, talking in class is extremely difficult for you, please speak to me **early** in the semester so that we can accommodate you: while I am firm about this requirement, I also do not wish to penalize the painfully shy.

Tentative Schedule

The order of topics is listed below and should be your guide to the course. We may revise the timetables slightly, but in general, you are responsible for the readings on the dates provided. You should come to class with the text and some reading notes and questions. The discussions will emerge from your ideas, so it will be much easier if you have some thoughts on paper in front of you. (CP = Course Packet)

Historical and Theoretical Overviews (Weeks One and Two)

The sociological study of food draws on work from social history, anthropology, and cultural studies.

Readings:

1/27

- Proust, Marcel short excerpt from *Swann's Way*. CP
- Mead, Margaret (1970) "The Changing Significance of Food" in *Food and Culture* (11-19)
- Counihan, C and Van Estrik, P. "Introduction" in *Food and Culture* (1-9)
- Bell, G. and Valentine, D. "Introduction" in *Consuming Geographies*. (1-20)

2/1 – 2/3

- Beardworth, A. & Keil, T "Introduction " & "Section I: The Social Dimensions of the Food System" (Chpts 1-3) *Sociology on the Menu* CP
- O'Neill, Molly "Am I the Diner or the Dish?" *NYTimes Book Review* CP
- Douglas, Mary (1972) "Deciphering a Meal" in *Food and Culture* (36-54)

Recommended:

- Levi-Strauss, Claude "The Raw and the Cooked" *Food and Culture* (28-36)

The Political Economy of Food and Eating: Global and Historical Structures

Sharing food demarcates lines of inclusion and exclusion. As sociologists, we explore what factors create or cause such political, social, and economic circumstances. The following section looks at how food choice is guided, manipulated and constructed within a context of structural and historical opportunities and constraints.

Readings:

2/8 - 2/15

- Mintz, Sydney *Sweetness and Power: the Place of Sugar in Modern History*. (entire book)
- Mennell, S. "On the Civilizing of Appetite" in *Food and Culture*.
- Goody, J "Industrial Food" in *Food and Culture*.
- Bell and Valentine "Global" in *Consuming Geographies*.
- Friedman, Harriet "Remaking 'Traditions': How We Eat, What We Eat and the Changing Political Economy of Food" from *Women Working the NAFTA Food Chain*. CP

2/17

Lieberman, Sharon "Food for Thought" (review of two feminist books on breastfeeding) *Women's Review of Books* October, 1996 CP
Van Estrik "The Politics of Breastfeeding" in *Food and Culture*.

2/22

Ritzer, G "McDonaldization" from *The McDonaldization of Society* CP
Barndt, D (1999) "Women Workers..." from *Women Working the NAFTA Food Chain* CP
Pilcher, J "Recipes for Patria:" from *Recipes for Reading*. CP
Zukin, S and "The Careers of Chefs" from *Eating Culture* CP
Fantasia, Rick (1995) "Fast Food in France" *Theory and Society* CP

2/24

Poppendieck, Jan "Hunger in America" from *Eating Agendas* CP
Fitchen "Hunger" pp. 384-400 in *Food and Culture*

Domestic Life

If, as Mary Douglas claims, "food acts as the medium through which a system of relationships within the family are expressed," then we can examine how dynamics of inequality are embedded in such relationships by looking at food work. How is domestic life structured in relation to food and social location?

Readings:

Bentley, A Chapter 3 from *Eating for Victory* CP
DeVault, Marjorie (1991) *Feeding the Family: The Social Organization of Caring as Gendered Work* (whole book)
Bell and Valentine "Home" in *Consuming Geographies*.
Williams, Brett "Why Migrant Women Feed Their Husbands Tamales: Foodways as the Basis for a Revisionist View of Tejano Family Life" in *Ethnic and Regional Foodways* CP
Allison, A "Japanese Mothers and Obentos: The Lunchbox as Ideological State Apparatus" in *Food and Culture* (296-314)
Randall, M "Mother's Chicken Soup" poem from *Hunger's Table* CP
Avakian, A (ed) *Through the Kitchen Window: Women Explore the 'Intimate Meanings of Food and Eating*. selections TBA

optional:

West, C. and D. Zimmerman "Doing Gender" *Gender and Society* (reserve)

Food, the Body and the Self

The individual linked to a community and a sense of self through the meanings and symbols conveyed by food choices and eating habits. Food is a marker of identity, but not always in the most direct sense. Social inequality contributes to the types of identities people construct through their relationships to food and eating.

Readings:

Bell and Valentine "The Body" in *Consuming Geographies*.

Thompson, Becky *A Hunger So Deep and So Wide: American Women Speak Out On Eating Problems* (whole book)
Bordo, S in *Food and Culture*
Hughes in *Food and Culture*
Bynum *Food and Culture*.
Gladwell, M. "The Pima Paradox" *The New Yorker* 7/98 CP
Witt, D "How Mama Got Large: " in *Black Hunger*.CP
"Get Fat, Don't Die" from *Eating Culture* CP
various book reviews of new books on eating disorders CP

Culture: Constructing Collective Boundaries through Food

As Brilliat-Savrin put it, we know who we are by what we eat. But how can we talk about collective practices in a postmodern world, where globalization creates fusion cuisines? Is such creolization really new? What does it mean when some Americans identify ethnically only by the foods they eat? Is "eating the Other" a celebration of pluralism or an act of subjugation? In America, can there be a national cuisine?

Readings:

Kalcik, S "Ethnic Foodways in America: Symbol and the Performance of Identity" in *Ethnic and Regional Foodways* CP
Abrahams, R. "Equal Opportunity Eating: A Structural Excursus on Things of the Mouth" in *Ethnic and Regional Foodways* CP
Gabaccia, D Chapters 5 and 6 from *We Are What We Eat*: CP
Warde, A. Chapter 1 from *Food, Taste and Consumption*. CP
Meigs, Anna "Food as Cultural Construction" in *Food and Culture*
Mintz, Sydney "Eating American from *Tasting Food, Tasting Freedom*. CP
Witt, D "Aunt Jemima" from *Black Hunger* CP
Bell and Valentine "Region" and "Nation" in *Consuming Geographies*.
Raspa, R "Italian Americans in Mormon Utah: Nostalgia..." in *Ethnic and Regional Foodways*. CP.
Tuchman, G and H. Levine "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern" *Journal of Contemporary Ethnography* CP
New York Times Magazine special edition : How We Eat: An America Divided
(reserve)

Urban and Regional Planning University of Wisconsin-Madison

Spring 1997:

URPL 912/913: Planning Workshop--Planning for the Madison Area Food System

Instructors: Jerry Kaufman and Kami Pothukuchi Friday 9:30 am to 12:30 pm,
Teaching Assistant: Mark Stevens 208 Music Hall
Course Syllabus available at department office

This semester's workshop will focus on planning for the Madison area food system--a topic not covered in any previous URPL workshop. The class will undertake various studies on the operation of the Madison area food system and its effect on the community's low-income residents. It will examine the impacts of the food system on the local economy, the employment base, land use, transportation, environment, and community health issues. The studies, when appropriate, will also include planning and policy recommendations aimed at improving community food security. The overall study may also contribute to raising public awareness of the need to address food security issues in the Madison area in a more focused and integrated way.

Among the workshop objectives are to give students the opportunity to learn how to:

- Work with primary and secondary data sources;
- Undertake technical studies that have planning and policy significance;
- Work more effectively in teams on planning projects;
- Hone and improve communication and presentation skills;
- Work more effectively with citizens, citizen groups, and public officials;
- Cope with "real world" constraints such as insufficient and inadequate data, tight deadlines, criticisms of work, etc.

The workshop is organized into four phases.

Phase I: Three Weeks (1/24-2/7)

Introduction and general overview of community food security issues

Phase II: Six Weeks (2/14-3/21)

Undertaking studies on food system and food security issues at the community level. Examples include food related land use, transportation, and environmental issues in the Madison area; the food sector and the area economy; and community food issues relating to Madison's poor.

Phase III: Six Weeks (4/4-5/9)

Addressing food security issues in the Northside neighborhood in Madison. Some of these studies may be extensions of Phase II; others will be developed anew. Possible topics include food system asset mapping in the neighborhood; use of emergency food network by neighborhood residents, understanding cultural differences among neighborhood ethnic groups in relation to food production and consumption patterns; community and youth gardens in the neighborhood.

Phase IV: Three Weeks (5/20-5/16)

Preparing the final report integrating materials developed by the class, including an executive summary which will be reproduced for wider distribution in the community.

Urban and Regional Planning University of Wisconsin-Madison

URBAN AND REGIONAL PLANNING 912/913 WORKSHOP Spring 1997

Instructors: Jerry Kaufman and Kami Pothukuchi

T. A.: Mark Stevens

208 Music Hall

Fridays 9:30 a.m. to 12:30 p.m.

PLANNING FOR THE MADISON AREA FOOD SYSTEM

Introduction

The URPL workshop aims to provide planning students with an opportunity to work collaboratively and creatively in applying their developing skills as planners in a real work setting. Among the workshop objectives are to give students the opportunity to learn how to:

- Work with primary and secondary data sources;
- Undertake technical studies that have planning and policy significance;
- Work more effectively in teams on planning projects
- hone and improve communication and presentation skills;
- work more effectively with citizens, citizen groups, and public officials;
- cope with "real world" constraints such as insufficient and inadequate data, tight deadlines, criticisms of work, etc.

This semester's workshop will focus on a subject that has not been covered in any previous URPL workshop--planning for a local food system. The class will undertake various studies focused on how the Madison area food system operates and affects specifically the community's low-income residents. It will also look at the impacts of the food system on the local economy, the employment base, land use, transportation, environment, and community health issues. The studies, when appropriate, would also include planning and policy recommendations aimed at improving community food security (defined as "an integrated framework...taking into account nutrition, hunger prevention, environmental conservation, family farming, and community development that broadens the traditional concept of hunger beyond individual conditions to a community need"). The overall study may also contribute to raising public awareness of the need to address food system and food security issues in the Madison area in a more focused and integrated way.

It is interesting to note that up to now community food system issues have been given sparse attention by urban and regional planners. This paucity of attention does not in any way diminish the importance of the food system for community planning. Consider the following.

- Food sector establishments are major contributors to the strength and vitality of any local economy.
- Many residents, especially those with less means, depend on food sector establishments for their jobs.
- The connection between what people eat and their state of health has long been known--i.e. bad nutrition breeds health problems.
- The loss of farmland in the fringe areas of cities had been a major contributor to urban sprawl.
- Shortages of affordable housing lead many lower income people to pay more for housing; consequently, they have less income to spend to meet their needs for food.
- Food packaging materials make up a sizeable portion of the solid waste disposed of in landfills.
- The presence or absence of food establishments in a neighborhood has a bearing on the neighborhood's quality of life.
- An extensive network of hunger prevention organizations (e.g., churches, neighborhood centers, Second Harvest, the U. S. Department of Agriculture through its food commodities program, etc.) and programs (e.g., food banks, food pantries, free meal sites, food stamps, school breakfast and lunch programs, WIC, etc.) have long served as a safety net to provide food for those who are at risk of hunger.
- Farms, along with other food sector activities, occupy land in cities and their surroundings. These food sector activities include supermarkets, grocery stores, restaurant, food wholesalers, farmers markets, community and youth gardens, and community supported agriculture farms.

The question is not whether the food system is important to planners--who have long been involved in transportation, land use, housing, open space, economic development, and environmental systems planning--but rather why the food system has commanded so little attention in the planning discipline to date. We will explore answers to this question in the workshop.

Course Organization

The workshop is organized into four phases.

Phase I: three weeks (January 24 to February 7).

This is the introductory phase of the workshop. A collection of readings (see "general readings" section in the syllabus) has been assembled to provide students with a general overview of food system and community food security issues and developments. It is important that these readings be done during this phase of the workshop.

The class will take a field trip to visit a number of places in the region. These may include such places as an agribusiness farm, a milk processing plant, a CSA farm, the Second Harvest food bank, the Community Action Coalition food bank, food pantries run by a church and neighborhood center, a free meal site, community garden sites, a food wholesaler, a supermarket, and an organic food retail store. On the field trip, we will hear from people knowledgeable about

what goes on in these places. A panel of local experts will also give us their views about the state of the food system and community food security issues in the Madison area.

Phase II: six weeks (February 14 to March 21).

This phase will focus on undertaking studies to shed light on several important food system and food security issues at the community level. Possible studies are grouped under three broad categories:

- **Community food security issues relating to Madison's poor** (e.g. adequacy of transportation access to food stores, the effects of welfare reform on hunger issues, the diet of lower income people and effects on their health, the food sector as a generator of jobs for the poor, characteristics of the emergency food system, the role of the emergency food network in the lives of the poor, size and characteristics of the community's at risk of hunger population, gender and ethnicity issues, the cost of food to the poor, alternative household arrangements for improving food access, food policy council activities in North America and implications for a food policy council in Dane County, etc.);
- **The food sector and the Madison area economy** (e.g. income generated by the food sector and its component parts for the area's economy, the multiplier effects of food expenditures on the local economy, flow of food into and out of the area, food sector jobs as a proportion of total jobs, characteristics of those employed in food sector jobs, household expenditures of different income groups on food, centralization and decentralization trends in the area's food sector and their effect on food security issues, the role of food co-ops in the area's economy, chemical agriculture and alternative food production comparisons, trends in the organic food sector, food sector links to neighborhood economic development, etc.);
- **Food related land use, transportation and environmental issues in the Madison area** (e.g. farmland conversion in the region and its effects, community gardens in the city-- history, future sites, recognition in government policy and regulations, food asset mapping, linking farmers and consumers through farmers markets and community supported farms, the food sector as a generator of solid waste in area landfills, transportation access to food stores for the city's poor, energy issues related to the food system, recognition of food system and food security issues in local planning, impacts of city planning policies and programs on the food system, effects of changes in the food system on planning for the Dane County area, etc.).

Students will work in small groups on these studies. Their work will be presented in a draft written report with maps and a group presentation will be made. When appropriate, the studies will incorporate planning and policy recommendations. Advisory groups will be formed to counsel, assist and react to the work of the several student study teams.

Phase III: six weeks (April 4 to May 9).

This phase of the workshop will focus on looking at food security issues in the Northside neighborhood in Madison. Although some of the studies will be extensions of Phase II studies in the context of this specific neighborhood, others will be developed anew.

Ethnographic type studies of different ethnic and racial groups in the Northside neighborhood may be done. Surveys, focus groups, nominal group technique, and interviews are techniques that may be used to generate information. Some mapping and graphic work will also be done.

Possible topics for study include:

- Food system asset mapping in the neighborhood
- Understanding cultural differences among neighborhood ethnic groups in relation to food production and consumption patterns
- Use of emergency food network by neighborhood residents
- Assessing transportation access to food stores
- Community and youth gardens in the neighborhood
- Food sector relationships to youth development
- Analyzing food sector impacts on neighborhood economic development
- Analyzing food sector employment opportunities for neighborhood residents
- Considering possibilities for neighborhood improvement--neighborhood farmers markets, linking farmers and neighborhood residents, CSA farm and neighborhood resident linkages, food co-op buying clubs, etc.
- The effects of W2 on the food supply of some neighborhood residents
- Sharing phase II information with select neighborhood associations and obtaining feedback and suggestions from them about community food security issues

Student teams in this phase of the workshop will work with neighborhood residents and other local resource people in undertaking the neighborhood-based food security studies. Students will prepare draft reports of their studies including maps and make a presentation of their team's findings.

In the middle of April, a community-wide conference focused on exploring ways of establishing a Food Policy Council for Dane County and related organizational and programmatic issues for such a Council will be held in Madison. Several prominent leaders in the local food policy council movement in North America will address this conference. We hope to have them attend one of our class sessions to react to our work and "to pick their brains" in other ways.

Phase IV: three weeks (May 2 to May 16).

The final report of the workshop will be prepared during this concluding three week period. Several students will be assigned primary responsibility for producing the final class report. The report will integrate materials developed by the class and contain an executive summary. The executive summary will be reproduced for wider distribution in the community.

Course Requirements and Grading

Active participation in all phases of the workshop is the basic requirement for the semester. This means attending and participating in class sessions, preparing materials on time for the various study phases, working cooperatively with others on team assignments, and producing quality work.

Grades will be assigned on the following basis:

- (1) Quality of your contributions to the class effort60%
- (2) Quality of project team submittals that you work on40%

Resources

Virtually all of the workshop expenses will be paid for from funds provided by the UW Food System Partnership, a project funded by the Kellogg Foundation. This includes costs for travel, supplies, phone calls, Xeroxing, report publication, etc. Keep an itemized record and receipts for any class related expenses for supplies--e.g. maps, drafting equipment, etc.--that you incur. Expenditures over \$10 need to be approved in advance by the instructors or the teaching assistant.

General Readings

Since food system and food security issues are likely to be unfamiliar to you, it is important that everyone "get up to speed" quickly. For this purpose, we have assembled a reader containing a select assortment of articles, reports and extracts from books to give you an understanding of a range of important contemporary perspectives and issues. You should read this material within the first few weeks of the class. You will need to purchase your own copy of the reader at the Law School Duplicating Center. No funds are available from the workshop budget to reimburse you for the cost of the reader.

The readings have been organized into six categories: the food sector in the U.S.; hunger prevention; nutrition and health; sustainable food systems; community food security; and community studies.

The Food Sector in the U. S.

Senauer, B., Asp, E., and Kinsey, J. 1991. "The Food Industry: An overview and implications of Consumer Trends" in *Food Trends and the Changing Consumer*. St. Paul, MN: Eagan Press. pp. 269-311.

- Hallberg, M. and Henderson, D. 1994. "Structure of Food and Agricultural Sector", in Hallberg, Spitze, and Ray, eds., Food, Agriculture, and Rural Policy into the Twenty-First Century: Issues and Tradeoffs. Boulder, CO: Westview Press. pp. 55-73.
- Kinsey, J. et. al. 1996. Changes in Retail Food Delivery: Signals for Producers, Processors and Distributors. University of Minnesota: The Retail Food Industry Center. 17pp.

Hunger Prevention

- Senauer, B., Asp, E., and Kinsey, J. 1991. "The Forgotten Poor and Their Food Problems" in Food Trends and the Changing Consumer. St. Paul, MN: Eagan Press. pp. 269-311.
- Selected excerpts from focus groups conducted with low-income Madison residents on food security/hunger issues. Material was aggregated and used in the 1996 Hunger Prevention Council of Dane County study, Community Needs Assessment of Food Security in Dane County. 12pp.
- Eisenger, P. 1994. "Measuring Hunger in the United States: Methods and Issues". The LaFollette Policy Report, vol 6, no.2, Fall. pp. 4-6, 14-18.
- Olson, C. et. al. "Measuring the Relevance of Hunger and Food Insecurity in Communities: Principles and methods" pp. 41- 48 and 141-142.

Nutrition and Health

- Sigman-Grant, M. and Suter, C. 1994. "The Impact of Food Insecurity and Subsequent Undernutrition" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 63-73..
- Brown, J.L. and Pollett E. 1996. "Malnutrition, Poverty and Intellectual Development". Scientific American, February, pp 38-43.
- Center on Hunger, Poverty and Nutrition Policy. 1995. Statement on The Link Between Nutrition and Cognitive Development in Children. Tufts University School of Nutrition. pp. 1-16.

Sustainable Food Systems

- Gussow, J. 1991. Chicken Little, Tomato Sauce and Agriculture: Who Will Produce Tomorrow's Food?". New York City: The Bootstrap Press, Chapter 7, "Getting From Here to Where We Need to Be." pp. 83-116.
- Hendrickson, J. et. al. 1995. Regional Food Systems Research: Needs, Priorities and Recommendations. uw-Madison Center for Integrated Agriculture Systems. pp. 1-11 and 22- 23.
- Kloppenber, J., Hendrickson, J. and Stevenson, G. "Coming In to the Foodshed". Agriculture and Human Values, 13 (1) Winter: 1-10.

Community Food Security

- Cook, C. and Rodgers, J. 1996. "Community Food Security: A Growing Movement". - Pesticide Campaigner,6(3 and 8-11.
- Fisher, A. 1996. "Comparing and Contrasting Hunger and Community Food Security", Community Food Security News, Summer. pp. 1 and 4-5.
- Fisher, A. and Gottlieb, R. 1995. Community Food Security: Policies for a More Sustainable Food System in the Context of the 1995 Farm Bill and Beyond. UCLA Lewis Center for Regional Policy Studies, Working Paper No.11. pp. 1-47; including as an appendix, "The Community Food Security Empowerment Act: January 1995", pp. I-II..
- Clancy, K. and Wilkins, J. 1994. "Creating Communities That Are Food Secure" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 87-90
- MacRae, R. 1994. "So Why is the City of Toronto Concerned About Food and Agricultural Policy? A Short History of the Toronto Food Policy Council". C&A Bulletin v. 50 Winter, pp15-18.
- Winne, M. 1994. "The Hartford Food System" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 91-96.

Community Studies

- Hunger Prevention Council of Dane County. 1996. Executive Report: Community Needs Assessment of Food Security in Dane County. August. 9pp.
- Dobson, B. et. al. 1994. Diet, Choice and Poverty: Social, Cultural and Nutritional Aspects of Food Consumption Among Low-Income Families. London, England: Family Policy Studies Centre. 36pp.
- UCLA Planning Program. 1993. Seeds of Change: strategies for Food Security for the Inner City: Executive Summary 7pp.
- Milwaukee Hunger Task Force. Study: Summary". January. 4pp. 1996."Food System Assessment
- Lyons, L. and Drake, L. 1994. "Community Food Security Assessment" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 57-60.

Madison Area Readings

In addition to the class reader, reference materials relating to the food system and food security issues in the Madison area and in Wisconsin are on reserve in the URPL workshop boxes in the URPL library. You should skim these to become familiar with local reports, studies, fact sheets that have been produced. As the semester progresses, additional reference materials will be put on reserve in the URPL library.

Urban and Regional Planning University of Wisconsin-Madison

Urban and Regional Planning 912/913 Workshop

Instructors: Jerry Kaufman and Kami Pothukuchi
Teaching Assistant: Mark Stevens

PLANNING FOR THE MADISON AREA FOOD SYSTEM **Phase II: Madison Area Food System and Food Security Projects** Duration: February 7 to March 21

A. Community Food Security Issues Relating to Madison's Poor

Project 1--This project has two parts. One deals with the cost of food in lower and middle-income neighborhoods. The other deals with the mapping of food asset outlets in the same neighborhoods.

1a. The Cost of Food

Research question:

Do grocery stores in and around low-income communities charge more, the same, or less, for food than those near higher-income communities?

Study Method:

- a. Select 6 census tracts, 3 in lower income areas of the city and 3 in middle and upper income areas of the city.
- b. Identify supermarkets located in and within a short distance of each census tract.
- c. Using the ACCRA list of grocery items, undertake a comparative price survey to determine whether the same food items are priced similarly or differently in stores serving these low and middle income neighborhoods.
- d. Analyze results of the survey and interpret the study findings in the context of food security issues.

Contacts and Resources:

Bob Stone, Rural Sociology student;

Robyn Richards, URPL 2nd year student;

1996 annual report of the Hartford Food Policy Commission;

Seeds of Change UCLA study.

1b. Food Asset Mapping

Research question:

What kinds of food establishments are located in and near lower middle income Madison neighborhoods?

Study Method:

- a. Map all food establishments (food stores in the retail sector, including hybrid food stores; hunger prevention outlets; food wholesale and processing establishments; etc.) in the same census tracts that were selected for project 1a.
- b. Determine the mapping technique for presentation purposes--GIS, conventional mapping with overlays, etc.
- c. Analyze the distribution pattern of such facilities in both type neighborhoods and draw implications for community food security issues.

Contacts and Resources:

Hunger Prevention Council of Dane County food asset maps for Madison and Dane County;
Milwaukee Hunger Task Force 1996 food asset maps for Northside neighborhood.

Project 2. Food procurement and consumption habits of Madison's low-income residents

Research question:

How do low-income residents obtain their food (purchase, grow/hunt, borrow, get from pantries, etc.)? What are the opportunities and costs of these strategies?

Study Method:

- a. Identify census tracts with high percentage of low-income households;
- b. Conduct phone interviews of a random sample of residents; and/or
- c. Conduct individual interviews or focus groups of food pantry and meal program patrons; and/or
- d. Conduct individual interviews or focus groups with subsidized housing residents
- e. Analyze findings and draw implications for community food security issues and local policy.

Suggested question:

Where do they shop?; do they combine food purchases with food stamps and/or food pantry use?; Do their food procurement strategies involve extended family/friends and other networks?; Do they use coupons and other bargain offers?; How are they treated at the shops they frequent?; How much do they spend in a typical week on food--seasonal, monthly variations?; How often and how much do they spend on eating out and take-out food?; How do they get to food stores (walk, bus, drive, car pool, etc.)?; How much time is spent in getting food?; How often do they shop for food?; Do they buy particular kinds of brands/foods to extend their food dollar?; Other purchase-related; food-preparation related, food-sharing related; and food-consumption related strategies?

Resources:

Julia Saloman, Department of Nutritional Sciences, University of Wisconsin--Madison
Dane County Hunger Prevention Council Study
Patti Daubs, Dane County Food Pantry Network

Project 3. Community Supported Agriculture Farm Links to the Poor

Research question:

How can Community Supported Agriculture (CSA) farms provide more services to the Madison area low-income population?

Study Method:

- a. Research experiences elsewhere in the country where CSA farmers serve low-income people, including review of local CSAs and materials on reserve.
- b. Conduct interviews or focus groups with farmers and current low-income users of CSA's (through subscriber lists available with CSA farms). Also interview Madison area people who have created partnership programs, e.g. Vermont Valley CSA farm and Brooks Street SRO resident manager.
- c. Through interviews with non-participating low-income community members, determine the opportunities and barriers to their participation in CSAs. What are some suggestions, ideas based on current experiences for developing and maintaining CSA-low-income community relationships on an ongoing basis?
- d. Analyze findings and draw implications for enhancing links between CSAs and low-income communities in the Madison area.

Resources and Contacts:

Sharon Lezberg, Rural Sociology;
John Hendrickson, CIAS;
Seeds of Change UCLA Study

B. The Food Sector and the Madison Area Economy

Project 4: This project consists of two parts. One is a study of the impact of the food sector on the area's economy and employment base. The other is an analysis of the interrelationships between the food sector and other sectors of the economy using input-output data.

4a. The food sector's impact of the area's economy and employment base.

Research question:

How significant is the food sector in terms of the Madison area's economy and employment base?

Study Method:

- a. Using various secondary data sources (Census of Retail, Census of Wholesaling, Census of manufacturing, Census of Agriculture (all 1992), Wage Survey Report (1995) of the Wisconsin Dept. of Work Force Development, County Business Patterns (1995), etc.), collect information on economic and employment indicators in Dane County and Madison.
- b. Determine the significance of the food sector in terms of the total economy and employment base for Dane County and Madison, for Madison's food sector in terms of the Dane County food sector, Madison's food sector compared to Milwaukee's, etc.
- c. Determine whether the food sector has increased or decreased in significance for the area's economy and employment base over time using census and other reports from the past 20 years.
- d. Determine the extent to which the area's food sector establishments are a source of employment for Madison's lower income population.
- e. Analyze the data and draw implications for the state of the food sector as part of the local area economy and employment base.

Contacts and Resources:

Terry Ludemann, Wisconsin Department of Work Force Development;
Madison Area Chamber of Commerce;
Wisconsin Food Sector Trade Associations;
U.S. Census and State Agency statistical reports.

Project 4b. Characteristics of the Dane County food sector using an input-output analysis.

Study Method:

- a. Using IMPLAN input-output data for Dane County for 1993, that is available in the Department, undertake a study to show how the food sector is linked to other sectors of the area's economy, both in terms of how food sector establishments impact and are impacted by other sectors.
- b. Analyze the data and draw implications of the study findings for the state of the area's economy.

Contacts and Resources:

Dave Marcouiller, URPL

C. Food Related Land Use, Transportation, and Environmental Issues in the Madison Area

Project 5. Government recognition of community food security issues

Research question:

In what ways are community food security issues recognized and dealt with in Dane County and Madison plans, policies, programs, and regulations.

Study Method:

- a. Collect and analyze Madison and Dane County government pertinent materials--e.g., plans, policy reports, program documents, zoning and health regulations, etc.--to the extent to which community food security objectives are recognized and addressed. The purpose would be to "gauge the climate for the community food security" in the government sector.
- b. Interview select government officials to get additional information on community food security-related programs.
- c. Interview select area food system "knowledgeables" for their ideas on how local government can be more supportive in their planning and programming activities of community food security objectives.
- d. Develop recommendations about how Dane County and Madison governmental agencies can advance community food security objectives through their activities.

Project 6. Preserving Community Gardens in Madison

Research question:

How can community gardens achieve greater stability and legitimation as public uses in Madison?

Study Method:

- a. Investigate models elsewhere in US where community gardens are stable and legitimate uses.
- b. Determine the characteristics of community gardens in Madison that have "disappeared" over the past two decades and reasons for their disappearance.
- c. Determine the characteristics of community gardens in Madison today' which are "threatened" and why.
- d. Develop criteria for future community garden sites and identify possible locations for new sites in the city.
- e. Develop ideas for preserving existing community garden sites and establishing new sites for community gardens (e.g. land tenure/ownership models, government role, etc.).

Contacts and Resources:

Joe Mathers and Hope Finkelstein, Community Action Coalition;
Jack Kloppenberg and Sharon Lezberg, Madison Community Gardeners Coalition;
Madison Planning Department and Madison Recreation Department;
Heather Mann, Urban Open Space Foundation

Project 7. Environmental Issues in the Madison Area Food System

Research question:

What are some environmental impacts of the Madison area food system?

Study Method:

- a. Through a review of current literature and interviews with local food system and waste management experts, identify different kinds of environmental impacts related to food production, processing, distribution, marketing, consumption; prepare a conceptual map.

- b. Identify 3-4 local issues and collect data on them from secondary sources or through interviews with individual experts/professionals in these areas. E.g., How much food is shipped into Madison each day and how much is hauled away as organic non-organic solid waste?; How much waste do local food processing plants generate? What kinds? What happens to it?; What proportion of local landfills are food-packing and non-organic wastes?
- c. Identify alternative programs instituted countrywide to reduce and recycle food related waste and excessive energy consumption (e.g., food processing residuals are now being used in hog-feeding rather than tipped into landfills; big restaurants and institutions are finding it profitable to compost their food for gardening; large farms are exploring options to convert animal waste into fertilizer rather than dump into local sewers; composting programs in cities are diverting a proportion of food organic waste from landfills into compost; community gardens can provide fresh vegetables in less wasteful ways than transporting them across the country.).
- d. What policy recommendations can be drawn from this study for local strategies to "close the nutrient loop"?

Contacts and Resources:

Kevin McSweeney, University of Wisconsin (Soil sciences);
 Fred Madison, UW (Soils and Geological survey);
 Bob Ham (Retired, UW--Solid waste engineering);
 John Reinvl (Solid waste, Recycling);
 Heather Mann, Urban Open Space Foundation.

Project 8. Possibilities for a Madison area Food Policy Council

Research question:

What can a local food policy council do for the Madison/Dane County area?

Study Method:

- a. Identify local food policy councils (Knoxville, Hartford, St.Paul, Toronto, Los Angeles, Austin, etc.) and analyze their organization, staffing, budget, program, activities, relationship to local government, accomplishments, etc. (Dahlberg report, Food Policy Council reports, Seeds of Change--UCLA study)
- b. Conduct interviews with select HPC members, university faculty, community leaders/representatives, and local food business representatives about their ideas and suggestions concerning a local Food Policy Council--its activities, structure, funding, relationship to government agencies, and especially its role in establishing relationships and programmatic balance between the dominant food sector, and the hunger prevention and alternative food sectors.
- c. Based on steps a and b, develop recommendations for establishing a food policy council in this area and what its organization, activities, budget, etc. should look like.

Spring 1997
URBAN AND REGIONAL PLANNING WORKSHOP

Instructors: Jerry Kaufman and Kami Pothukuchi
T. A.: Mark Stevens

PLANNING FOR THE MADISON AREA FOOD SYSTEM
PHASE III: Northside Neighborhood Food System and Food Security Projects

Duration: April 4 to May 9

A. Neighborhood Food SWOT Analysis

Research questions:

What food sector assets are located in the Northside neighborhood? What are the strengths, weaknesses, opportunities and threats (SWOT analysis) of the food system activities in the Northside neighborhood from the standpoint of neighborhood food security?

Study Method:

- a. Map all food sector assets in the Northside neighborhood--e.g. food pantries, community gardens, WIC stores, food stores, farmers markets, restaurants and fast food places, school lunch and breakfast programs, etc.
- b. Determine the mapping technique to use--GIS, conventional mapping with overlays, etc.
- c. Using the strategic planning approach, undertake a SWOT analysis of food system activities in the Northside neighborhood.
- d. Identify key strategic issues resulting from the SWOT analysis and develop preliminary action recommendations for these strategic issues.

Contacts and Resources:

B. The Food Sector as a Contributor to Neighborhood Economic Development

Research questions:

How do food sector activities currently affect the Northside neighborhood economic and employment sector? What is the buying power of Northside residents in terms of potential impact on the neighborhood food sector? What are ways that the food sector can be a greater contributor to neighborhood economic development?

Study Method:

- a. Determine the number and kinds of food sector establishments in the Northside neighborhood.
- b. Through use of secondary data sources, market surveys, interviews, etc., come up with estimates of the impact of the food sector on the Northside neighborhood's economy and job base. (e.g. annual sales or revenues derived from food sector establishments, number of

employees and the wages they earn, property taxes paid by these establishments, etc.) and the buying power of Northside neighborhood residents.

- c. Based on steps a and b, determine the significance of the food sector to the Northside neighborhood economy and job base.
- d. Develop action recommendations for making food sector activities a greater contributor to neighborhood economic development.

Contacts and Resources:

C. Food Patterns Among Different Neighborhood Population Groups

Research questions:

What are the similarities and differences among different population groups in the Northside neighborhood in terms of specific food related issues? What are the implications for neighborhood food system planning of these findings?

Study Method:

- a. Identify different ethnic, racial, age and income class groups in the Northside neighborhood-- African Americans, Laotian, Hmong, Cambodian, Hispanic, Norwegian and other white ethnic groups, elderly, elementary school children, working poor, middle income, etc.
- b. Conduct interviews and/or focus groups of such groups to determine such things as where they get their food, convenience of access to food, use of non-market food acquisition strategies, the kinds and quality of food they eat, frequency of eating out in restaurants and fast food places, extent to which they are employed in food sector jobs, cultural aspects of food, etc.
- c. Assess the similarities and differences in the food patterns of these different population groups and determine the implications for neighborhood food system policy.

Contacts and Resources:

D. Planning for the Northern Part of the Troy Drive Site

Research questions:

What are some successful models of University-community partnerships in urban farming type programs that might have relevance for the planning of the northern part of the Troy Drive site? What are some alternative site design and programmatic ideas for the undeveloped northern part of the Troy Drive site?

Study Method:

- a. Identify "urban farming/education/ecology" type projects in North America where university groups are working in partnership with community-based groups. Analyze these projects as possible models for the northern part of the Troy Drive site.
- b. Interview members of the University Working Group on the Troy Drive project, the Troy Drive Gardens Working Group, and the Troy Drive Gardens neighborhood steering committee to get ideas about low intensity spaces and activities (e.g., growing, learning, healing, nature restoration spaces, etc.) that might be located on this site.

- c. Undertake an analysis of the existing site and its surroundings including site characteristics, boundaries, surrounding land uses and transportation patterns, and neighborhood socio-economic and demographic characteristics.
- d. Based on steps a, b, and c, develop alternative site plans, including programmatic ideas, for the northern part of the site. Get reactions from the three groups mentioned in "b" to these alternatives.

Contacts and Resources:

E. Exploring Neighborhood Responses to Local Government's Role in Neighborhood Food Security

Research questions:

Based on some of the Phase II projects which explored current and possible roles of city and county governmental agencies to enhance community food security, what are some ways neighborhood food security can be enhanced?

Study Method:

- a. Obtain systematic and informed responses and feedback from local leaders and residents in the Northside neighborhood to ideas about an enhanced local government role in support of food security in the Northside neighborhood.
- b. Since the food system is foreign to neighborhood planning, this project would involve a community education component to inform neighborhood leaders about food system issues in the Madison area. This will require conveying relevant phase II findings in a more accessible form.
- c. Using a combination of interviews, focus groups, nominal group techniques, obtain systematic feedback and ideas about how the Northside neighborhood might play a more of a role in food security planning. Ideas might include: maintaining ethnic diversity in the neighborhood through a more systematic focus on food; neighborhood food buying clubs; ways of getting more nutritious, affordable food to residents in need; neighborhood economic development through food system interventions, and introducing a neighborhood perspective into the agenda of a local food policy council.

FOOD, CULTURE, AND SOCIETY

Rural Sociology / Sociology 222

Professor Jack Kloppenburg, Jr.

Spring Semester 2000

3 Credits

M, W 8:00-9:15

This course is intended to introduce students to sociological thought and analysis through an examination of the social relations surrounding the production, distribution, preparation, and consumption of food. By the end of the course, I hope that you will have a firm grasp of some basic sociological principles, that you will have a better understanding of the role of food in your own life and that of the contemporary United States, and that you have acquired a broader perspective from which to engage cultures other than your own.

In addition, the class is intended to help you improve your ability to read critically, to explore new subject matter creatively and efficiently, and to communicate your ideas effectively in written and oral formats.

READING REACTION PAPERS. Your main job in this course is to do the readings thoughtfully and to help us discuss them in class. In order to help you do the reading well and to facilitate class discussion, you will write a short reaction paper for 15 or so of the readings assigned. These papers should be about 1 typed (single space) or about 1.5-2 handwritten pages in length. I expect them to be well organized and grammatically correct. These papers should be your reaction to or assessment of the reading, not a simple summary of the content of the reading. These papers can take a variety of forms including:

- = inquiries about things you don't understand;
- = comments on all or part of the reading;
- = something you agree with;
- = something you disagree with;
- = how the reading relates to a personal experience you have had;
- = how the reading relates to other readings in this or another course.

You ought to be having a conversation with what you read. Think of these reaction papers as being a transcript of one part of your conversation with a reading. The reaction papers prepared for each day's readings will be due at the end of the class for which the reading was assigned. You should be prepared to speak about the ideas in your papers during class discussion. Sometimes, I may ask you to respond to a particular question or issue.

POTLUCK. A class potluck will be arranged some time during the semester. The potluck will be held at Professor Kloppenburg's house. I urge you to attend the potluck -- they've been a lot of fun in the past -- and I encourage you to prepare a dish yourself (I realize this can be difficult for those of you in dormitories, if you'd like to come to my house early and use the stove or microwave, you may). You are **NOT** required to attend the potluck. If there is interest, a second potluck may be scheduled later in the semester.

EXERCISES. You will have the opportunity to select from a variety of exercises which can be completed at various times in the semester. A list of possible exercises can be found at the end of this syllabus. Exercises entail doing some research/exploration on your own. Your results/activities/findings ought to be reported in papers that are about 3-5 typed, double-spaced pages in length.

COMMODITY ANALYSIS. You will select a food product that is available in two (or more) forms. The two forms will differ from each other on at least one important dimension (e.g., locally produced/globally produced, conventional/organic, produced by a big company/produced by a small company, you like it/you hate it, etc.) You will then trace the two versions of the food/product back through the various social and physical transformations they have undergone on the way to your mouth. The point of the paper is to explore the range of ways in which the two

versions of the product differ, and to come to your own conclusions about which one you would prefer to consume, and why. Much more will be said about this project in class. A conceptual and methodological model for this exercise is to be found in the readings assigned for Tuesday, February 14. This paper should be 10-15 pages in length. For this exercise, you **MUST** work with at least one other person. You will make 20 minute presentations of your findings in the last two weeks of the semester.

DUE DATES. Reaction papers are due at the end of class on the day the reading for which the paper is done is assigned. Exercises are due on February 23, April 5, and May 10. No more than two exercises may be turned in on any one of those three dates. The commodity analysis papers will be due the day your oral presentation is scheduled. Those days will be randomly assigned.

EXAMS. There are no exams in this course.

GRADING. Points may be earned in a variety of ways:

For Example:

You receive 1 point for every class that you attend.	30 possible points (30 classes)
You may receive 0-3 points for each reading reaction paper	30 points (15 papers)
0 = poor, or not turned in	
1 = could be better	
2 = fine	
3 = really good	
You may receive up to 5 points for each exercise you complete	10 points (2 exercises)
You may receive up to 30 points for the commodity analysis	30 points

	100 points

Final grades are computed according to the following table:

A	= 93-100
AB	= 85-92
B	= 77-84
BC	= 69-76
C	= 61-68
D	= 55-60
F	= 0-54

All students must complete a commodity analysis. Otherwise, it is up to you to decide what mix of activities fits your needs, gets you the grade you want, and can be completed in a time frame that suits you. You are advised to sit down with this syllabus some time in the first two weeks of the semester and lay out a course plan.

CLASS PARTICIPATION. Actively participating in class discussion is desirable, but not always emotionally easy. I will not grade you down for failure to participate, but I may choose to give you extra credit if you have been an active participant in class discussion.

ADVISING. In order for us to get to know each other and for me to be of assistance, I urge you to come see me during my office hours. My office hours are Mondays and Wednesdays 10:00-11:00, or by appointment. I am in 340A Agriculture Hall. I can be reached at the office at 262-6867 or via e-mail at jrkloppe@facstaff.wisc.edu.

READER. There are no texts for the course. Instead, we will use a photocopied set of readings. This reader is available from Fast Copy, located in the basement (B25) of the Ag Engineering building on Henry Mall.

Syllabus

M Jan 24: Introduction to the Course

W Jan 26: Getting to Know Each Other

Proust, Marcel Excerpt from *Remembrance of Things Past*, New York, NY: Random House.

Walker, Alice

1988 "Not only will your teachers appear, they will cook new foods for you." Pp. 134-138 in *Living by The Word: Selected Writings 1973-1987*, San Diego, CA: Harcourt, Brace, Jovanovich.

Kaufmann, K.

1993 "When I eat it is not like on TV." P. 232 in Lesléa Newman (ed.) *Eating Our Hearts Out: Personal Accounts of Women's Relationships to Food*, Freedom, CA: The Crossing Press.

M Jan 31: Eating Mindfully: Pleasure and Responsibility

Fisher, M.F.K.

1990 "Pity the blind in palate." Pp. 57-59 in *The Art of Eating*, New York, NY: Collier Books.

Berry, Wendell

1990 "The pleasures of eating." Pp. 125-131 in Robert Clark (ed.), *Our Sustainable Table...Essays*, San Francisco, CA: North Point Press.

Kloppenburg, Jack and Chris Rietz

1999 "Reap good farming's benefits at Food For Thought Festival." *The Capital Times* (September 22): 11A.

W Feb 2: The Paradox of Plenty: How Americans Eat

Iggers, Jeremy

1996 "The paradox of plenty," Ch. 1 in *The Garden of Eating*. New York, NY: Basic Books. *The New York Times*

1996 "Cancers tied to diet and way of life." *The New York Times*, 20 November, B9.

M Feb 7: Marketing 101: Secrets of the Supermarket (Guest: Mel Braverman, Cooperative Development Services)

Hitt, Jack

1996 "The theory of supermarkets." *The New York Times Magazine* (March 10): 56-61, 94, 98.

Simons, Chip

1990 "Who put the sunshine in the sunshine scent?" *The Washington Post Magazine* (December 16): 19-23, 36-38.

W Feb 9: Sustainability in the Foodshed

Kloppenburg, Jack and Sharon Lezberg

1996 "Getting it straight before we eat ourselves to death: from food system to foodshed in the 21st century." *Society & Natural Resources* 9: 93-96.

McFadden, Stephen

1998 "Do you know where your broccoli's been?" *Hope* (September/October): 22-25, 27.

Goodman, Howard

1998 "A tree grows in Philly." *Hope* (September/October): 24-27.

Hanson, Cary

1998 "Rebirth of a farm." *Hope* (September/October): 26-28.

King, Tim and Brian DeVore

1999 "Bringing the land back to life." *Sierra* (January/February): 36-39.

- M Feb 14: What Are Commodity Chains And Where Do They Lead?**
 Peterson, Richard
 1994 "From gut to ground: a personal case study of a foodshed." Unpublished manuscript.
 Frosch, Deb and Lynn Williamson
 1997 "Shade and sun: all the difference in the cup." "Coffee comparison: Maxwell House Colombian Supreme." "Coffee comparison: Café Altura." *Chew* 7 (August/September): 4-6.
 Salitan, Lucille
 1994 "The tomato as economic metaphor." *Human Economy* (Summer):3, 10.
 Mergentine, Ken
 1995 "Certification tales: the story of Juan Jalapeño. *Organic Times* (September):1-4.
- W Feb 16: What Can I Do? (Guests: Bob Fessenden, UW Food Service; Janet Parker, College Food Project; Eric Klein, F.H. King Students For Sustainable Agriculture)**
 Carr-Elsing, Debra
 1999 "Campus cuisine: must be quick, students say." *The Capital Times* (October 4): 1D, 8D.
 Iggers, Jeremy
 1996 "Planting a garden, changing the world." Ch. 6 in *The Garden of Eating*. New York, NY: Basic Books.
- M Feb 21: Meat and Death: Are You Washed in the Blood of the Lamb?**
The Holy Bible
 1952 "So god created man....." Genesis 1:27-31, "Then Noah built..." Genesis 8:20 and "And God blessed Noah..." Genesis 9:1-4 in *The Holy Bible*, New York, NY: Thomas Nelson & Sons.
 Snyder, Gary
 1985 "Song of the taste." In *Deep Ecology: Living as if Nature Mattered*, Salt Lake City, UT: Peregrine Smith Books.
 Silverstein, Ken
 1999 Meat factories: Old MacDonald is dead and gone." *Sierra*
 Coe, Sue
 1995 "Slaughterhouse – Pennsylvania." Pp. 111-114 in *Dead Meat*, New York, NY: Four Walls Eight Windows.
- W Feb 23: The Ethical Death: Can You Love What You Kill?**
 Hasselstrom, Linda M.
 1991 "Butchering the crippled heifer" and "The cow versus the animal rights activist," Pp. 319-330 in *Land Circle: Writings Collected From the Land*. Golden, CO: Fulcrum Publishing Co.
 Winckler, Suzanne
 1999 "A savage life: if you want to be an omnivore, you should try killing your own meat." *The New York Times Magazine* (February 6).
 Krome, Margaret
 1995 "Hunting is a spiritual act." *The Capital Times* (December 14): 10A.
 Nichols, John
 1999 "Vegetarian's Thanksgiving just as good." *The Capital Times* (November 25): 16A
- M Feb 28: Hunger in the Global Village**
 Lappé, Frances Moore and Joseph Collins
 1986 "Beyond guilt and fear." Pp. 1-7 in *World Hunger: Twelve Myths*. New York, NY: Grove Press.
 Institute for Food and Development Policy
 1998 "12 myths about hunger." *Food First Backgrounder* Volume 5, No. 31 (Summer).
 Singer, Peter
 1999 "The Singer solution to world poverty." *The New York Times Magazine* (September 5): 60-63.

- W March 1: Globalization and Food (Guest: Dan Jaffee, Institute for Environmental Studies)**
 Hellman, Judith Adler
 1994 "Agriculture and rural development" and "The countryside." Pp. 113-150 in *Mexican Lives* (New York, NY: The New Press).
 Johnston, David Cay
 1999 "Gap between rich and poor found substantially wider." *The New York times* (September 5): Y14.
 Melvin, Don
 1999 "Carter: U.S. is 'stingiest nation'." *Wisconsin State Journal* (September 26): 4B.
- M March 6: Food and the Female Body (Guest: Marilyn Orner, Women's Studies)**
 Goleman, Daniel
 1995 "Eating disorder rates surprise the experts." *The New York Times* (October 4): B7.
 Goode, Erica
 1999 "Study finds TV trims Fiji girls' body image and eating habits." *The New York Times* (May 20): A14.
 The *Anti-Anorexia/Bulimia Project*
 n.d. "How well do I respect my body?" "10 'will-powers' for improving body image," "Reading list," "Guidelines for family and friends," "Nutrition dos and don'ts," "30 ways to love your body," "How to help a friend with an eating disorder."
- W March 8: Doing it Yourself: Researching Commodity Chains**
 Discussion, explanation, and elaboration as needed and desired.

***** **SPRING BREAK** *****

- M March 20: Food and Literature: On the Preparation and Consumption of Dogs**
 Animal Rights Mobilization
 1995 "Five good reasons to eat your dog or cat." Advertisement in *Conscious Choice*.
 Bruni, Frank
 1998 "Pets or meat: one man's Elsie is another's pot roast." *The New York Times* (August 23): WK3.
 Gardner, John
 1981 "The art of living." Pp. 270-310 in *The Art of Living and Other Stories*. New York, NY: Knopf.
 Wolff, Tobias
 1994 "White man" and "The rough humor of soldiers," pp. 72-83 and 175-181 in *In Pharaoh's Army: Memories of a Lost War*. London: Bloomsbury.
- W March 22: Cooking, Tasting, Thinking, Writing (Guests: Terese Allen, Sarah Minansian - food writers)**
 Steele, Tanya Wenman
 1995 "Who can find the time to bake a cake when buying one is as easy as pie?" *The New York Times* (February 8): B1.
 Jenkins, Nancy Harmon
 1998 "Believe it or not, making a meal doesn't have to be tiresome," *The New York Times* (June 21): A14.

M March 27: Fast Food

Lubow, Arthur

1998 "Steal this burger: the McDonald's-Burger King food fight and the blurring of American taste." *The New York Times Magazine* (April 19): 38-43.

West, Mike

1997 "Coca-Cola High." *The Progressive* (November): 26-28.**W March 29: Slow Food (guest: Odessa Piper, owner and executive chef of L'Etoile Restaurant)**

Piper, Odessa

1999 "Keynote address at the 1999 Food For Thought Festival."

Piper, Odessa

1999 "An annotated menu for a five course dinner at L'Etoile," and "About L'Etoile."

Strainchamps, Anne

1996 "The pied Piper." *Isthmus* (October 25): 39-41.

Kummer, Corby

1999 "Doing good by eating well." *The Atlantic Monthly* (March): 102-104, 106-107.**M April 3: Food and Gender: The Sharing of Caring Labor?**

Hirshey, Gerri

1998 "Souperwomen." *Food & Wine* (November): 105.

Bowman, Lee

1999 "Men report they do 42.3 percent of housework." *The Capital times* (March 215): 8A.

DeVault, Marjorie L.

1997 "Conflict and deference." Chapter 14 in Carole Counihan and Penny Van Esterik (eds.), *Food and Culture: A Reader*, New York, NY: Routledge.**W April 5: Genetically Modified Organisms - Brave New Food**

Pollan Michael

1998 "Playing god in the garden" *The New York Times Magazine* (October 25): 44-51, 62, 82, 92.

Easterbrook, Gregg

1999 "Food for the future." *The New York Times* (November 19): A31.

The Turning Point Project

1999 "Biotechnology = hunger." *The New York Times* (November 8): A5.**M April 10: Art and Food (Guest: Mark Harmon, UW MFA candidate)**

Cibo Matto

1999 "Know your chicken" and "Birthday cake."

Hughes, Genevieve

1999 "Reaction paper to Cibo Matto's 'Birthday Cake.'"

Finley, Karen

xxxx "chocolate" *Angry Women***W April 12: Hunger at Home***The New York Times*1999 "Homeless in America: a statistical profile." *The New York Times* (December 12): WK3.

Uchitelle, Louis

1999 "Devising new math to define hunger in America." *The New York Times* (October 18): A1, A14.

Eighner, Lars

1993 "On dumpster diving." Ch. 7 in *Travels With Lizbeth: Three Years on the Road and in the Streets*. New York, NY: Saint Martin's Press.

- M April 17: What More Can I Do? Getting Involved (Guests: Cheryl Wade, Madison Community Gardeners Coalition; Hope Finkelstein, Growing Power)**
- W April 19: PASSOVER Pesach/ Passover: Tasting Food, Tasting Freedom**
The Holy Bible
 1952 "Exodus." 11:1-13:10, *The Holy Bible*, New York, NY: Thomas Nelson & Sons.
 Black, Naomi (ed.)
 1987 "Passover." Pp. 105-114 in *Celebration: The Book of Jewish Festivals* New York, NY: E.P. Dutton.
 Strassfeld, Michael (ed.)
 1979 Excerpts from *A Passover Haggadah*. New York, NY: The Rabbinical Assembly.
- M April 24: Commodity Analysis Presentations**
- W April 26: Commodity Analysis Presentations**
- M May 1: Commodity Analysis Presentations**
- W May 3: Commodity Analysis Presentations**
- M May 8: Commodity Analysis Presentations**
- W May 10: What Did We Accomplish?**

Possible Exercises

1. **Food Periodicals.** Look at a few issues of a periodical on food (*Saveur*, *Cook's*, *Bon Appetit*, *Gourmet*, *Coffee*, *Chew*, *The Provisioner*, etc.). React to the content, advertisements, the politics (implied or overt). Who is the magazine aimed at? What purpose does it serve?
2. **Cook.** If you have never cooked before, find a way to do so. Explain why you have not cooked before and describe your reactions to this new initiative. If you have cooked before, try a new food or new technique. Explain how you got into cooking, and describe your reactions to trying the new food/technique.
3. **Taste Test.** Find out the basics about the physiology and psychology of taste (texts for introductory Food Science or Nutrition courses are a good place to start). Set up a blind taste test among your friends and see what their capacities are for distinguishing between products (e.g., Coca-Cola v. Pepsi, Kellogg's Rice Krispies v. generic Rice "Krispies," etc.).
4. **Alice Walker Seaweed Effect.** Try something new that you fear you might not like or that you have always been intrigued by but never got around to tasting (oysters, Roquefort cheese, swiss chard, seaweed, kumquats, goat cheese, yogurt, Korean food, etc.). Is it what you expected? Better? Worse? Describe your reactions.
5. **Grace.** Does your family say grace at meals? If yes, describe the prayer/ritual. What do you think and feel about it? If your family does not say grace, why not? Do you think saying grace would add anything important to a meal? Comment.
6. **Retail Alternatives.** Visit both a conventional supermarket (e.g., Kohl's, Sentry, Woodman's, Cub Foods, etc.) and an alternative food store (e.g., Whole foods, Magic Mill, Willy Street Coop, Mifflin Street Coop, Regent Coop, etc.). How does the "conventional" differ from the "alternative"?
7. **Cyber Food.** Identify, locate, and visit a food-related web site (e.g., <http://www2.hqnet.usda.gov/cnpp/> - USDA Center for Nutrition Policy and Promotion, <http://www.ams.usda.gov/farmersmarkets> - USDA Farmers Markets Page, <http://www.campbellsoups.com/> - Campbell's Soup home page, <http://www.mcdonalds.com/main.html> - McDonald's home page, <http://www.slow-food.com/main.html> - Slow Food home page, <http://www.foodfirst.org> - Food First home page). What organization created the site? For what purpose? What information is available? What did you learn by visiting the site?
8. **Restaurant Review.** Eat at a restaurant. Review the restaurant.
9. **Read a Book** Read a book on food (e.g., Donna Gabaccia, *We Are What We Eat*; Ntozake Shange, *If God Can Cook, You Know I Can*; Bob Shachonis, *Domesticity*; Elizabeth Rozin, *The Primal Cheeseburger*; Ruth Reichl, *Tender at the Bone*; Edmundo Morales, *The Guinea Pig: Healing, Food, and Ritual in the Andes*. Review it.
10. **Personal Food Diary.** Keep a personal food diary for 1 week. Record what you eat, where you eat, how much you eat, cost of what you eat, quality of what you eat. Comment on your consumption pattern. What do you like about it, what would you change?
11. **Uncovered Topics.** Choose a topic that is not covered in class that you would like to know more about (e.g., genetically engineered food, Olestra/Simplesse, cannibalism, ethnic restaurants, gourmandise, a particular food, supermarkets, buying food on the web). Find two good readings on your topic of the type I might use in the reader for this class. Summarize the issues related to your topic.
12. **Jean Ferraca: All About Food.** Jean Ferraca, Friday mornings at 10:00am. Listen to the show twice. Describe the guests and their interaction with Jean and the callers. What did you learn?
13. **Poverty Line Food Budget.** Determine the poverty line food budget for a family of four. Calculate the amount of money theoretically available for that family for each week. Go to a supermarket. Explore what you could buy for the weekly poverty line budget. Comment on what you find.
14. **Be Creative.** Construct your own exercise. Check with me and have it approved. Do it.

RYERSON POLYTECHNIC UNIVERSITY
FOOD AND NUTRITION
CFNN 402
SELECTED TOPICS IN NUTRITION
Food Security and Food Policy

Instructors: **Mustafa Koc** Ph.D.(Sociology), **Rod MacRae** Ph.D. (Agricultural Policy),
Jennifer Welsh M.Sc. (Nutrition), RD.

Course location: Ryerson Polytechnic University, W 259

The topic for this intensive one week course will be FOOD SECURITY and FOOD POLICY, exploring issues and debates around different approaches to food security, defined as "access by all people at all times to enough food for an active, healthy life."

Course objectives:

This course is designed to meet the needs of undergraduate and graduate students, and working professionals in the fields of social sciences, social work, urban studies, nutrition, dietetics, food policy, health care, environmental studies, and NGO food access programming.

After completing the course, students will be able to:

1. Describe the food insecurity that currently exists in advanced industrial societies, with specific examples from Canada, and the forces that have created it;
2. Articulate the core debates within the food security movement regarding the contribution of income, employment, social assistance, urban planning, and food production and distribution systems to food insecurity;
3. Critically analyze government, business and NGO policy and programs for their impacts on domestic food security;
4. Understand the strengths and limitations of charitable work and community food access programs for increasing food security.
5. Articulate multicomponent strategies for increasing food security in Canada.

Note to Ryerson Students:

Course themes will vary depending on the interests of the faculty member assigned to the course. Students will examine current topics in the nutrition literature and will be responsible for leading a seminar discussion. Enrolment is limited to students registered in fourth year. Lect: 3 hrs.

Prerequisite: FNN 301 or Instructor's permission (contact J. Welsh at 416-979-5000 #6931).

Course schedule:

Course activities will involve active discussion, guest speakers and local tours. Students have to purchase the package of readings for the course from Ryerson Bookstore and read the materials prior to May 15. The week is tentatively organized around the following themes:

Monday:

Food Security and insecurity : Definitions and conceptual clarifications

8:30 - 12:00 Introduction; Different conceptual frameworks of food security

13:00- 14:00 debates within the food security movement; the roles of income, employment, the food system, sustainability and urban design in creating solutions

14:00-16:00 Workshop: Reviewing Canada's Action Plan for Food Security
A Response to the World Food Summit

Important: Make sure to read the Canada's Action Plan for Food Security
<<http://www.agr.ca/cb/fao/fsap/fsape.html>> before attending the class. You can find it on-line or at the reserve desk at the Library.

16:00-17:00 Group meeting

Tuesday

Structural Analysis of the Current Food System:

8:30-12:00 Why does food insecurity persist in a land of plenty?

13:00- 16:00 Emerging concerns about food security:
global warming, new food-borne pathogens and genetic engineering

16:00-17:00 Group meeting

Wednesday

Production oriented issues and solutions:

8:30-12:00 A critical examination of conventional production oriented approaches and review of alternatives to re-organize food production.

13:00-14:00 Group meeting

14:30-17:30 Local tour

Thursday

Access oriented issues and solutions:

8:30-12:00 A critical examination of conventional access oriented approaches and review of alternatives to re-organize food access and distribution.

13:00-14:00 Group meeting

14:30-17:30 Local tour

Friday**Creating an Agenda for Change:**

8:30-9:30 The role of government (agriculture, health, economic development, social services), business and civil society in creating change

10:00-11:00 Food policy: Who determines what?

11:00-12:00 Group meeting

13:00-14:30 Group presentations

15:00-17:30 Discussion

Workshop: re-evaluating the Food Security Document

Course assignments:

Students will focus on an evaluation of Canada's Action Plan for Food Security - A Response to the World Food Summit as a policy document.

After each of the first 4 days, students will provide a 2-page reflection on their learnings of the previous day (e.g., due Tuesday, Wednesday, Thursday and Friday morning).

Undergraduate and continuing education students will also prepare a 10 page paper on a topic of particular interest to them, due June 15, 2000. Graduate students will prepare a 20-30 page paper due July 15, 2000.

Attendance:

Attendance to all lectures, and class trips are **required**. If absent, the student must present medical or other documentation. One day absence may be accommodated by raising the value of the final paper to 70 percent.

Grading:

2-page reflections (10 marks each)	40 %
Paper	60 %

Course resources:

Some of the readings can be downloaded from the net, others are available at the reserve desk at the library. Reading list can be downloaded from:

<http://www.acs.ryerson.ca/~foodsec/foodsec/Reader.htm>

Recommended readings

Koc, M., MacRae, R., Meugeot, L.J.A., and Welsh, J. (eds.). 1999. For Hunger Proof Cities: sustainable urban food systems. IDRC Books, Ottawa.

Roberts, W., MacRae, R. and Stahlbrand, L. 1999. Real Food for a Change. Random House Canada, Toronto.

Further information on the work of the course instructors can be found on the web page of the Centre for Studies in Food Security at Ryerson:

<http://www.acs.ryerson.ca/~foodsec> and at <http://www.realfoodhome.net>.

About the instructors:

Mustafa Koc, Associate Professor of Sociology and the Co-ordinator of the Centre for Studies in Food security at Ryerson Polytechnic University. Dr. Koc is the co-editor of *For Hunger Proof Cities: Sustainable Urban Food Systems* (1999) and *The Restructuring of Food Systems: Trends, Research and Policy Issues* with Ken Dahlberg, Agriculture and Human Values Vol 16 (1999). Dr. Koc's research focuses on urban food systems, globalization of the agriculture and food systems, and food policy. He is currently serving as the secretary of the Research Committee on Agriculture and Food of the International Sociological Association.

Rod MacRae, Food Policy Consultant and Research Associate of the Centre for Studies in Food Security at Ryerson Polytechnic University. Dr. MacRae is co-author of *Real Food for a Change* (1999) and co-editor of *For Hunger Proof Cities: Sustainable Urban Food Systems* (1999). He has also published over 60 popular and academic papers on sustainable food and agriculture systems and food security. He was coordinator of the Toronto Food Policy Council from 1990-99.

Jennifer Welsh, Professor and Director of the school of Food and Nutrition, and co-ordinator of the Centre for Studies in Food Security at Ryerson Polytechnic University. Prof. Welsh is co-editor of *For Hunger Proof Cities: Sustainable Urban Food Systems* (1999), and was the first Community co-chair of the Toronto Food Policy Council (1990-92). Her research interests include food security and immigration, and sociocultural aspects of food.

John Hazen White School of Arts & Sciences
Winter Term
2002-2003

Course Title: **Culture and Food**

Course Number: S0 2020

Credit Hours: 4.5

Prerequisite: None

Instructor: **Prof. Alan Krinsky**

Office Location: HAC Arts & Sciences Faculty Offices

Office Phone Number: 598-2440

E-mail: akrinsky@jwu.edu

Class Meetings: Tuesday & Thursday 7:00 a.m.-8:50 p.m.

Office Hours: Tuesday & Thursday 9:30 a.m.-10:30 a.m., or by appointment.

Course Description: This survey course will look at food in its social and cultural context from a multi-disciplinary approach—anthropology, sociology, history, and geography. It will engage students in an in-depth analysis of the place of food in the human experience. We will explore how food has changed over time in terms of selection, preparation, and significance, and how it varies from region to region, and society to society. Food will be examined as a cultural product. More broadly, the students will be introduced to the main features of sociological thought.

The following questions will be addressed: what is defined as food? how is food acquired? how is food used? what meanings are attributed to food? These questions will be answered as we look closely at three major geographic-culture areas. The culture areas to be studied may include North America; Europe and the Middle East, including Mediterranean North Africa; Sub-Saharan Africa; Central and South America; East Asia and South Asia (the Indian subcontinent). The course will also address the globalization of culture and food.

Objectives: By the end of the course, you should be able to:

- 1) understand the basics of a sociological approach to knowledge, culture, and society.
- 2) demonstrate the many roles that food plays in our lives—as sustenance, as a form of entertainment, as ritual tools, and as a means to bind people together into a community.
- 3) identify how food is transformed by culture; food acquires its meaning from the people who make up the society it is found in.
- 4) compare and contrast food and its social role from a variety of cultures.
- 5) critically discuss the social, cultural, and historical context of international cuisine.
- 6) identify the dynamic aspects of food, thus allowing you to deal confidently with varied menus. This is important because the American public has steadily favored a diverse cuisine.

Evaluative Criteria: First Exam

20%

Three Quizzes (best 2 out of 3; 7.5% each)	15%
Final Exam	20%
Project (details on project supplement)	25%
Preparation and Participation	20%

The *first exam* will cover the first three and a half weeks of the course and concern sociology basics and thematic approaches to culture and food. The *three quizzes* will cover the three geographic-culture areas covered in the third unit of the course. Students will have a choice of *projects*, as detailed in this syllabus; this course is designated as *writing intensive*, and the projects are aimed, in part, to fulfill this requirement. The *final exam* will address themes and material discussed throughout the term.

Plagiarism will not be tolerated. At the least, plagiarism will result in a grade of zero (not a grade of F) for a plagiarized assignment. In addition, an incident report will be filed with the university. Please consult the Student Handbook or speak with me if you have any questions about plagiarism and its consequences.

The *preparation and participation* grade encompasses attendance, class participation, and classroom behavior. Engaging in private conversations, reading newspapers, and studying or doing work for other classes will not be tolerated. Such activities will result in a deduction from your preparation and participation grade, and may result in your being asked to leave the classroom. I take this portion of your grade quite seriously, and so should you. I will not hesitate, when appropriate, to award a grade of D or even F for Preparation and Participation, which counts for 20% of your overall grade. The following four paragraphs on policies also concern your preparation and participation grade.

Attendance Policy: You are expected to arrive at class on-time and prepared. *You are allowed only two absences for any reason without penalty. Note that at the downtown campus, courses generally meet for one hour four times per week; therefore, every time you miss a class at the culinary campus, you are in effect missing two class meetings, not one.* After a third absence, you must speak with me to be assigned make-up work for the missed class. If you fail to submit the make-up assignment, or if you take a fourth absence, you will be dropped from the course, even if this fourth absence occurs towards the end of the term. *Note: two absences due to legitimate medical reasons combined with two absences for other reasons still add up to four absences and will lead to your being dropped from the class; we have only 21 class meetings, so missing four or more classes removes you from a large portion of the class. It is inappropriate to schedule job interviews, administrative appointments, or medical appointments during class time.* Being late three times will count as one absence. It is your responsibility when entering late to see me at the end of class to make certain that your attendance for that day has been recorded.

Missed Classes: If you miss a class, it is *your* responsibility to find out what we learned during that class, by borrowing notes from a fellow student and, if you wish, by speaking

with me. Even if you miss a video, you will be responsible for knowing the main points of the video, as relevant questions could appear on an exam.

Make-Up and Lateness Policy: If you miss an exam due to illness or other extenuating circumstances, you are expected to contact me *before or on* the day of the exam to explain your situation and make arrangements for a make-up exam. Failure to contact me in a timely manner will result in your not being permitted to make up the exam; you will receive a grade of F for that part of your course grade. Penalties will be applied to projects or assignments submitted later than the due date.

Classroom Policy: All students are expected to follow the uniform policy of the College of Culinary Arts. There will be no breaks during class. However, you should not leave the classroom except in order to use the restroom. *Extended departures are unacceptable and will negatively affect your Preparation and Participation grade.* According to school policy, food and drink are not permitted in the classroom; ***it will certainly not be acceptable to leave the classroom in order to obtain and bring back food or drink.***

H-Option: SO 2020 is an Honors Option course. If you are in the Honors program and wish to pursue a special project, you should make an appointment to discuss this with me. Applications for honors projects must be submitted by the end of week two. This option is also open for students not formally enrolled in the Honors program who have a GPA of 3.4 or higher.

Special Needs: Students who need test-taking or note-taking accommodations should feel free to consult with the instructor.

Outcomes Assessment: Johnson and Wales University is committed to its Outcomes Assessment initiatives. All faculty and students are therefore part of an on-going study to determine and refine the effectiveness of instruction and learning. Students' names will not be used when reporting results.

If you have any questions during the course of the term, you are encouraged to speak with me during office hours (or by appointment) or to contact me via e-mail.

Required Text:

Carole Counihan and Penny Van Esterik, eds., **Food and Culture: A Reader**, New York: Routledge, 1997.

Other Required Readings: Additional readings will be distributed in class or placed on reserve at the Culinary Library.

COURSE OUTLINE & READINGS

UNIT I—Introduction to Sociology

Tuesday, December 3—Introduction to Culture and Food

Horace Miner, “Body Ritual Among the Nacirema,” pp. 503-507, *American Anthropologist* 58:3 (1956). [to be distributed in class]

Carole Counihan & Penny Van Esterik, “Introduction,” pp. 1-7, in *Food and Culture: A Reader*.

Thursday, December 5—Basic Sociological Concepts

Richard P. Appelbaum and William J. Chambliss, *Sociology* (2nd Edition), pp. 6-7, 58-61, 63-68. [to be distributed]

John Germov & Lauren Williams, “Introducing the Social Appetite: Why Do We Need a Sociology of Food and Nutrition?” pp. 1-10, in *A Sociology of Food and Nutrition: The Social Appetite*, ed. John Germov & Lauren Williams. [to be distributed]

Tuesday, December 10—How to Read Sociological Studies of Food and Eating

Anna Meigs, “Food as a Cultural Construction,” pp. 95-106 (Chapter 8), in *Food and Culture: A Reader*.

Carole Counihan, “Bread as World: Food Habits and Social Relations in Modernizing Sardinia,” pp. 283-295 (Chapter 21), in *Food and Culture: A Reader*.

UNIT II—Culture and Food: A Thematic Approach

Thursday, December 12—Appetite has a History

Stephen Mennell, “On the Civilizing of Appetite,” pp. 315-37 (Chapter 23), in *Food and Culture: A Reader*.

Joan Jacobs Brumberg, “The Appetite as Voice,” pp. 159-63 (Chapter 13), in *Food and Culture: A Reader*. [Note: only the first few pages of the article are assigned]

Tuesday, December 17—Food and Religion

Jean Soler, “The Semiotics of Food in the Bible,” pp. 55-66 (Chapter 5), in *Food and Culture: A Reader*.

Marvin Harris, “The Abominable Pig,” pp. 67-79 (Chapter 6), in *Food and Culture: A Reader*.

Thursday, December 19—Food and Gender

Marjorie Devault, "Conflict and Deference," pp. 180-99 (Chapter 14), in *Food and Culture: A Reader*.

Susan Bordo, "Anorexia Nervosa: Psychopathology as the Crystallization of Culture," pp. 226-250 (Chapter 17), in *Food and Culture: A Reader*.

Tuesday, January 7—Food, Race, and Class

Marvalene H. Hughes, "Soul, Black Women, and Food," pp. 272-280 (Chapter 20), in *Food and Culture: A Reader*.

Emily Massara, "Que Gordita," pp. 251-55 (Chapter 18), in *Food and Culture: A Reader*.

Janet M. Fitchen, "Hunger, Malnutrition, and Poverty in the Contemporary United States: Some Observations on Their Social and Cultural Context," pp. 384-402 (Chapter 27), in *Food and Culture: A Reader*.

UNIT III—Culture and Food: A Geographical Approach

FRANCE AND THE FORMER FRENCH EMPIRE

Thursday, January 9—First Exam and Orientation at Culinary Library and Introduction to France

Tuesday, January 14—Literary Perspectives on Eating in France; French Regional Cuisine

Peter Mayle, "January," pp. 11-14, in *A Literary Feast*, ed. Lilly Golden.

A. J. Liebling, "A Good Appetite," pp. 43-56, in *A Literary Feast*, ed. Lilly Golden.

Lawrence Durrell, "Something à la Carte?" pp. 98-101, in *A Literary Feast*, ed. Lilly Golden.

INTERIM PROJECT REPORTS DUE

Thursday, January 16—Making Food Edible: From Living Animal to Piece of Meat

Noélie Vialles, *Animal to Edible*, pp. 3-7, 28-32, 39-41, 49-52. [to be distributed]

Carol J. Adams, "Eating Animals," pp. 60-75, in *Eating Culture*, eds. Ron Scapp & Brian Seitz. [to be distributed]

Tuesday, January 21—Food, French Colonialism, and National Identity

Willy Jansen, "French Bread and Algerian Wine: Conflicting Identities in French Algeria," pp. 195-218, in *Food, Drink and Identity: Cooking, Eating and Drinking in Europe Since the Middle Ages*, ed. Peter Scholliers. [on reserve at culinary library]

Article on Jean Bové. [to be distributed in class]

INDIA AND NATIONAL IDENTITY IN ASIA

Thursday, January 23—Introduction to Indian Culture and Food

First Quiz--France

Frances Moore Lappé & Anna Lappé, *Hope's Edge: The Next Diet for a Small Planet*, pp. 138-64.

Frances Moore Lappé & Joseph Collins, "Beyond the Myths of Hunger: What We Can Do," pp. 402-11 (Chapter 28), in *Food and Culture: A Reader*.

Video on Indian Spices.

Tuesday, January 28—India and Beef

K. N. Nair, "Animal Protein Consumption and the Sacred Cow Complex in India," pp. 445-54, in *Food and Evolution: Toward a Theory of Human Food Habits*, ed. Marvin Harris & Eric B. Ross.

Thursday, January 30—Rice, Meat, and National Identity in Asia

Sangmeek Bak, "McDonald's in Seoul: Food Choices, Identity, and Nationalism," pp. 136-60, in *Golden Arches East: McDonald's in East Asia*, ed. James L. Watson.
[on reserve at culinary library]

Anne Allison, "Japanese Mothers and Obentos: The Lunch Box as Ideological State Apparatus," pp. 296-314 (Chapter 22), in *Food and Culture: A Reader*.

Tuesday, February 4—India and the Immigrant Experience

Hannah Bradby, "Health, Eating and Heart Attacks: Glaswegian Punjabi Women's Thinking About Everyday Food," pp. 213-33, in *Food, Health, and Identity*, ed. Patricia Caplan. [on reserve at culinary library]

ARGENTINA AND LATIN AMERICAN IDENTITY

Thursday, February 6—Introduction to Argentine Culture and Food

Second Quiz—India

Connie McCabe, "In Argentina, Cattle Roam the Range—And Beef Rules the Table" *Saveur*. [available on-line at www.saveur.com]

Video on Chile Peppers.

Tuesday, February 11—Food and the Latin American Identity

Elisa J. Sobo, "The Sweetness of Fat: Health, Procreation, and Sociability in Rural Jamaica," pp. 256-71 (Chapter 19), in *Food and Culture: A Reader*.

Film: *Tortilla Soup*.

Thursday, February 13—Beef, Food, and Nutrition in a Global Context

Mark Edelman, "From Cost Rican Pasture to North American Hamburger," pp. 541-61, in *Food and Evolution: Toward a Theory of Human Food Habits*, ed. Marvin Harris & Eric B. Ross. [on reserve at culinary library]

ALL PROJECTS DUE

UNIT IV—Culture and Food in the Modern World

Tuesday, February 18—Globalization of Food Production and Consumption

Third Quiz—Argentina

Jack Goody, "Industrial Food: Towards the Development of a World Cuisine," pp. 338-356 (Chapter 24), in *Food and Culture: A Reader*.

Thursday, February 20—Restaurants and the Fast-Food Nation

Selection from Eric Schlosser, *Fast Food Nation*. [on reserve at culinary library]

Tuesday, February 25—Food and Health and What Do Cooks Do?

Michael Symons, "What Do Cooks Do?" pp. 88-109, in *A History of Cooks and Cooking*. [on reserve at culinary library]

E. N. Anderson, "Traditional Medical Values of Food," pp. 80-91 (Chapter 7), in *Food and Culture: A Reader*.

FINAL EXAM—Thursday, February 27, 8:00 a.m.-10:00 a.m.

CULTURE AND FOOD—PROJECT OPTIONS

Prof. Krinsky—Winter 2002

This project has a twofold purpose: (1) to understand and apply a sociological approach to the study of culture and food; and (2) to fulfill the course's designation as an intensive-writing class. A number of project options are presented below. You may also design your own project, whether a variation on one these options or a wholly different ideas. You are required only to secure my approval and meet the two project aims.

*In asking you to apply a sociological framework to the study of culture and food, I am expecting you to do more than research **what** people eat in other cultures. Rather, I call upon you to examine the **relationships between food and eating, and society and identity**. **Why** do people eat what they do and what social meanings are attached to food and eating?*

At any point, please feel free to contact me, see me during office hours, or make an appointment in order to discuss your project.

The projects will be evaluated and graded according to how well they meet the above criteria. Proper documentation of sources and clarity of writing will also be taken into consideration. There are three parts to the project grade:

- 10% One-page description of your project (200-250 words)
2 copies due by Tuesday, December 17
- 25% Logs, research notes, or interim reports; can be submitted in paragraph or outline form (2-3 pages)
2 copies due by Tuesday, January 14
- 65% Final project—**1 copy due no later than Thursday, February 13**
6-8 pages of text (for Option 1) or 5-6 pages of text (for Option 3), excluding title page, maps, illustrations, menus, recipes, interviews, works cited page (group projects for Option 2 must be of greater length, depending upon the number of people in the group)

Final papers for all project options should be typed and double-spaced, with 1 ¼" margins and 12 point font. Use the MLA format to document any information directly quoted, paraphrased, or summarized from your sources. You must consult at least four sources, not including textbooks or encyclopedias. At least three sources must come from a place other than the internet. Do not forget to proofread your paper before submitting it.

OPTION 1: RESEARCH PAPER (Choose A or B)

A. Write a research paper about a **recipe or cooked** dish in order to explore an ethnic culture or cuisine. What is the history of this item? What does this food tell us about identity or the immigrant experience? Does it tell us anything about gender or religion or what is edible and what is inedible? The text of the paper should be 6-8 pages. Choose a topic that will allow you to write a paper of this length.

OR

B. Write a 6-8 page paper about some **topic or theme in the sociology or cultural history of food or eating**. Paper topics might include the following: slaughterhouses, globalization, genetically-modified foods, the immigrant experience, nutritional guidelines (e.g., the food pyramid), or global food aid. Feel free to suggest other topics, but you must secure my approval *before* beginning your project. *All papers must, at least in part, address a cultural or sociological dimension.* For example, if you look at the history of the food groups and food pyramid from the USDA, you could consider how such government standards have addressed or failed to address ethnic differences.

OPTION 2: GROUP PROJECT (In-Depth Study of Country or Region)

For the group project, you must choose a country or region other than the three serving as a focus for the course. Your group must conduct an in-depth analysis, addressing the sociology and history of culture and food of this other country. You should examine such topics as demographics, geography and environment, economy, religion, gender, ethnicity, class, and family **in their relation to** the foodways of this country.

The project is appropriate for a group of **3 to 5 students**. All students in the group will receive the same grade for the project.

The resulting paper should be 15-25 pages in length (depending upon the number of students in the group), and the group must make a short oral presentation summarizing for the class their research.

OPTION 3: COMMUNITY SERVICE LEARNING (Choose A, B, or C)

Registration for Community Service Learning will take place in the culinary amphitheater on December 11 and 12. In addition, a required orientation session will be held for each site.

NOTE: *Even if you have already fulfilled your community service requirement, you may choose one of these options for your project.*

A. Operation Frontline: This educational initiative from the national organization Share Our Strength is offered by the RI Community Food Bank. You will teach cooking and nutrition classes to low-income adults; classes consist of about 12 participants. The curriculum, *Eating Right*, is used to promote cost effective and nutritious cooking, and it will be provided to you. Your paper of 5-6 pages should include background on this program, information about how this addresses the needs of clients, and a review of your site work.

OR

B. Conversation Partners: You will be matched one-on-one with an international student from the English Language Institute here at Johnson & Wales. You must meet one to two hours per week throughout the term—the foreign student gets a chance to learn and practice speaking English; you learn firsthand about the food and culture of a country other than your own. You will need to give at least a small amount of time to reading and doing research about this culture. Your project paper of 5-6 pages will cover should reflect what you have learned about the culture and food of your partner's country. You might address many different topics, such as (but not limited to) national or ethnic identity, holidays, gender, religion, and distinctive foods and dishes.

OR

C. St. Francis Food Center: You will visit this pantry 90 minutes per week throughout the term, preparing food supplies for distribution to low-income families. Through your interactions with clients and through research, you will learn about access to food as it relates to socioeconomic status here in the United States. Your paper of 5-6 pages will include a review of your site experience as well as observations from your readings. In this paper, you should describe the culture of your site. Who are the clients? What services are offered? How does this site reflect the values of American culture or the values of the ethnic groups whose needs it is trying to meet? How are holidays celebrated? What culturally distinct foods are available?

Environmental Policy Institute
ENVP WWW site: <http://www.brocku.ca/epi>

**INTERDISCIPLINARY PERSPECTIVES ON ENVIRONMENTAL ISSUES:
AGRICULTURE AND SUSTAINABILITY
ENVP 3V31, FALL 1998**

Lecture Time: Thursdays, 7:00-10:00 p.m. **Location:** MC H313

Instructor: Dr. Karen Krug, MC F244; ext. 3291; kkrug@spartan.ac.brocku.ca

Office Hours:

I want to assist you with your learning in whatever ways I can. Because, as do all professors, I have other responsibilities on campus and in the community, I cannot always be available to you. If you want to be certain of seeing me and of not waiting in line, please try to make an appointment in advance whenever possible. A timetable posted on my door will note when I am routinely *unlikely* to be in my office. However, if my door is open, you are welcome to consult with me. Faculty generally have lunch with students in the EPI/CANA/INTL workshop (MC F237), and we encourage you to join us then for informal discussions and visiting. Remember that your peers are an important part of your learning community and are often a good first resort when you have queries

Teaching Philosophy:

So far as is possible, this course will employ a participatory education methodology, which means that primary responsibility for your learning lies with you. While my role will be to provide guidance, resources and educational formats to facilitate your learning, ultimately your *commitment to learning* will be the principal factor determining what you gain from the course. *Active engagement* with the subject matter will be emphasized. Ideally you will come to see yourself as part of a *learning community* that can function cooperatively to facilitate learning that will help transform the world. *Differences in identity, experience, attitudes, skills and knowledge will be considered assets*, making the learning richer, and the process a lot more interesting.

Course Description, Purpose and Goals:

Awareness is growing about health, ecological, economic, social, cultural, and political problems arising from the practice of intensive agriculture, yet it is still unclear what alternatives will resolve these issues. Using guest speakers from a variety of disciplines and backgrounds to present ideas about agriculture and sustainability, this course seeks to provide students with an opportunity to hear about the struggles being faced and the solutions being proposed to resolve them. It poses a challenge to students to make sense of the existing tensions and contradictions and to be part of a global movement to identify more sustainable forms of agriculture and the means to attain them.

Course goals include the following:

- ◆ to increase awareness of different models of agriculture, the factors limiting sustainable agriculture and the strategies being employed to address them
- ◆ to develop students' capacities to think critically about sustainable agriculture policy and to foster informed decision-making

- ◆ to encourage creative thinking and problem-solving in dealing with questions about agriculture and sustainability

The fundamental course question is as follows: *Given the existing context, what is the most sustainable form of agriculture it is realistically possible to achieve?*

Four questions will be the main focus in this course. These will form the basis for connecting presentations by diverse speakers, which is the focus of the synthesis sessions.

DEFINITION What is meant by sustainable agriculture?

Describe in your own words what is meant by "sustainable agriculture" as though you were writing a dictionary entry. To test the strength of your definition, think of different styles of agriculture and determine whether your definition helps sort sustainable agriculture practices from non-sustainable ones.

VISION: In concrete terms, what would sustainable agriculture look like?

Identify the kinds of pictures that best depict what happens in sustainable agriculture. You should be able to draw an image for each of the points raised in your vision of agriculture.

POLICY: What must be done by whom and when if we are to achieve (or work toward) sustainable agriculture?

You should have a list of actions, with details about who should implement them and on what time line.

ECOPHILOSOPHY: Can sustainable agriculture meet human needs without threatening the integrity of the ecosphere and its component ecosystems, upon which humans are dependent?

In theoretical terms describe the ideal relationship between humans and the rest of the ecosystem that might result from agriculture, and explain why this relationship is sustainable. In your agricultural ecophilosophy, whose interests are primary?--those of humans, of other organisms, or of the ecosystem as a whole? Or, are these interests equally balanced? Explain how and why the model of agriculture you propose leads to this relationship.

Course Work:

Participation in Lectures

The success of this course depends upon student attendance and active engagement in lectures. The initial classes will provide theoretical and contextual grounding on issues of sustainability and agriculture. Invited guests will provide insights on the practical implications of seeking to make agriculture, or some elements of it, more sustainable.

A typical week with guest lecturers will proceed as follows:

- 45-60 min Guest presentation
- 15 min Break
- 30-45 min Questions and general discussion
- 30 min Group analysis of readings and speaker presentation

Students are collectively responsible for asking questions of the guest speakers and eliciting as much relevant

information as possible from them. To ensure that interest is conveyed to all guests, *please sign up to take special responsibility for asking questions at four speaker sessions*. In your questioning, please try to relate ideas and concepts from previous readings and speaker presentations to the current speaker's focus, but do not assume the speaker has had access to this same material.

Maintain a running record, arranged by date, of the questions asked by you of the guest speakers. This list should be handed in after the last guest speaker and will be used to evaluate the quality of your reflection. Questions which indicate a deeper level of reflection on controversial or complex issues will be weighted more heavily than those that aim for straightforward clarification of basic data. You may wish to add brief explanations about the rationale for your questions in order to make clear the relationship between them and the issues of sustainable agriculture. In some cases you may also wish to note questions which, upon reflection, you now wish you had asked--if you do so, please clearly indicate that the question was not actually asked.)

At the end of class each week one page summary reports on the assigned readings and speaker presentations will be submitted to the instructor.

Your participation mark will be based on this list of questions (10), along with the record of your participation in weekly summary sessions and the instructors' observations of your participation in class activities (10).

Synthesis Sessions

The process described below will be followed for both synthesis classes. In a typical synthesis session, time will be apportioned roughly as follows:

- 40 min in small groups to prepare a collective answer to the course focus questions
- 15 min to record and review your groups' answers to the course questions
- 15 min break
- 20 min to review the different groups' summaries and note similarities or differences
- 30 min to compare the answers presented by the different groups

Groups will be assigned to encourage diversity. Each person in the group must make a contribution--offering ideas and serving as a recorder, as a monitor of time or content, as a facilitator of group process, or as a respondent to questions from other groups. These roles should be designated and recorded within the first five minutes. Students will begin by reviewing their weekly summaries of the assigned readings and the guest speaker presentations. The purpose will be to provide integrated responses to the four focus questions, using the texts and guest speakers' ideas as springboards. Look for conflicts and consistencies in their approaches and then come up with consensus responses to the focus questions. Enumerate conflicts identified. The final goal is for all members of the group to agree that the conclusions reached by the group are the best responses to the issues, concerns and observations of the guest speakers and authors

Before taking a break, each group will prepare a written summary report. This summary should contain:

- i) the names of all group members and the tasks undertaken by each,
- ii) a list of the conflicts or differences identified in relation to authors' and speakers' responses to the four focus questions, and,
- iii) the groups' consensus response to the four focus questions.

Graphic and other creative expressions of your ideas are encouraged. Synthesis reports will be evaluated in terms of: the clarity of organization and expression (3), the comprehensiveness and conciseness of answers (3), the accuracy of representation of speakers' and authors' views (3), the degree of understanding of complex issues demonstrated (3) and the creativity of the consensus answers proposed (3).

Anyone missing the synthesis session without a legitimate excuse (or present at the synthesis

sessions but failing to make a contribution to the group process) will receive a grade of 0 for the group assignment. Anyone missing for a legitimate reason (i.e.: one sanctioned by the university) may submit a written synthesis report. Otherwise, every individual will receive the same grade assigned to the group for its summary.

Independent Research Project

Below are four suggestions you may want to consider for a micro-research project. If you have an alternative suggestion, please feel free to discuss it with me.

You may negotiate the precise due date in advance, but your topic must be approved by October 1 and the assignment submitted by shortly after the mid-point of term--October 29. These assignments should be between 5 and 10 pages long. All completed assignments will be accompanied by an outline summarizing in point form the structure of the argument contained within and the main points under the major headings. The outline should communicate the content of your paper to someone who has not read the paper. If an outline is not submitted with your final report, the report will not be graded and late penalties will apply. The evaluative criteria are outlined in a sheet at the end of this course outline. You should complete the form, checking off the items as you proofread your report, and attach it to the back of your report when you hand it in.

a) Critical Book Review

Carefully read and critically review a current academic book on the subject of agriculture.

A critical review WILL:

- # briefly describe the basic structure or layout of the text
- # identify in detail strengths and weaknesses of a work while providing information about the content
- # briefly note the appropriate audience for the work and explain why this is the relevant group

A critical review WILL NOT:

- # simply describe the content of the book without assessing it by some criteria

b) Policy Comparison

Compare two agriculture policy documents, noting the significant similarities and differences between them. (Please note that students enrolled in ENVP 4F95 may not compare documents being dealt with in the first term of that course.)

A policy comparison will focus on the relevance of the similarities and differences. For example, you might note that both documents tacitly assume that chemicals must be used to produce quality products and ignore organic agriculture, thereby reinforcing mainstream agriculture. On the other hand, you may discover that one document supports flexible day care options for farm families while another assumes farmers are managers able to work unlimited hours. This specific point may reinforce a general observation that one policy supports family farming while another supports corporate agribusiness.

c) Position paper

Choose a question of interest to you that is related to a specific agricultural issue and identify research that helps you answer it.

A position paper WILL:

- # describe a controversial issue (introduction)
- # explain what the controversy is (introduction)
- # state clearly the position you are taking (introduction)
- # briefly note the most substantial objections to this view and refute them (main body)

- # outline the evidence in support of the position being advanced (main body)
 - # summarize the reasons for the position taken (conclusion)
- A position paper WILL NOT:
- # offer your opinion without information to back it up
 - # take both sides on the issue
 - # completely ignore literature that conflicts with your position

d) Stakeholder Interviews

Identify an environmental principle or theory relevant to agriculture that you support and test it out with one or more agricultural practitioners. You may choose to conduct either an in-depth interview to obtain qualitative data or to conduct a survey of a wider cross-section of people to obtain quantitative data. If you choose this option, ethics approval from the university and interview scripts may have to be obtained well in advance. Please check with the instructor before proceeding.

Final Exam:

The final exam will be a take-home, which will be distributed in the final week of term and is due back one week later. It will deal with material from the whole course--both material presented by guest speakers and that contained in assigned readings. The purpose of this exam is to test your comprehension of readings and to allow you to share your insights from various parts of the course. Your best preparation for the exam is to participate fully in all dimensions of the course

Marking scheme and schedule:

Oct 1	Topic selection for independent research project	----
Oct 22	Mini research project	25%
Oct 29	Group synthesis #1	15%
Dec 3	Groups Synthesis #2	15%
Sept 17-Dec 3	Participation (reports: weekly; list of questions: Dec 3)	20%
Dec 10	Final exam due	25%

Texts and Required Readings:

The primary resource for this course is the collective wisdom of guest speakers and class participants.

A packet of course readings on agriculture and sustainability will be required. Official copies, for which copyright permission has been obtained and royalties been paid, are available from the bookstore. Photocopying without permission is illegal and jeopardizes the privileges of the CanCopy agreement. [These readings are arranged alphabetically by author's last name.]

Course Schedule:

Barring unforeseen circumstances which may arise as a consequence of involving numerous guests from various locations, the course will proceed according to the following outline below.

For weeks when guest speakers are present, readings suggested are not necessarily directly related to the topic to be discussed. This schedule has been devised to help you pace your reading and to ensure that all students have read common materials. However, you are encouraged to read as much as you can as soon as you can, and to read at least the articles suggested for each week so that you have additional material to assist in formulating questions.

Sept 17 Introduction; Kneen vs Downe and *Growing Together*

*Agriculture Canada, *Growing Together: A Vision for Canada's Agri-Food Industry*. Ottawa, 1989.

*Kneen, Brewster. "Introduction" and "Distancing: The Logic of the Food System." In *From Land To Mouth: Understanding The Food System*, Toronto: NC Press, 1989. (pp 13-16, 31-43)

Sept 24 *Prairie Lives*: Workshop on Diversity

*Ross, Lois. "Rural Development." *Briarpatch*, February 1991, 22-23.

*Sorensen, Sandra. "Creating Alternatives." *Briarpatch*, October 1991, 19-21.

*Wiebe, Nettie. "Cultivating Hope." *Briarpatch*. February 1991, 20-21.

Oct 1 Biodiversity: "Seeds of Change" Video and Workshop

Gibbon, David, Alex Lake, and Michael Stocking. Selection from "Sustainable development: a challenge for agriculture." In *People and Environment*, ed. Stephen Morse and Michael Stocking. Vancouver: UBC Press, 1995. (pp 46-68)

Oct 8 International Perspectives: *Deborah Barndt*, professor of environmental studies, York University

*Barndt, Deborah. "Tracing the Trail of Tomasita the Tomato" in *Alternatives Journal*, (January/February 1996), 24-29 [on reserve]

Oct 15 Niagara Community Economic Development Pilot Project: *Carol Pupo*, staff for the Ontario Ministry of Agriculture, Food and Rural Affairs

Giangrande, Carole (1985) "Organic Farming: A Way Out?" In *Down to Earth: The Crisis In Canadian Farming*. Toronto: Anansi, 1985. (pp 149-167)

Oct 22 Land Use in Niagara Region: *John Bacher*, chair of Preservation of Agricultural Lands Society

Baltaz, Diane P. "Farming and hope: Alternative farming." In *Living Off the Land: A Spirituality of Farming*. Ottawa: Novalis, 1991. +---(pp 219-231)

Oct 29 Economics and Community: *Gail Allan*; community organizer

*Lind, Christopher J. L. "Powerlessness, Community and the Environment: When the System Farms the Farmers." In *Something's Wrong Somewhere: Globalization, Community and the Moral Economy of the Farm Crisis*. Halifax: Fernwood Publishing, 1995. (pp 69-86) [required reading prior to class]

Nov 5 SYNTHESIS #1

Nov 12 Policy Questions: *Rod MacRae*; staff with the Toronto Food Policy Council

Hill, Stuart B. "Ecological and Psychological Prerequisites for the Establishment of Sustainable Prairie Agricultural Communities." In *Alternative Futures for Prairie Agricultural Communities*. ed. Jerome Martin. Edmonton: University of Alberta, 1991. (pp 197-229)

Nov 19 Advocating Sustainable Agriculture: *Peter Dowling*, Ontario co-ordinator for the National Farmer's Union

Rowe, Stan. "Goals For Agriculture" and "Transforming Agriculture." In *Home Place: Essays on Ecology*. Edmonton: NeWest, 1990. (pp. 166-176, 187-195)

Nov 26 Farming Sustainably: *Tom and Marianne Neufeld*, local farmers

Soule, Judith D., and Piper, Jon K. "The Feasibility of a Prairielike Agriculture." In *Farming In Nature's Image: An Ecological Approach to Agriculture*. Washington: Island Press 1992. (pp 158-196)

Dec 3 SYNTHESIS #2 AND CONCLUSION

GENERAL EXPECTATIONS AND STANDARDS:

Standard Assignment Formats

Unless otherwise stated, all assignments should be typed, double-spaced, in regular sized font (12 point), with left hand margins of 1.5" and right hand margins of 1". A regular page will contain approximately 250 words

Cover pages are not necessary. However, all assignments should contain a descriptive heading or title as appropriate, the date due, the course number (ENVP 3V31), your name, and your student number

General Penalties and Policies

Operation Paper Chase: Both for your note taking and for your formal assignments, you are encouraged to continue to carry out the practice of using paper which has already been printed or copied on one side

Missed or Late Assignments: Unless the instructor receives a valid written excuse in accordance with university regulations, missed or late assignments will be penalized as follows. Seminar leaders who miss their assigned class will receive a mark of zero. Missed examinations will receive a mark of zero. Late written assignments will be penalized 5% per day or part day, seven days per week, to a maximum of 1 week. After 1 week, late assignments will not be accepted and a grade of zero will be assigned.

Written assignments will be considered submitted when received in person by the instructor, another Environmental Policy Institute professor, or the Institute secretary in a scheduled class or during normal working hours. Do *not* put assignments in mailboxes or under doors. Do *not* ask Campus Police to date-stamp late assignments.

Computers and Printers: Printer failure and or computer problems will not normally be considered reasonable excuses for late assignments. The computer lab on campus has machines and printers available for use by students, but advance planning is necessary to ensure that you have access when you need it. It is strongly recommended that you keep backup copies of documents you are working on--both on disk and as hard copy drafts. You are also advised to find a backup printer now, so that you know where to go in case of emergencies

Plagiarism and Cheating: University policies on plagiarism and cheating, as described in the general calendar, will be enforced. Falsifying attendance records is an academic offence.

A FINAL WORD

Despite these final ominous sounding regulations, I hope you find this an interesting and challenging class. If you are not, and you think I can help change that, please let me know! This should be a cooperative learning venture.

Resource Management 1
Global Food and Agricultural Industry
Spring, 2000

MWF 9:00 - 9:50
2055 Agricultural Sciences Building
Instructor: Layle D. Lawrence, Professor
Agricultural & Environmental Education
2056 Agricultural Sciences Building
ph. 293-4832 x4482
e-mail llawrenc@wvu.edu

Textbook: Since a comprehensive textbook which covers course topics is not available, readings from several references will be required as well as numerous handouts from current literature.

Catalog Description: History and development, structure, function, and importance of the international food and agricultural industry; the issues, concerns and interrelationships that exist; and their impact on American agriculture and society.

Course Objective: Upon completion of the course, the student will possess insights into the agricultural industry that will enable him/her to explain the interrelationships between agriculture and human existence, relate the importance of agriculture in our everyday lives, and to discuss issues currently affecting agriculture around the world.

Evaluation: Weekly quizzes, a mid-term examination, a final examination, and a report dealing with a current issue in agriculture will be used to evaluate success in the class.

The final grade will be determined as follows:

Weekly quizzes	20%
Mid-term examination	35%
Final examination	35%
Report	10%
TOTAL	100%

A = 93 - 100%
B = 85 - 92%
C = 77 - 84%
D = 70 - 77%
F = <70%

The ten weekly quizzes will be unannounced, i.e., they may occur on Monday, Wednesday or Friday, and will deal with material covered since the previous quiz. Weekly quizzes cannot be made up, therefore, **class attendance is strongly encouraged.**

Dates/Tentative Topics:

January 10	Introduction and orientation (slides: A Glimpse of the Agricultural Industry) Definition of the agricultural industry
January 12,14	Historical perspectives of agriculture
January 19 January 21	Key developments shaping world & US agriculture The technological & scientific revolution (1930-70) World integration of agriculture (1970-??) (A Gift of Harvest, 22m, AgEd)
January 24,26,28,31 February 2,4	The world food and fiber chain (agricultural geography) US & Canada; South America; Europe; USSR; Asia; Pacific/Australia; Africa
February 7	Agriculture in West Virginia
February 9	Population growth and patterns; influence on agriculture (What is the Limit? 23m, AgEd)
February 11	Law of supply & demand; influence on production & prices (Hedging, 11m, AgEd)
February 14	Agricultural education Agricultural colleges; establishment & mission Secondary agricultural education (slides)
February 16	Agricultural research and extension education Impact of research on agriculture Industry research Extension systems and functions

(High-Tech Harvest (research), 26m, AgEd)

February 18	Agribusiness in America and the world (Dirty Business, 15m, AgEd)
February 21	Agricultural policy: The process
February 23	Mid-term Exam
February 25	Agricultural policy: Current issues
Feb 28, Mar 1	Importance of fisheries and aquaculture in the world food supply (Aquaculture: Farming the Waters, 30m, AgEd)
March 3,6	Environmental issues in agriculture: Water/irrigation (Groundwater and Agricultural Chemicals, 17m, AgEd) (Clean Water, Clear Choices, 13m, AgEd)
March 8	Environmental issues in agriculture: Acid rain (Acid Rain: The Invisible Threat, 20m, AgEd)
March 10	Environmental issues in agriculture: Global warming (The Greenhouse Effect, 17m, AgEd)
March 13	Gender issues in agriculture
March 15,17,20	World and US forest resources: Importance, value, uses (21st Century Forest, 20m, AgEd) (The Continuing Forest, 28m, AgEd)
March 22	Environmental issues in agriculture: Soil conservation/reclamation (Production Agriculture: Feeding People, Protecting the Environment, 15m, AgEd)
March 24	Etiquette: Table manners for a pleasant Spring Break
April 3	Alternative agriculture and the concept of sustainability
April 5	Agrimath exercises
April 7	Environmental issues in agriculture: Waste disposal: human and animal
April 10	Animal welfare/animal rights issues (Dailey)
April 12	Resume assignment (AIAEE)
April 14	Food safety issues (Food for Thought, 12m, AgEd)
April 17	Human nutrition: If we are what we eat, what are you?
April 19	Marketing food (Supermarket Persuasion: How Food is Merchandised. 23m, AgEd)
April 24, 26	Biotechnology in agriculture (Genetic Engineering--The Nature of Change, 16m, AgEd) (Connections: Animals, People & Biotechnology, 19m, VCL) (You Be the Judge, 18m, AgEd)
April 28	Review, discussion, make-up, evaluation

TERM REPORT: Due April 24

FINAL EXAMINATION: May 2, (Tuesday) 8:00-10:00 a.m.

FOOD AND CULTURE
POPULAR CULTURE 421
Spring 2001

Dr. Lucy Long,
South Hall 403A/ 372-7862 or 372-2981

Why did your mother insist you clean your plate? Why would you feel unloved if you didn't have cake on your birthday? Why is food a part of almost every holiday celebration, festival, and party?

Food--and all the activities surrounding its preparation and consumption—is a powerful carrier of cultural, social, and personal meaning. By studying food as a cultural phenomenon, we can better understand specific cultures as well as questions such as: Why do we eat what we eat? Why does it matter—or does it--where, when, and with whom we eat? What does food mean and how do we use it to make life meaningful?

This class explores food as cultural construction, folkloric product, artistic production, and communicative tool and symbol. Taking a folkloristic approach, we will utilize the concept of foodways to examine how food is used to carry social and cultural meaning and how it is related to regionalism, nationalism, ethnicity, gender, family tradition, rituals, holidays, and hegemony. The course will include international and regional food systems, and will explore both historical and contemporary models for studying foodways. Students will be expected to participate in library research, fieldwork, and in-class activities.

READINGS-REQUIRED

Brown, Linda and Kay Mussell, *Ethnic and Regional Foodways in the United States: The Performance of Group Identity*. Knoxville: University of Tennessee Press. 1999.

Long, Lucy, ed. Special Issue: Culinary Tourism *Southern Folklore* (55/3) 1998.

Shortridge, Barbara G. and James R., *The Taste of American Place*. Boston: Rowman & Littlefield Publishers, Inc. 1998.

Wilson, David S. and Angus Gillespie. *Rooted in America: Foodlore of Popular Fruits and Vegetables*. Knoxville: University of Tennessee Press. 1999.

READINGS-OPTIONAL

Belasco, Warren J. *Appetite for Change: How the Counterculture Took on the Food Industry* Ithaca: Cornell University Press 1989

Couhnan, Carole and Penny Van Esterik, eds. *Food and Culture: A Reader* New York: Routledge 1997.

Neustadt, Kathy, *Clambake: A History and Celebration of an American Tradition*. Amherst: University of Massachusetts Press 1992.

Articles on reserve

Long: "Family Holiday Meals"

Couhnan, Carole: "The Foodways of American College Students"

Kim & Livengood: "Ramen Noodles and Spam" [Digest vol.15, 1995]

PART I: WHAT DOES FOOD MEAN?

Tues. 1/16 **Introduction**

Thurs. 1/18 **Foodways: Food as Cultural System**

Wilson: 120-141 (Mechling: Oranges)

Yoder: "Foodways" (on reserve)

Tues. 1/23 **Food and Meaning (cognitive categories)**

Wilson: 40-59 (Melendez: Corn)

Counihan: 28-35 (Levi-Strauss: The Culinary Triangle)

Thurs. 1/25: **Food and Meaning (social categories)**

Counihan: 36-54 (Douglas: Deciphering a Meal)

Wilson: 89-119 (Wilson: Peppers)

Wilson: 23-39 (Jenkins: Bananas)

Tues. 1/30 **Expressing Meaning**

Wilson: 142-165 (Tuleja: Pumpkins)

Wilson: 188-210 (Wilson: Tomatoes)

Wilson: 211-220 (Watermelon)

Thurs. 2/1 **Performing Meaning: paradigm and variation** Neustadt: Clambake: Section 3 (on reserve)

Tues. 2/6 **Units of Meaning: Meal Systems**

Brown: 66-88 (Goode: Framework for Analysis)

Thurs. 2/8 **Student foodways**

Counihan—Student Foodways (on reserve)

Tues. 2/13 **Identity in Recipes: Merging Past and Present**

Shortridge: 111-117 (Ireland: The Compiled Cookbook)

Thurs. 2/15 **Food and Power: Commensal politics**

Long: Family Holiday Meals (on reserve)

Tues. 2/20 **Food and Power: Cultural Politics**

Brown: 19-36 (Abrahams: Equal Opportunity Eating)

Shortridge: 57-64 (Frenkel: A Pound of Kenya)

Shortridge: 65-84 (Lewis: Maine Lobster)

Thurs. 2/22 **Culinary Tourism: Theory**

Long: 181-204 (Long: A Folkloristic Perspective)

Long: 205-223 (Saltzman: Rites of Intensification)

Tues. 2/27 **Culinary Tourism: Case Studies**

Long: 224-237 (Jochowitz: Flavors of Memory)

Long: 238-252 (Bentley: Southwestern Cuisine)

Thurs. 3/1 **MIDTERM**

PART II AMERICAN FOOD?

Tues. 3/6 **Food and National Identity**

Shortridge: 85-100 (Shortridge: Rice Consumption)

Shortridge: 227-242 (Roark: Fast Foods)

Shortridge: 243-250 (Zelinsky: You Are Where You Eat)

Thurs. 3/8 **Commercial and mass-produced Foods**

Shortridge: 101-109 (de Wit: Food-Place Associations)

Shortridge: 187-199 (Kovacik: Eating Out)
Shortridge: 201-213 (Milbauer: Geography of Food)
Ramen Noodles and Spam

Tues. 3/13 **SPRING BREAK**

Thurs. 3/15 **Food and Ethnicity-Introduction**

Brown: 37-65 (Kalcik: Ethnic Foodways in America)

Shortridge: 121-134 (Kaplan: On Ethnic Foodways)

Tues. 3/20 **Food and Ethnicity—Performing Identity**

Brown: 91-112 (Moore)

Brown: 185-194 (Raspa)

Thurs. 3/22 **Food and Ethnicity—Negotiating Identity**

Shortridge: 163-186 (Tuchman: New York Jews)

Shortridge: 145-162 (Magliocco: Playing with Food)

Shortridge: 39-44 (Kelly: Loco Moco)

Tues. 3/27 **Food and Ethnicity—Constructing communities**

Brown: 195-216 (Singer)

Brown: 127-145 (Prosterman);

Thurs. 3/29 **Food and Region--Introduction**

Shortridge: 1-19 "Introduction: Food and American Culture"

Tues. 4/3 **Food as Reflection of Region**

Shortridge: 45-56 (Lloyd: Cincinnati Chili)

Brown: 145-168 (Gillespie: A Wilderness)

Thurs. 4/5 **Food as Symbol of Region**

Brown: 169-182 (Gutierrez: Cajuns and Crawfish)

Tues. 4/10 **Food and Constructing Regional Identity**

Shortridge: 21-36 (Lockwood: Pasties)

Thurs. 4/12 **Food and Gender-Power & Social Roles**

Brown: 113-126 (Williams: Why Migrant Women feed their husbands tamales)

Tues. 4/17 **Food and Gender**

Counihan: 226-250 (Bordo: Anorexia Nervosa)

Thurs. 4/19 **Issues in Food Studies**

Tues. 4/24 **CLASS PRESENTATIONS**

Thurs. 4/26

Tues. 5/1 **CLASS PRESENTATIONS**

Thurs. 5/3

4/7-4/11 **FINAL EXAMS**

GRADING

Midterm Exam	25%	
Final Exam		25%
Collection Paper/ Presentation	25%	
Class assignments/ Attendance		25%

Attendance and class participation is required and expected. Unexcused absences will result in 10 points taken off your final grade for each absence. A point system is used for grading: 361-400 points = A; 321-360=B; 281-320=C; 241-280=D.

FOOD AND CULTURE
POPULAR CULTURE 680
Fall 1998

Dr. Lucy Long,
Popular Culture Building/ 372-7862 or 372-2981

This class explores food as culture, as folklore, as artistic production, as historical artifact, and as symbol. Taking a folkloristic approach, we will utilize the concept of foodways to examine how food is used to carry social and cultural meaning and how it is related to gender, regionalism, nationalism, ethnicity, family tradition, rituals and festivity, and hegemony. The course will include international and regional materials and will explore both historical and contemporary models for studying foodways. Students will be expected to participate in library research, fieldwork, and in-class activities.

READINGS

Brown, Linda and Kay Mussell, *Ethnic and Regional Foodways in the United States: The Performance of Group Identity*
Goody, Jack, *Cooking, Cuisine and Class: A Study in Comparative Sociology*
Neustadt, Kathy, *Clambake: A History and Celebration of an American Tradition*
Shortridge, Barbara G. and James R., *The Taste of American Place*
Articles on reserve

SCHEDULE

Thurs. 8/27 Introduction--Food as Culture

Tues. 9/1 Approaches to the study of food

Goody: 1-39

Douglas: Deciphering a Meal (reserve)

Levi-Strauss: The Culinary Triangle (reserve)

Thurs. 9/3 Approaches

Goody: 40-96

Tues. 9/8 Approaches

Goody: 97-153

Shortridge, "Introduction: Food and American Culture"

Thurs. 9/10 Folkloristic approaches

Yoder, "Foodways" (reserve)

Shortridge: 111-117 (Ireland)

Tues. 9/15 Food Displays and Events--Historical Context

- Neustadt: 17-69
- Thurs. 9/17 Food Displays and Events--Ethnography
Neustadt: 71-132
- Tues. 9/22 Food Displays and Events--Symbolism and meaning
Neustadt: 133-187
- Thurs. 9/24 Food and Ethnicity--Introduction
Brown: 37-65 (Kalcik); Brown: 66-90 (Goode)
Shortridge: 121-134 (Kaplan)
- Tues. 9/29 Food and Ethnicity--Performing identity
Brown: 91-112 (Moore); Brown: 185-194 (Raspa)
- Thurs. 10/1 Food and Ethnicity--Negotiating community
Brown:127-145 (Prosterman); Brown:195-216 (Singer)
- Tues. 10/6 Food and Ethnicity--Negotiating identity
Shortridge:145-162
- Thurs. 10/8 Food and Ethnicity--Constructing community
Shortridge:163-186 (Tuckman)
- Tues. 10/13 Food and Region--Introduction
Yoder: Reserve; Brown: 145-168 (Gillespie)
- Thurs. 10/15 Food and Region
Brown: 169-184 (Gutierrez)
- Tues. 10/20 Food and Region
Shortridge:21-36 (Lockwood); 37-38 (Hoy); 39-44 (Kelly)
- Thurs. 10/22 Food and Region
Shortridge:45-56 (Lloyd)
- Tues. 10/27 Food and Region
Shortridge:65-84 (Lewis)
Long, "Soda Bread in Northern Ireland" (reserve)
- Thurs. 10/29 Food and Region
Brown: 19-36 (Abrahams)
- Tues. 11/3 Food and Power--Gender
Brown: 113-126 (Williams)

Adler, "Making Pancakes on Sunday:" (reserve)

Thurs. 11/5 Food and Hegemony--Industrialization

Goody:154-190

Tues. 11/10 Food and Hegemony--Fast foods

Shortridge:227-2241 (Roark); articles on reserve

Thurs. 11/12 Culinary Tourism

Long, "A Folkloristic Perspective..." (reserve)

Tues. 11/17 Culinary Tourism

Shortridge: 243-250 (Zelinsky); Bentley (reserve)

Thurs. 11/19 HOLIDAY FOODS and FAMILY TRADITION

articles on reserve

Tues. 11/24 EXAM

Thurs. 11/26 NO CLASS THANKSGIVING

Tues. 12/1-Thurs. 12/10 Class Presentations

Dec. 14-18 EXAM WEEK

GRADING

Exam	40%
Collection Paper	40%
Class assignments	20%

FOOD AND CULTURE
POPULAR CULTURE 680
Fall 2000

Dr. Lucy Long,
Popular Culture Building/ 372-7862 or 372-2981

This class explores food as cultural construction, folkloric product, artistic production, and communicative tool and symbol. Taking a folkloristic approach, we will utilize the concept of foodways to examine how food is used to carry social and cultural meaning and how it is related to regionalism, nationalism, ethnicity, gender, family tradition, rituals, holidays, and hegemony. The course will include international and regional materials and will explore both historical and contemporary models for studying foodways. Students will be expected to participate in library research, fieldwork, and in-class activities.

READINGS

- Belasco, Warren J. *Appetite for Change: How the Counterculture Took on the Food Industry* Ithaca: Cornell University Press 1989
- Brown, Linda and Kay Mussell, *Ethnic and Regional Foodways in the United States: The Performance of Group Identity*
- Counihan, Carole and Penny Van Esterik, eds. *Food and Culture: A Reader* New York: Routledge 1997.
- Long, Lucy, ed. Special Issue: Culinary Tourism *Southern Folklore* (55/3) 1998.
- Neustadt, Kathy, *Clambake: A History and Celebration of an American Tradition*. Amherst: University of Massachusetts Press 1992.
- Shortridge, Barbara G. and James R., *The Taste of American Place*. Boston: Rowman & Littlefield Publishers, Inc. 1998.
- Articles on reserve

SCHEDULE

Tues. 8/29 **Introduction**--Food as Culture and Folklore

Thurs. 8/31 **Approaches to the study of food**

- Counihan: 11-19 (Mead)
- Counihan: 20-27 (Barthes)

Tues. 9/5 The Study of Food

- Counihan: 28-35 (Levi-Strauss: The Culinary Triangle)
- Counihan: 36-54 (Douglas: Deciphering a Meal)

Thurs. 9/7 The Study of Food

- Counihan: 55-66 (Soler: The Semiotics of Food)
- Counihan: 67-79 (Harris: The Abominable Pig)

Tues. 9/12 The Study of Food

- Counihan: 95-106 (Meigs: Food as Cultural Construction)
- Counihan: 283-295 (Counihan: Bread as World)

Thurs. 9/14 The Study of Food

- Yoder: "Foodways" (on reserve)
- Brown: 66-88 (Goode: Framework for Analysis)
- Long: Nourishing the Academic Imagination (on reserve)

Tues. 9/19 **Regional Foods/Food and Region**

- Shortridge:1-19 "Introduction: Food and American Culture"
Shortridge: 21-36 (Lockwood: Pasties)
- Thurs. 9/21 Region
Shortridge:39-44 (Kelly: Loco Moco)
Shortridge: 45-56 (Lloyd: Cincinnati Chili)
- Tues. 9/26 Region
Shortridge:57-64 (Frenkel: A Pound of Kenya)
Shortridge: 65-84 (Lewis: Maine Lobster)
- Thurs. 9/28 Region
Shortridge: 85-100 (Shortridge: Rice Consumption)
Shortridge: 227-242 (Roark: Fast Foods)
- Tues. 10/3 Region
Brown: 145-168 (Gillespie: A Wilderness)
Brown: 169-184 (Gutierrez: Cajuns and Crawfish)
- Thurs. 10/5 **Region and Festive Displays**
Long: Apple Butter Festival (on reserve)
Neustadt: Clambake: Section 1
- Tues. 10/10
Neustadt: Clambake: Section 2
- Thurs. 10/12
Neustadt: Clambake: Section 3
- Tues. 10/17 **FALL BREAK**
Thurs. 10/19 **MIDTERM**
- Tues. 10/24 **Food and Ethnicity**
Brown: 37-65 (Kalcik: Ethnic Foodways in America)
Shortridge: 121-134 (Kaplan: On Ethnic Foodways)
- Thurs. 10/26 Food and Ethnicity
Brown: 169-182 (Gutierrez: Social and Symbolic Uses)
Brown: 91-112 (Moore)
- Tues. 10/31 Food and Ethnicity
Brown: 185-194 (Raspa)
Shortridge:163-186 (Tuchman: New York Jews)
- Thurs. 11/2 Food, Ethnicity and Celebration
Brown:127-145 (Prosterman);
Shortridge: 145-162 (Magliocco: Playing with Food)
- Tues. 11/7 Food, Ethnicity and Gender
Brown: 113-126 (Williams)
Counihan: 272-280 (Hughes: Soul, Black Women, and Food)
- Thurs. 11/9 Food, Ethnicity and Enculturation
Brown:195-216 (Singer)
- Tues.11/14 **Culinary Tourism**
Long:181-204 (Long: A Folkloristic Perspective)

Long: 205-223 (Saltzman: Rites of Intensification)

Thurs. 11/16 Culinary Tourism
Long:224-237 (Jochnowitz: Flavors of Memory)
Long: 238-252 (Bentley: Southwestern Cuisine)

Tues. 11/21 **Commensal Politics**
Long: Family Holiday Meals (on reserve)

Thurs. 11/23 **NO CLASS THANKSGIVING**

Tues. 11/28 **Politics of Food**-Social/economic
Counihan: 357-369 (Mintz: Time, Sugar and Sweetness)
Counihan: 315-337 (Mennell: On the Civilizing of Appetite)

Thurs. 11/30 Politics of Food-Social/economic
Counihan: 338-356 (Goody: Industrial Food)

Tues. 12/5 **Contemporary Foods**
Spam (on reserve)
Belasco: Part 1

Thurs. 12/7 Contemporary Foods
Belasco: Parts 2, 3

Tues. 12/12 Class Presentations
Thurs. 12/14 Class Presentations

Dec. 18-22 **EXAM WEEK**

GRADING

Midterm Exam	25%	
Final Exam		25%
Collection Paper	25%	
Class assignments	25%	

RM 400

Food and society

spring semester, 2002

Time: 9:30 - 10:45 a.m. T and R

Place: 107 Forestry

Instructor: Jeffrey P. Miller

Office: 208 Gifford

Phone: 491-6705

e-mail: jmiller@cahs.colostate.edu

Office Hours: T & R, 11 am to 12 noon, W & F, 12 noon to 1 pm.

Appointments can be made for other mutually convenient times.

Course Description: This course is intended to improve your understanding the social and cultural impact of food on society. What we eat and how much we eat are often shaped more by cultural considerations than by biological need. What we do as both food service professionals and food consumers has a social, cultural, and ecological impact on our civilization. This is course is designed to make you more aware of these impacts.

Course Objectives: After completing this course you will:



be able to integrate historical, sociological and anthropological perspectives into your understanding of how food impacts daily life and culture



know and use resources regarding culinary history and incorporate them into projects of study in the area of food traditions.



gain an understanding of the ways that culture influences food practices, selections, traditions.



gain an understanding of the way food is used to maintain social, political and economic relationships



have explored the impact of world view, religion and health on dietary practices.

Class Policies:

Special Considerations - Any student who has a disability that requires special consideration should see me as soon as possible. Materials can be made available in other formats in conjunction with the disability resource center.

Academic Dishonesty - I know that none of you would even consider cheating. However, you need to be aware that cheating and plagiarism are serious offenses and can result in your failure of the exam, project or paper, possibly even the class. Collaboration is fine, even desirable, in labs and study sessions, but homework and exams need to reflect your personal level of topic mastery, not that of others.

Communication Devices - Cell phones, beepers and personal digital assistants must be turned **off** during the class period. They are distracting to you, me and the rest of the class. If you have won the Publishers Clearing House Sweepstakes, Ed McMahon and Dick Clark will have no trouble finding you at home. If you have an extreme need to be contacted during class, please make advance arrangements with the instructor.

Punctuality - Everyone has an extremely busy schedule and occasional minor tardiness isn't something I get very upset about. However, should extreme tardiness become routine, I reserve the right to give quizzes at the beginning of the class period that cannot be made up if missed due to tardiness or absence.

Attendance -

Grading:

Meal/Restaurant Review	50 points
Participation in Potluck.....	50 points
Mid-Term Exam.....	100 points
Your Choice Assignment.....	50 points
Book Review Assignment.....	50 points
Participation in Student Assessments	25 points
Student Assessment of Your Semester Presentation.....	25 points
Instructor Assessment of Your Semester Presentation	200 points
(50 points Oral Presentation, 50 points resource box/CD, 100 points paper)	
<hr/>	
Total	550 points

Grades:

A	90%
B	80%
C	70%
D	60%
F	below 60%

Restaurant Review Assignment:

This assignment is not intended to be a critical review of a restaurant as you might find in a newspaper, but rather a chance for you to experience a cuisine (and hopefully, a cultural experience) different than your own. If you get the opportunity to eat a traditional meal with a person or persons of a different culture in their home, this would be an acceptable substitute for dining out.

After the dining experience you will write a paper describing the experience. The paper should be typed or word processed in a font no larger than 12, double spaced and be at least 2 full pages in length.

Before eating the meal, you will need to do a bit of research and determine what constitutes typical foods, dishes, ingredients, cooking methods, etc, for the cuisine you chose. In the paper reinforce (or contrast) what you ate with what is considered the norm for that cuisine. You should go the library (Ft. Collins Public Library is an excellent source) and research the cuisine you are going to eat by reading some information in a cookbook or other culinary text. *Reference your information in the paper and list the resources you chose in your bibliography.*

Some of the issues you address in your paper should include:

- 1) Identify the culture/cuisine you experienced.
- 2) What dishes did you try? Did you like them or dislike them? Why? Was it flavor, texture, color?
- 3) What eating utensils were offered/used?
- 4) What ingredients were used? Can you determine what cooking methods were used? (After eating your meal do a little research on the cuisine you chose and see if anything that was served was not typical dishes or ingredients. Do the ingredients used in traditional dishes reflect geographical/climatic factors of the region/country? Also see if there were reasons that certain cooking methods are typical of the cuisine that you chose.)
- 5) Were there any unusual serving styles, serving vessels, utensils, etc?
- 6) Was the food served individually or “family style”? According to your research, does this seem typical of the cuisine?

Class Potluck - On March 18/20, we will have a potluck dinners. For this class you will bring a dish that has some kind of cultural importance to your immediate/extended family. It can be an ethnic dish that reflects your heritage or place of origin or maybe a dish that is made every holiday by a certain family member that reflects a family tradition. It might be a dish that is made only for special occasions but may not be associated with any particular holiday. Prepare the food and bring it to the potluck. Be prepared to spend 3 to 5 minutes talking about the dish, why it is important in your family tradition, who made it, when it is served, etc. After hearing about each dish we will eat and share our traditions with our new “class family”. Potlucks will be held Monday and Wednesday evenings in 237 Gifford. (The kitchen adjoining Gifford 237 will be available before the potluck for last minute finishing and reheating. Try and limit your mess, since you will have to clean it up!)

A note regarding the Midterm Exam – The point of the mid-term is not to regurgitate knowledge as in other classes, but rather to use what we learned in class as a base, then add something to the knowledge, hence the need for additional sources. If your paper doesn't contain anything new, it will be graded accordingly.

Your Choice Assignment:

Option 1: Select a video from the attached list, watch it, write a short review of it to share with the class. For this assignment you will be looking at the movie **not** in the Ebert & Roeper thumbs up/thumbs down perspective, but rather how the film uses food as a metaphor or carries along the plot or is a critical element itself. Movies use food to express love, hope, ambition, sexuality and any number of other human emotions, foibles, desires, etc. What you will do is relate to us how this film uses food in a context to express issues that we have discussed in class (or issues that would be appropriate to discuss in this class.)

For this option you will prepare a one-page single spaced or two-page double spaced overview of the movie focusing on the food elements and how they relate to the study of food, society and culture. While a very brief one-paragraph synopsis may help us understand your commentary, the paper is about reaction and understanding, not a re-hash of the plot. To get a good grade here, you will focus on the critical issues.

You will present your film to the class by showing us a brief (no more than 5 minute) clip from it and either before or after showing the clip, talk about the issues you raise in the paper you will turn into me. Your talk and clip should take no more than 10 minutes, but should give us an idea of the issues at heart in the film you select.

Since we want to hear about many points of view and different films, there will be a sign-up sheet outside my office to sign up for this option. Put your name and film choice on the sheet and check to be sure it hasn't been taken by someone else if you elect to use this option. Some of the movies on the list are available at local video stores (you may have more choices if you go to Denver or Boulder a lot and can shop at an independent that has some less mainstream choices) and some are available at the Ft. Collins public library for check-out. Some may need to be purchased over the internet, but most are inexpensive (under \$20) and can be gotten quickly. If you elect to buy a video, you may want to act quickly so you have ample time for delivery, viewing, etc.

Option 2: Write a 600 to 750 word article directed at the mainstream trade press regarding a topic in the food service industry or a topic that we have covered in class. Many trade magazines, especially regional ones and "craft" magazines, i.e. The National Culinary Review, and even local newspapers are looking for people to write interesting articles for them.

Should you choose this option you will need to meet with me regarding a choice of topic and medium. Once you have written the article and I have edited it we will submit it to some likely venues and see what happens!

If this is the option you choose we need to set an appointment relatively soon so we can get you on your way. For this option, you will make copies of your article for the class and give a brief talk (3 to 5 mins) on your subject.

The Book Review Assignment

The book review assignment is intended to get you reading about food from the perspective of academic disciplines represented in this class. As you can see from the list there are many, many books written about food from the “liberal-arts” perspectives. A fair percentage of the titles on the list are available from the CSU Morgan Library, others may be available at the Ft. Collins Public Library, most are available from various booksellers both locally and on-line and would make a great addition to your personal library.

Much like the movie review assignment I am looking here for some reaction from you regarding how what the author says illustrates some relationship between food and society. This will be somewhat easier in a book, because you can say so much more in a book than in a movie. I will still, however, be looking for your thoughts and opinions more than a synopsis of what was in the book.

For this assignment we will have a sign-up sheet outside my office where you will sign up giving the name and title of your chosen book. This will ensure that each of us picks a different book. I have only allotted two days for these reviews, so I expect you to be brief, yet thorough. You will be expected to take no more than 5 minutes, yet give us the jist of what will probably be a fairly in-depth book. On the day you present, you will give us an overview of the ideas presented in the book, your reaction to them and a recommendation as to whether reading this book would be a good use of our time. You will also write a one page synopsis of the book, including your reactions to the text (about a 50/50 mix) and make copies for each of your classmates and the instructor (2 copies for me please). This way we will all have a nice little bibliography regarding food and society. It is acceptable to review a book that could prove useful in your semester research project.

Expectations/Constructs for the assignments/presentations:

- 👍 As always, when you present, I expect professional dress. Appearance is important and adds to credibility.
- 👍 Grammar, spelling, construction, legibility, neatness, etc are all important in the finished paper. Being able to communicate clearly will help you get ahead in life. It is important beyond college.
- 👍 The main thing in all the assignments is to address ideas. Ask yourself questions like, Why? How? What is the relationship of A to B?
- 👍 Food and feeding have emotional and societal implications. Solutions to “problems” in these areas often cause major changes in social structures and institutions. These are the kinds of issues I want you to address.
- 👍 Be prepared to discuss positive and negative effects of your topic, nothing is

all black and white.



Your talk should be well organized and just that, a talk. Don't read your paper to us, be familiar enough with your material that you can tell us about it.

The Semester Project

The semester project is intended to be an exploration of a topic related to what we have/will discuss in class. The idea of the project is to research a topic, write a paper using the resources you have gleaned during your research, present your findings to the rest of us and create an archive of resources that we can share with others to help them as they want to find out more about the topic you chose.

- Some of the topics that have been covered in the past or might be interesting include:
- | | |
|--|---|
| 👍 Gender and Body Image | 👍 In-depth examination of a specific food product - history, social impact, etc. |
| 👍 Factory Farming | 👍 Assimilating in America - Food and It's role in becoming an American and retaining an ethnic identity |
| 👍 GMO's | 👍 Food Habits of Specific Religious Groups |
| 👍 Vegetarianism | 👍 The "Slow Food" movement |
| 👍 Food and Religion | 👍 Fast Food issues |
| 👍 Food and Ethnic Identity | 👍 Organic vs. Conventional Agriculture |
| 👍 Environmental Impact of Food Production | 👍 Functional Foods and Nutraceuticals |
| 👍 Affects of Globalization of Food Production | 👍 World Hunger |
| 👍 Aquaculture | 👍 The Green Revolution |
| 👍 Food Avoidance and Aversion | 👍 The American Health food movement of the late 19 th and early 20 th century |
| 👍 Gender and Food Choices | |
| 👍 In-depth examination of a specific food product - history, social impact, etc. | |
| 👍 The Columbian Exchange | |
| 👍 Foods and Food Sharing Habits of Indigenous Peoples | |
| 👍 Food Security Issues | |

These are just suggestions. There are many other topics that would be appropriate for the project.

You may work on the semester project in pairs if you want, as I expect a significant amount of "seat time" in the library looking for resources. The research and paper we will have ample time to discuss further in class, but I am looking for 8 to

10 pages, double spaced, font no larger than 12 points. (This page is in 12 point font.)















The resource “box” will contain a bibliography of the sources you used, along with a brief synopsis/abstract of each of the articles used in the bibliography. It will also include a copy of your presentation along with any overheads, handouts, power point slides, etc. you choose to use. You may choose to burn a CD instead of putting it all on paper.

We will discuss this project more in class and you may see me in my office as much as needed to clarify issues.

Viewing List - Some suggestions for movies to review for the class

This represents a fairly exhaustive list of current films that use food as a medium for conveying different messages. However, I may have missed something “tasty”, so if you have an idea that isn’t on this list, bring it to me for approval and we’ll talk.

-
- 👍 Like Water for Chocolate
 - 👍 La Grande Boufee
 - 👍 Tampopo
 - 👍 Babette’s Feast
 - 👍 Big Night
 - 👍 Soul Food
 - 👍 Eat Drink Man Woman
 - 👍 301, 302
 - 👍 Eating
 - 👍 The Last Supper
 - 👍 A Chef in Love
 - 👍 The Wedding Banquet
 - 👍 What’s Cooking
 - 👍 God’s Comedy
 - 👍 My Dinner with Andre
 - 👍 The Baker’s Wife
 - 👍 Chocolate
 - 👍 Consuming Passions
 - 👍 Delicatessen
 - 👍 Dim Sum, A little bit of heart
 - 👍 Eat a Bowl of Tea
 - 👍 A Feast at Midnight
 - 👍 Fried Green Tomatoes
 - 👍 Garlic is as good as 10 mothers
 - 👍 How Tasty was My Little Frenchman
 - 👍 Jamon, Jamon
 - 👍 Life is Sweet
 - 👍 A Private Function
 - 👍 Road to Wellville
 - 👍 The Story of Boys and Girls
 - 👍 Tom Jones

-  Tortilla Soup
-  The Van
-  Woman on Top
-  Yum, yum, yum
-  Fast Food, Fast Women
-  Eating Raoul
-  Red Sorghum
-  Scent of Green Papaya
-  The Dinner Game
-  Dinner at Eight
-  Who is Killing the Great Chefs of Europe?
-  The God of Cookery
-  Dinner Rush
-  Mostly Martha

Reading Suggestions for the Book Review

This list is just some of the acceptable titles. It is in no way comprehensive or exhaustive. If you find something else you would like to read, run it by me.

-
- 👉 [The Sacred Cow and the Abominable Pig](#) - Marvin Harris
 - 👉 [The Best Thing I Ever Tasted](#) - Sallie Tisdale
 - 👉 [Kitchen Confidential](#) or [Cooks Tour](#) or [Bone in the Throat](#) - all by Anthony Bourdain
 - 👉 [Drink, A Social History of America](#) - Andrew Barr
 - 👉 Anything written by MFK Fisher
 - 👉 [Eating Our Hearts Out](#) - Leslea Newman
 - 👉 [Rituals of Dinner](#) or [Much Depends on Dinner](#) both by Margaret Visser
 - 👉 [The Sociology of the Meal](#) - Roy C. Wood
 - 👉 [Eating Culture](#) - Scapp and Seitz, Eds
 - 👉 [Guns, Germs and Steel](#) - Jared Diamond
 - 👉 [Becoming a Chef](#) - Dornenburg and Page
 - 👉 [The Making of a Chef](#) or [The Soul of a Chef](#) - Michael Ruhlman
 - 👉 [American Fried](#) or [Alice, Let's Eat](#) or [Third Helpings](#) - all by Calvin Trillin
 - 👉 [My Kitchen Wars](#) or [The Story of Corn](#) or [I Hear America Cooking](#) - all by Betty Fussell
 - 👉 [The Culture of Food](#) - Massimo Montinari
 - 👉 [The Anthropology of Food and Body](#) - Carole Counihan
 - 👉 [Consuming Geographies](#) - Bell and Valentine, Eds.
 - 👉 [Eating in America, a history](#) - Waverly Root and Richard du Richeumont
 - 👉 [The Hungry Soul](#) - Leon Kass
 - 👉 [The Primal Feast](#) by Susan Allport
 - 👉 [Carnal Appetites](#) - Elspeth Probyn
 - 👉 [Fast Food Nation](#) - Eric Schlosser
 - 👉 [My Year of Meats](#) - Ruth Oseki
 - 👉 [Mad Cowboy](#) - Howard Lyman
 - 👉 [A Woman's Place is in the Kitchen](#) or [Bitter Harvest](#) - Ann Cooper
 - 👉 [Perfection Salad](#) - Laura Shapiro
 - 👉 [Down and Out in London and Paris](#) - George Orwell
 - 👉 [High Bonnet](#) - Idwal Jones
 - 👉 [Katish, Our Russian Cook](#) - Wanda Frolov
 - 👉 [Life a la Henri](#) - Henri Charpentier
 - 👉 [Tender at the Bone](#) or [Comfort Me with Apples](#) - Ruth Reichl
 - 👉 [The Last Days of Haute Cuisine](#) - Patrick Kuh
 - 👉 [Olives](#) or [Goose in Toulouse](#) - Mort Rosenblum
 - 👉 [Cod, the biography of a fish that changed the world](#) - Mark Kurlansky
 - 👉 [Pickled, Potted and Canned](#) - Sue Shepard
 - 👉 [A History of Cooks and Cooking](#) - Symons
 - 👉 [Fast Food](#) - Jakle and Sculle
 - 👉 [The Garden of Eating](#) - Jeremy Iggers
 - 👉 [A Mediterranean Feast](#) - Clifford Wright
 - 👉 [The Raw and the Cooked](#) - Jim Harrison
 - 👉 [The Bialy Eaters](#) - Mimi Sheraton
 - 👉 [Bread of Three Rivers](#) - Sara Mansfield Taber
 - 👉 [How to Read a French Fry](#) - Russ Parsons
 - 👉 [Best Food Writing of 2001](#) - Ed by Holly Hughes
 - 👉 [Slow Food](#) - Carlo Petrini
 - 👉 [Culture of the Fork](#) - Giovanni Rebola
 - 👉 [Serious Pig](#) - John Thorn
 - 👉 [Eat Not This Flesh](#) - Frederick Simmons
 - 👉 [Near a Thousand Tables](#) - Felipe Fernandez-Armesto
 - 👉 [A Bite off Mama's Plate, Mothers and Daughters Connect Through Food](#) - Miriam Myers

RM 400
Food and Society
Spring Semester, 2003

Time: 9:30 - 10:45 am, T and R

Place: 332 Gifford

Instructor: Jeff Miller

Phone: 491-6705

e-mail: jmiller@cahs.colostate.edu

Office: 208 Gifford

Office Hours: 11 am to 12 pm, M - F

(You are welcome to stop by my office anytime or schedule a mutually convenient appointment.)

Course Description: This course is intended to improve your understanding the social and cultural impact of food on society. What we eat and how much we eat are often shaped more by cultural considerations than by biological need. What we do as both food service professionals and food consumers has a social, cultural, and ecological impact on our civilization. This course is designed to make you more aware of these impacts.

Course Objectives:

👍 Integration of historical, sociological and anthropological perspectives into your understanding of how food impacts daily life and culture.

👍 Knowledge and use of resources regarding culinary history and incorporate them into projects of study in the area of food traditions.

👍 Gaining an understanding of the ways that culture influences food practices, selections, traditions.

👍 Gaining an understanding of the way food is used to maintain social, political and economic relationships.

👉 Exploring the impact of world view, religion and health on dietary practices.

Class Policies:

Special Considerations - Any student who has a disability that requires special consideration should see me as soon as possible. Materials can be made available in other formats in conjunction with the disability resource center.

Academic Dishonesty - I know that none of you would even consider cheating. However, you need to be aware that cheating and plagiarism are serious offenses and can result in your failure of the exam, project or paper, possibly even the class. Collaboration is fine, even desirable, in labs and study sessions, but homework and exams need to reflect your personal level of topic mastery, not that of others.

Communication Devices - Cell phones, beepers and personal digital assistants must be turned **off** during the class period. They are distracting to you, me and the rest of the class. If you have won the Publishers Clearing House Sweepstakes, Ed McMahon and Dick Clark will have no trouble finding you at home. If you have an extreme need to be contacted during class, please make advance arrangements with the instructor.

Another note regarding *cell phones*. There is some vagary in the CSU phone system that makes it impossible for me to call certain cell phone numbers. If you leave your cell phone number and I don't call you back, this is probably the case. Better to e-mail me or leave a land line number.

Punctuality - Everyone has an extremely busy schedule and occasional minor tardiness isn't something I get very upset about. However, should extreme tardiness become routine, I reserve the right to give quizzes at the beginning of the class period that cannot be made up if missed due to tardiness or absence.

Power Point: Power Point is a nice tool, but technology can be unreliable. Make sure you have saved the file correctly before you come to class. Always save to the network drive first, then to your floppy.

Attendance - I won't take attendance in this class, but be aware that there are 2 *unscheduled* in-class reaction essays, missing one won't really hurt you much, they each are only worth about 2% of the points possible. But having the points for both of them could help in bumping your grade up a notch.

Grades:

Grades will follow the following scale:

<u>Grade</u>	<u>Percentage</u>
A.....	90
B.....	80
C.....	70
D.....	60
F.....	≤60

Grade Point Distribution:

Restaurant/Meal Review Assignment.....	50 points
Participation in Potluck (and sharing of recipe)	50 points
Attendance at Student Presentations.....	30 points
Your Choice Assignment	50 points
Student Score of Semester Presentation.....	25 points
Instructor Score of Semester Presentation	200 points (50 points Oral Presentation, 50 points resource CD, 100 points paper)
Midterm Exam	100 points
In-class Reaction Essays (unscheduled)	(2 x 10 pts) 20 points
Promptness Points for sign ups	20 points

Total 545 points

Restaurant Review Assignment:

This assignment is not intended to be a critical review of a restaurant as you might find in a newspaper, but rather a chance for you to experience a cuisine (and hopefully, a cultural experience) different than your own. If you get the opportunity to eat a traditional meal with a person or persons of a different culture in their home, this would be an acceptable substitute for dining out. Choose a cuisine you have never tried or are at least moderately unfamiliar with.

After the dining experience you will write a paper describing the experience. The paper should be typed or word processed in a font no larger than 12, double spaced and be at least a full page in length. (Your bibliography of resources used should be the second page.)

Before eating the meal, you will need to do a bit of research and determine what constitutes typical foods, dishes, ingredients, cooking methods, etc, for the cuisine you chose. In the paper reinforce (or contrast) what you ate with what is considered the norm for that cuisine. You should go to the library (Ft. Collins Public Library is an excellent source) and research the cuisine you are going to eat by reading some information in a cookbook or other culinary text. Reference your information in the paper and list the resources you chose in your bibliography.

Some of the issues you address in your paper should include:

- 1) Identify the culture/cuisine you experienced.
 - 2) What dishes did you try? Did you like them or dislike them? Why? Was it flavor, texture, color?
 - 3) What eating utensils were offered/used?
 - 4) What ingredients were used? Can you determine what cooking methods were used? (After eating your meal reference the research you did before eating the cuisine you chose and see if anything that was served was not typical dishes or ingredients. Do the ingredients used in traditional dishes reflect geographical/climatic factors of the region/country? Also see if there were reasons that certain cooking methods are typical of the cuisine that you chose.)
 - 5) Were there any unusual serving styles, serving vessels, utensils, etc?
 - 6) Was the food served individually or a family style? According to your research, does this seem typical of the cuisine?
-

Class Potluck - On February 25 and 27 at 7pm, we will have a potluck dinners. (You sign up for one date or the other, not both! Please note this replaces the regular class session these days.)

For this class you will bring a dish that has some kind of cultural importance to your immediate/extended family. It can be an ethnic dish that reflects your heritage or place of origin or maybe a dish that is made every holiday by a certain family member that reflects a family tradition. It might be a dish that is made only for special occasions but may not be associated with any particular holiday. Prepare the food and bring it to the potluck. Be prepared to spend 3 to 5 minutes talking about the dish, why it is important in your family tradition, who made it, when it is served, etc. After hearing about each dish we will eat and share our traditions with our new "class family". Potlucks will be held Tuesday and Thursday in 237 Gifford. (The kitchen adjoining Gifford 237 will be available before the potluck for last minute finishing and reheating. Try and limit your mess, since you will have to clean it up!)

Bring a copy of the recipe to share with your classmates!

Expectations/Constructs for all assignments/presentations:

👉 As always, when you present, I expect professional dress. Appearance is important and adds to credibility.

👉 Grammar, spelling, construction, legibility, neatness, etc are all important in the finished paper. Being able to communicate clearly will help you get ahead in life. It is important beyond college.

👉 The main thing in all the assignments is to address ideas. Ask yourself questions like, Why? How? What is the relationship of A to B?

👉 Food and feeding have emotional and societal implications. Solutions to

Problems in these areas often cause major changes in social structures and institutions. These are the kinds of issues I want you to address.

☞ Be prepared to discuss positive and negative effects of your topic, nothing is all black and white.

☞ Your talk should be well organized and just that, a talk. Don't read your paper to us, be familiar enough with your material that you can tell us about it.

☞ Try and think of a discussion question or two to put out to the class for discussion.

"Food history is as important as a baroque church. A Government should recognize cultural heritage and protect traditional foods. Greece is as worthy of preserving as a sixteenth-century building."

Carlo Petrini

Your choice assignment:

You have three options for this assignment. Two of them are fairly standard, one is for the slightly more adventurous at heart.

Option One: **Book Review**

Your first choice is to pick one of the books on the attached list and do a book review. The book review assignment is intended to get you reading about food from the perspective of academic disciplines represented in this class. As you can see from the list there are many, many books written about food from the liberal-arts perspectives. A fair percentage of the titles on the list are available from the CSU Morgan Library, others may be available at the Ft. Collins Public Library, most are available from various booksellers both locally and on-line and would make a great addition to your personal library.

I am looking here for some reaction from you regarding how what the author says illustrates some relationship between food and society. I will be looking for your thoughts and opinions more than a synopsis of what was in the book. In many of these books, food is either used as a metaphor for some relationship issue or is used a device or touchstone to illustrate some larger concept. The idea of the book review is not to synopsise the book, though some of that will be inevitable, but rather to get at some greater meaning and purpose.

Part of the book review is to get up in front of the class and tell us what you discovered. You will be expected to take no more than 5 minutes, yet give us the jist of what will probably be a fairly in-depth book. On the day you present, you

will give us an overview of the ideas presented in the book, your reaction to them and a recommendation as to whether reading this book would be a good use of our time. You will also write a two page review of the book, including your reactions to the text (about a 50/50 mix). It is acceptable to review a book that could prove useful in your semester research project.

Option Two: Movie Review

Select a video from the attached list, watch it, write a short review of it to share with the class. For this assignment you will be looking at the movie **not** in the Ebert & Roeper thumbs up/thumbs down perspective, but rather how the film uses food as a metaphor or carries along the plot or is a critical element itself. Movies use food to express love, hope, ambition, sexuality and any number of other human emotions, foibles, desires, etc. What you will do is relate to us how this film uses food in a context to express issues that we have discussed in class (or issues that would be appropriate to discuss in this class.)

For this option you will prepare a two-page double spaced overview of the movie focusing on the food elements and how they relate to the study of food, society and culture. While a very brief one-paragraph synopsis may help us understand your commentary, the paper is about reaction and understanding, not a re-hash of the plot. To get a good grade here, you will focus on the critical issues.

You will present your film to the class by showing us a brief (no more than 5 minute) clip from it and either before or after showing the clip, talk about the issues you raise in the paper you will turn into me. Your talk and clip together should take no more than 10 minutes, but should give us an idea of the issues at heart in the film you select.

Option Three: Write an Article

Write a 600 to 750 word article directed at the mainstream trade press regarding a topic in the food service industry or a topic that we have covered in class. Many trade magazines, especially regional ones and "craft" magazines, i.e. The National Culinary Review, Colorado Restaurateur, and even local newspapers are looking for people to write interesting articles for them.

Should you choose this option you will need to meet with me regarding a choice of topic and medium. Once you have written

the article and I have edited it we will submit it to some likely venues and see what happens!

If this is the option you choose we need to set an appointment relatively soon so we can get you on your way. For this option, you will make copies of your article for the class and give a brief talk (3 to 5 mins) on your subject.

The Semester Project

The semester project is intended to be an exploration of a topic related to what we have/will discuss in class. The idea of the project is to research a topic, write a paper using the resources you have gleaned during your research, present your findings to the rest of us and create an archive of resources that we can share with others to help them as they want to find out more about the topic you chose.

The finished project will have three components - 1) a written paper, 2) a power point presentation to the rest of the class and 3) a CD with scanned copies of articles and book chapters you used as well as links to any websites you may have used.

Some of the topics that have been covered in the past or might be interesting include:

- 👉 Gender and Body Image
- 👉 Factory Farming
- 👉 GMOs
- 👉 Vegetarianism
- 👉 Food and Religion
- 👉 Food and Ethnic Identity
- 👉 Environmental Impact of Food Production
- 👉 Affects of Globalization of Food Production
- 👉 Aquaculture
- 👉 Food Avoidance and Aversion
- 👉 Gender and Food Choices
- 👉 In-depth examination of a specific food product - history, social impact, etc.
- 👉 Foods and Food Sharing
- 👉 Habits of Indigenous Peoples
- 👉 Food Security Issues
- 👉 Assimilating in America - Food and It=s role in becoming an American and retaining an ethnic identity
- 👉 The "Slow Food" movement
- 👉 Fast Food issues
- 👉 Organic vs. Conventional Agriculture
- 👉 Functional Foods and Nutraceuticals
- 👉 World Hunger
- 👉 The Green Revolution
- 👉 The American Health food movement of the late 19th and

early 20th century

👉 Agricultural
Rights/Health Issues

Workers

These are just suggestions. There are many other topics that would be appropriate for the project.

You may work on the semester project in pairs if you want, as I expect a significant amount of seat time in the library looking for resources. The research and paper we will have ample time to discuss further in class, but I am looking for 8 to 10 pages, double spaced, font no larger than 12 points.

We will discuss this project more in class and you may see me in my office as much as needed to clarify issues.

"Americans, more than any other culture on earth, are cookbook cooks; we learn to make our meals not from any oral tradition, but from a text. The just-wed cook brings to the new household no carefully copied collection of the family's cherished recipes, but a spanking new edition of >>Fannie Farmer== or >>The Joy of Cooking==." John Thorne, American food writer

"Food to a large extent is what holds a society together and eating is closely linked to deep spiritual experiences." Consuming Passions: The Anthropology of Eating', Peter Farb and George Armelagos

Tentative Class Calendar

Tues, Jan 21 Distribute Syllabus, discuss class, answer questions

Part One **Food and Society: History, Religion, Agriculture, Gender, Ecology and other topics**

In this section we will discuss various topics relating to food and society including, but certainly not limited to - food and religion; food, gender, body image, etc; writing about food, food and ethnic identity, food and place, food and human values and other topics as we can get to them.

In this part of the class there will be some flexibility as to the dates we discuss different topics. Some dates are already fixed and they are noted in the calendar below.

Thurs, Jan 23

Tues, Jan 28

Thurs, Jan 30

Tues, Feb 4	
Thurs, Feb 6	Sign-up for Your Choice Assignment due (on my office door)
Tues, Feb 11	Restaurant/Meal review due
Thurs, Feb 13	
Tues, Feb 18	Sign-up for semester presentation topic due (on my office door)
Thurs, Feb 20	
Tues, Feb 25	
Thurs, Feb 27	Potluck Group A - Gifford Building, Room 237 - 7pm (Note room and time change)
Tues, Mar 4	Potluck Group B - Gifford Building, Room 237 - 7 pm (Note room and time change)
Thurs, Mar 6	

Tues, Mar 11 and Thurs, Mar 13 - Spring Break

Tues, Mar 18	Midterm Exam distributed
Thurs, Mar 20	Midterm Exam -DUE!!
Tues, Mar 25	TBA
Thurs, Mar 27	TBA
Tues, Apr 1	Your Choice Presentations (Books/Articles)
Thurs, Apr 3	Your Choice Presentations (Movies)
Tues, Apr 8	Work Day for Semester Presentations
Thurs, Apr 10	Work Day for Semester Presentations
Tues, Apr 15	Semester Project Presentations (Get your taxes in the mail, if you haven't already)
Thurs, Apr 17	Semester Project Presentations
Tues, Apr 22	Semester Project Presentations
Thurs, Apr 24	Semester Project Presentations
Tues, Apr 29	Semester Project Presentations
Thurs, May 1	Semester Project Presentations
Tues, May 6	Semester Project Presentations
Thurs, May 8	Semester Project Presentations

Food and Society in the Americas

Sociology 412 /Latin American Studies 412

Time: Wednesdays, 1:30 - 4:20 p.m.

Location: 58 Prospect Ave, Room 107

Instructor

David Myhre

Program in Latin American Studies
58 Prospect Avenue, Room 113

Tel: 8-4177 FAX: 8-0113
e-mail: dmyhre@princeton.edu

Office Hours: Tuesdays 2:00 - 3:00 p.m.
 Thursdays 10:00 - 11:30 a.m.
 and by appointment

This seminar explores the social relations of food production, distribution, preparation and consumption in the Americas, with emphasis on the United States and Mexico. We will examine the development of agro-food systems and their consequences for human communities. We will look at food in relation to power, identity, gender, and culture as we answer two broad questions: (1) how does food pattern social change and development? and (2) how can we improve the quality of and access to food for people who are undernourished? To respond to these questions, the seminar's participants will conduct community-based research locally and also conduct several research and writing exercises to investigate the questions' regional, hemispheric and global dimensions.

We will approach these questions by considering first our own experiences as consumers of food. We then will explore the conditions of food production and distribution locally. In turn, we will examine how food contributes to individual and collective identities. Then we will examine hunger, how our patterns of consumption affect land and society in the poorer countries of Latin America, and policies and practices to reduce hunger and improve the vitality of farming communities.

TEXTS

Five texts and a packet of readings are required. Required texts can be purchased at the U-Store. The course packet (indicated by a "[CP]" on reading list) will be available from Pequod Copy. Several other books are recommended but have not been ordered. They will be on reserve at Firestone or you can order them directly from the U-Store or another bookseller locally or on the web. Most readings are on reserve at Firestone. I will make a copy available at PLAS for two-hour loan of any material Firestone is unable to place on reserve. Additional brief readings may

be added to the syllabus as the seminar proceeds. Participants are highly encouraged to bring useful and provocative readings or web sites to the attention of the instructor and of all participants. The seminar's web site will include some readings and a variety of supplementary materials. By the way, the web site, like the reading list, is a collaborative work. Your suggestions for links to useful web sites also are welcome – together we might be able to construct one (or several) web sites that will prove useful to students and then general public.

Required

- Beardsworth, Alan and Teresa Keil. 1997. *Sociology on the Menu: an Invitation to the Study of Food and Society*. London and New York: Routledge. GT2850.B43.1996.
- Lappé, Frances Moore, Joseph Collins, Peter Rosset, with Luis Esparza. 1998. *World Hunger: Twelve Myths, Second Edition*. New York: Grove Press / Food First.
- Mintz, Sidney W. 1985. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Elisabeth Sifton Books and Penguin Books. GT2869 .M56 1985
- Pilcher, Jeffrey M. 1998. *¡Que vivan los tamales! Food and the Making of Mexican Identity*. Albuquerque, New Mexico: University of New Mexico Press. TX716.M4 P54 1998
- Social Research* 66(1), 1998 – Special Issue titled “Food: Nature and Culture.”

Suggested

- Gabaccia, Donna R. 1998. *We Are What We Eat: Ethnic Food and the Making of Americans*. Cambridge, Massachusetts: Harvard University Press. GT2853.U5 G33 1998
- Mintz, Sidney W. 1996. *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press. GT2850 .M58 1996
- Tannahill, Reay. 1995 [1988]. *Food in History (New, fully revised and updated edition)*. New York: Crown Publishers. GT2850 .T34 1989
- Tansey, Geoff and Tony Worsley. 1995. *The Food System: A Guide*. London: Earthscan Publications. HD9000.5.T367 1995. HD9000.5 .T367 1995
- Whole Earth* 97 (Summer 1999). Issue with special section (pp. 72-111) on “Farms – Globallocal Soy”. [On sale now for \$6.95 at magazine stands, including U-Store, Barnes & Noble, and Borders.] Limited excerpts at <<http://www.wholeearthmag.com/>>.

SEMINAR FORMAT AND REQUIREMENTS

This is a reading, writing, and activity intensive seminar. You must be an active participant in generating inputs for our collective learning, not a passive consumer of the knowledge and views offered in our readings or expressed by me. The seminar format will include short lectures, video presentations, a field trip, guest speakers, small group exercises, and ample discussions, including some carried out on the discussion list hosted on the seminar's web site. The seminar aims to develop your abilities to critique food production, distribution, preparation and consumption – activities central to our social being, economic status, physical welfare, cultural production, and political life. We will be asking a lot of questions of the seminar material. What is being said or left unsaid? Is there adequate evidence to support the general argument? If so, what are the limits on its application to other situations? And so forth.

As you can see below, 60 percent of your grade will be determined by the quality of your term project. **The Community-Based Learning Initiative (CBLI)** will provide one mechanism through which it is possible to satisfy this requirement. The purpose of CBLI is to promote meaningful partnerships between community organizations and Princeton faculty and students. CBLI has identified SOC/LAS 412 as a course whose students' understanding of the subject might be enhanced through the addition of a community-based component to complement the standard course work. CBLI projects can be individual or undertaken by teams of two to three students. More information on the CBLI option will be provided at the second meeting of the seminar. Students who seek LAS certificate credit for this course must focus their term project on a topic related to Latin America or Latin Americans in the local area.

Your grade for the course will be based on the following:

1. *Attendance, participation and reflection – 30 per cent of grade.* This seminar emphasizes informed, critical reflection on readings, videos, field trips and personal experience and observation. Your attendance at all sessions is essential both to your individual success in the seminar and to our joint learning. Unjustified absences or a failure to demonstrate familiarity with the seminar's readings, materials, and activities through questions and comments during our discussions will lower your grade. I am less concerned with how frequently and loudly you speak, but rather in the kinds of questions you present, the thoughtfulness of your comments, and signs that you are attempting to integrate the seminar material with your own experiences and perceptions. To facilitate expressive and constructive debate, we must all work to ensure an atmosphere of mutual trust and respect. Participation in the electronic discussions also is expected, but it is a complement to, not a substitute for, participation in the seminar's sessions. I often will ask you to bring to class a written question or two about the week's readings. In addition, twice per semester, you will help kick off our discussions by preparing a *2-3 page critical essay*. Circulate your essay by e-mail to all class members no later than 9:00 p.m. on the Monday evening prior to our Wednesday meeting. Our discussions of the readings will be based partly on the concerns, perspectives, and questions you raise in your critical response, which you will also present to the seminar.

2. *Commodity Chain Analysis - 15 percent of grade.* You will prepare a 2-3 page analysis of the chain of production, distribution, and consumption for a food commodity native to the Americas. For example, you might trace the avocado from orchards in Michoacán, Mexico or San Diego County, California to the ready-made guacamole on sale at the local supermarket. Details about these assignments will be provided on the seminar's web site. **Due electronically by the beginning of the session on Wednesday, November 10.**

3. *Term project/plan – 5 percent of grade.* A 1-2 page precis of your term project and a 2-3 page annotated bibliography of at least 5 sources will be **due electronically at 4:30pm on Monday, November 22.** I encourage you to visit me during my office hours before fall break to discuss your term project ideas.

4. *Term project – 50 percent of grade.* A 12-15 page final research paper on a course-related topic approved by the instructor, OR an 8-10 page analytical report on community-based participatory research carried out during the course of the semester. All students will make 10 minute presentations on their research in the **December 15** session. **The written reports are due at my office by 4:30pm on Dean's Date, Tuesday, January 11. Submit them in both electronic and hard copy format (at least one format by the deadline).**

SEMINAR SCHEDULE

Week 1 - September 22: *The Pleasure and Pain of Food*

Required readings (to be distributed at the session)

- # Berry, Wendell. 1990. "The Pleasures of Eating," pp. 125-131 in *Our Sustainable Table...Essays* edited by Robert Clark. San Francisco: North Point Press.
- # Durning, Alan Theis and Ed Ayres. 1994. "The History of a Cup of Coffee." *World Watch* (September/October):20-22.
- # Institute for Food and Development Policy. 1998. "Backgrounder: 12 Myths About Hunger."
- # Video: *Coffee: A Sack Full of Power.*

Week 2 - September 29 : *Food and World History*

✧ Submit a sheet of paper with your name and your preference order ranking of three sessions for which you would like to critique the assigned readings.

Required readings

- # Mintz, Sidney W. 1985. *Sweetness and Power: The Place of Sugar in Modern History.* New York: Elisabeth Sifton Books and Penguin Books.
- # Beardsworth, Alan and Teresa Keil. 1997. "Sugar and Confectionery: Sweetness in the Human Diet," Ch. 11 (pp. 242-253) in the authors' *Sociology on the Menu.* London and New York: Routledge.

Suggested:

- # McNeill, William. 1998. "How the Potato Changed the World's History." *Social Research* 66(1):67-84.
- # Mintz, Sidney W. 1998. "Sweet Polychrest." *Social Research* 66(1):85-101.

Meeting for students who wish to participate in the Community-Based Learning Initiative component of the seminar, 3:30-4:30pm. Guest: Mary Miller, CBLI facilitator.

Week 3 - October 6: Social Relations of Food Production and Consumption*Required readings*

- # Alan Beardsworth and Teresa Keil. 1997. *Sociology on the Menu*. London and New York: Routledge. Read Introduction (pp. 1-9), skim Ch. 1 (pp. 13-31), and read Chs. 2-3 (pp. 32-70).
- # Magdoff, Fred, John Bellamy Foster, and Frederick H. Buttel. 1998. "Introduction" [special issue: "Hungry for Profit: Agriculture, Food, and Ecology"], *Monthly Review* 50(3):1-13.
- # Sidney W. Mintz. 1996. "Food and Its Relationship to Concepts of Power." Ch. 2 (pp. 17-32) in the author's *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press. [CP] GT2850 .M58 1996
- # Warde, Alan. 1997. "Theories of Consumption and the Case of Food," Ch. 9 (pp.180-204) in the author's *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture*. London: Sage Publications. GT2853.G7.W37 1997.

Suggested:

- # David Goodman and Michael Redclift. 1991. "The Origins of the Modern Agri-Food System," pp. 87-132 in the authors' *Refashioning Nature: Food, Ecology and Culture*. London: Routledge. [CP]. HD9000.5 .G66 1991
- # Geoff Tansey and Tony Worsley. 1995. *The Food System: A Guide*, pp. 1-165 (skim pp. 9-23 & 49-82). London: Earthscan Publications. HD9000.5.T367 1995.
- # Warde, Alan. 1997. "The New Manners of Food: Trends and Their Sociological Interpretation," Ch. 2 (pp.22-42) in the author's *Consumption, Food and Taste: Culinary Antinomies and Commodity Culture*. London: Sage Publications. GT2853.G7.W37 1997.

Week 4 - October 13: Cultural Dimensions of Food*Required readings*

- # Adams, Carol J. 1998. "Eating Animals," pp. 60-75 in Ron Scapp and Brian Seitz, eds. *Eating Culture*. Albany: SUNY Press. [Handout]
- # Alan Beardsworth and Teresa Keil. 1997. *Sociology on the Menu* (London and New York: Routledge). Chapters 8-10 (pp. 173-241).
- # Bordo, Susan. 1993. "Hunger as Ideology," in *Unbearable Weight: Feminism, Western Culture, and the Body* (Berkeley: University of California Press). Reprinted as pp. 11-35 in Ron Scapp and Brian Seitz, eds. *Eating Culture*. Albany: SUNY Press, 1998. GT2850.S27 1998
- # Heller, Steven. 1998. "Appetite Appeal." *Social Research* 66(1):213-224.
- # Rozin, Paul. 1998. "Food is Fundamental, Fun, Frightening, and Far-reaching." *Social Research* 66(1):9-30.

Suggested

- # Bordo, Susan. 1993. "Anorexia Nervosa: Psychopathology as the Crystallization of Culture," pp. in *Unbearable Weight: Feminism, Western Culture, and the Body* (Berkeley: University of California Press). Reprinted as pp. 226-250 in *Food and Culture: A Reader* edited by Carole Counihan and Penny Van Esterik. New York and London: Routledge, 1997. GT2850.F64. 1997

Sunday, October 17, 5:00pm - Seminar potluck at Third World Center**Week 5 - October 20: Exploring Regional Food Systems***Required readings*

- Guest speaker: Karen Anderson, Executive Director, Northeast Organic Farmers Association, New Jersey Chapter (NOFA-NJ). "Local Organic Farming."
- # Allen, Patricia. 1999. "Reweaving the Food Security Net: Mediating Entitlement and Entrepreneurship." *Agriculture and Human Values* 16(2):117-129. [CP]
- # Cone, Cynthia and A. Kakaliouras. 1995. "Community Supported Agriculture: Building Moral Community or an Alternative Consumer Choice?" *Culture and Agriculture (C&A) Bulletin* 51/52:28-31. [CP]
- # Cook, Christopher D. and John Rodgers. 1996. "Community Food Security: A Growing Movement." *Food First Backgrounder* Spring 1996. [Handout]
- # Henderson, Elizabeth. 1998. "Rebuilding Local Food Systems from the Grassroots Up," *Monthly Review* 50(3):112-124. [CP]
- # Imhoff, Dan. 1998. "Organic Incorporated." *Whole Earth* 92 (Spring): 4-10. Available on the web at: <http://www.wholeearthmag.com/ArticleBin/1.html>
- # Kloppenburg, Jr., Jack, John Hendrickson, and G.W. Stevenson. 1996. "Coming in to the Foodshed," pp. 113-123 in *Rooted in the Land: Essays on Community and Place*, edited by William Vitek and Wes Jackson. New Haven: Yale University Press. [CP] HM131.R697 1996.
- # Lyson, T.A., C.C. Geisler, and C. Schlough. 1999. "Preserving Community Agriculture in a Global Economy." Pp. 181-216 in *Under the Blade: The Conversion of Agricultural Landscapes*, edited by Richard K. Olson and Thomas A. Lyson. Boulder, Colorado: Westview Press.
- # Shupe, Lillian *et al.* 1999. "Where Did the Farms Go?." *Nj: The Magazine for New Jersey* (Spring/Summer):24-33. [CP]
- # Van En, Robyn. 1995. "Eating for Your Community." *In Context* 42(Fall):29-31. Available on the Web at: <http://www.context.org/ICLIB/IC42/VanEn.htm>
- # Waters, Alice. 1990. "The Farm-Restaurant Connection", pp.113-122 in *Our Sustainable Table...Essays* edited by Robert Clark. San Francisco: North Point Press. [CP]
- # Wheeler, Elizabeth B., Kaleitha M Wiley and Mark G. Winne. 1995. "A Tale of Two Food Systems." *In Context* 42(Fall):25-27. Available on the Web at: <http://www.context.org/ICLIB/IC42/Wheeler.htm>

Suggested

- # *In Context* 42 (Fall 1995). Issue title “The Good Harvest” has many interesting articles in addition to the ones assigned as required reading. Explore the table of contents and read on! Available on the web at: <http://www.context.org/ICLIB/IC42/TOC42.htm>
- # *Whole Earth* 97 (Summer 1999). Issue with special section (pp. 72-111) on “Farms – Globallocal Soy”. Partly excerpted at <www.wholeearthmag.com>.
- # Buttel, Frederick H. 1997. “Some Observations on Agro-Food Change and the Future of Agricultural Sustainability Movements.” Pp. 344-365 in *Globalising Food: Agrarian Questions and Global Restructuring*, edited by David Goodman and Michael J. Watts. London and New York: Routledge. HD9000.5 .G589 1997
- # Klinkenborg, Verlyn. 1995. “A Farming Revolution: Sustainable Agriculture.” *National Geographic* 188(December):60-88. 0901 .N285

★ **Saturday, October 23, 9:00am - 3:00pm: Field Trip – The Central NJ Food System**

This field trip is of fundamental importance. Please schedule your obligations so you can participate. This trip substitutes for the session of November 24.

Week 6 - October 27: Food and Collective Identities in the United States

Required readings

- # Dodson, Jualyne E. and Cheryl Townsend Gilkes. 1995. ““There’s Nothing Like Church Food’: Food and the US Afro-Christian Tradition: Remembering Community and Feeding the Embodied S/spirit(s).” *Journal of the American Academy of Religion* 63(3):519-538. [CP]
- # Frenkel, Stephen. 1998. “A Pound of Kenya, Please or a Single Short Skinny Mocha.” Pp. 57-63 in *The Taste of American Place* edited by Barbara G. Shortridge and James R. Shortridge. Lanham, Maryland: Rowman and Littlefield Publishers.
- # Gabaccia, Donna. 1998. “Nouvelle Creole,” Ch 8 (pp. 202-224) in the author’s *We Are What We Eat*. Cambridge: Harvard University Press. [CP] GT2853.U5 G33 1998
- # Hogan, David Gerard. 1997. “White Castle and the Beginning of Fast Food,” Ch. 2 (pp. 24-56) in the author’s *Selling ‘em by the Sack: White Castle and the Creation of American Food* New York: New York University Press. [CP] TX945.5.W48.H64 1997.
- # Richard Pillsbury. 1998. “Imported Tastes: Immigration and the American Diet,” Ch. 7 (pp. 136-163) in the author’s *No Foreign Food: The American Diet in Time and Place*. Boulder, Colorado: Westview Press. [CP]
- # Roseberry, William. 1996. “The Rise of Yuppie Coffees and the Reimagination of Class in the United States.” *American Anthropologist* 98(4):762-75. [CP]

Suggested

- # Donna Gabaccia. 1998. “Colonial Creoles,” Ch 1 (pp. 10-35) in the author’s *We Are What We Eat*. Cambridge: Harvard University Press. GT2853.U5 G33 1998
- # Video excerpts: *Soul Food*.

Week 7 - November 10: Maize and Collective Identities in Mexico

❖ Commodity Chain Analysis due at the beginning of the seminar. Submit electronically to me as an attachment in Word, RTF, or Wordperfect.

Required readings

- # Jeffrey Pilcher. 1998. *¡Que vivan los tamales! Food and the Making of Mexican Identity*. Albuquerque: University of New Mexico Press.
- # Galinat, Walton C. 1992. "Maize: Gift from Americas First Peoples," pp. 47-60 in *Chilies to Chocolate: Food the Americas Gave the World*, edited by Nelson Foster and Linda S. Cordell. Tucson: University of Arizona Press. [CP] SB176.A48 C45 1992,
- # Fussell, Betty. 1998. "Translating Maize into Corn: The Transformation of America's Native Grain." *Social Research* 66(1):41-66.
- # Warman, Arturo. 1989. "Maize as Organizing Principle: How Corn Shaped Space, Time, and Relationships in the New World." *Northeast Indian Quarterly* 6(1-2):20-27. [CP]
- # Video excerpts : *Like Water for Chocolate*.

Week 8 - November 17: Food Rights and Hunger*Required readings*

- # Eisinger, Peter. 1998. "Defining Hunger." Pp. 9-18 in the author's *Toward an End to Hunger in the United States*. Washington, D.C.: Brookings Institution Press. [CP] HV696 .F6 E47 1998
- # Lappé, Frances Moore *et al.* 1998. *World Hunger: Twelve Myths, second edition*. New York: Grove Press.
- # Pinstrup-Andersen, Per, Rajul Pandya-Lorch, and Mark W. Rosegrant. 1997. Pp. 5-30 in "The World Food Situation: Recent Developments, Emerging Issues, and Long-Term Prospects" in IFPRI Food Policy Report No. 7. Available on the web in PDF at:
<http://www.cgiar.org/ifpri/>
(click on "Publications" then scroll down to "Food Policy Reports")
- # Poppendieck, Janet. 1995. "Hunger in America: Typification and Response." Pp. 11-34 in *Eating Agendas: Food and Nutrition as Social Problems*, edited by Donna Maurer and Jeffery Sobal. New York: Aldine de Gruyter. [CP] TX359 .E38 1995
- # Sen, Amartya. 1999. "Famines and Other Crises." Ch. 7 (pp. 160-188) in the author's *Development as Freedom*. New York: Alfred A. Knopf. [CP]
- # James V. Riker and Paul Nelson. 1998. "Political Strategies to End World Hunger," pp. 90-99 in Bread for the World Institute, *The Changing Politics of Hunger (Hunger 1999: Ninth Annual Report on the State of World Hunger)*. Washington, D.C.: Bread for the World Institute. [CP]

Suggested

- # Dreze, Jean and Amartya Sen. 1989. *Hunger and Public Action*. Oxford: Oxford University Press. Especially Chapters 1-4. Available in its entirety on the web at:
<http://www.reliefnet.org/doc/hpa/hpa0.html>
- # Kates, Robert W. 1996. "Ending Hunger: Current Status and Future Prospects." *Consequences*

2(2). Available on the web at:

<http://www.gcrio.org/CONSEQUENCES/vol2no2/article1.html>

- # Poppendieck, Janet. 1998. *Sweet Charity: Emergency Food and the End of Entitlement*. New York: Viking. Especially Ch. 1 (pp. 20-48), "Sweet Charity"; and pp. 288-318, "Conclusion". HV696 .F6 P663 1998
- # Poppendieck, Janet. 1998. "Want Amid Plenty: From Hunger to Inequality." *Monthly Review* 50(3):125-136. HX1 .M76
- # Peter Singer. 1971. "Famine, Affluence, and Morality".
- # Peter Uvin. 1996. "The State of World Hunger," pp. 1-48 in Ellen Messer and Peter Uvin, eds., *The Hunger Report: 1993*. Amsterdam: Gordon and Breach.. Available on the web in Adobe PDF at:
http://www.brown.edu/Departments/World_Hunger_Program/hungerweb/intro/StateofWorldHunger.pdf
- # von Braun, Joachim. 1999. "Food Security – A Conceptual Basis." Pp. 41-53 in *Food Security and Nutrition: The Global Challenge*. New York: St. Martin's Press.

❖ **Monday, November 22, 4:30pm** – Term project plan due. Submit electronically to me as an attachment in Word, RTF, or Wordperfect.

Week 9 - November 24: No seminar meeting (in lieu of this meeting we will take a field trip on October 23).

Suggested readings for reflecting on feasts (i.e., Thanksgiving):

- # Mary Douglas. 1975. "Deciphering a Meal," *Daedalus* 101(1): 61-81. Reprinted as pp. 36-54 in *Food and Culture: A Reader* edited by Carole Counihan and Penny Van Esterik. New York and London: Routledge, 1997. GT2850.F64. 1997
- # Joanne Finkelstein, 1998. "Dining Out: The Hyperreality of Appetite," pp. 201-215 in *Eating Culture*, edited by Ron Scapp and Brian Seitz. Albany: SUNY Press, 1998. GT2850.S27 1998
- # Alice Waters. 1997. "The Ethics of Eating." *Whole Earth Magazine* (Summer). Available on the web at: test.wholeearthmag.com/ArticleBin/114.htm

Week 10 - December 1: Northern Consumption, Third World Poverty*Required readings*

- # Friedmann, Harriet. 1999. "Remaking 'Traditions': How We Eat, What We Eat, and the Changing Political Economy of Food." Pp. 36-60 in *Women Working the NAFTA Food Chain: Women, Food & Globalization*, edited by Deborah Barndt. Toronto, Ontario: Second Story Press. [CP]
- # John Vandermeer and Ivette Perfecto. 1999 [1995]. "Slicing up the Rain Forest on Your Breakfast Cereal," pp. 1-18 in the authors' *Breakfast of Biodiversity: The Truth About Rain Forest Destruction*. Oakland, California: Food First Books. Reprinted as pp. 84-102 in *The Paradox of Plenty: Hunger in a Bountiful World*, edited by Douglas M. Boucher. Oakland, California: Food First Books. [CP].
- # McMichael, Philip. 1999. "Virtual Capitalism and Agri-Food Restructuring." Pp. 3-22 in *Restructuring Global and Regional Agricultures: Transformations of in Australasian Agri-food Economies and Spaces*, edited by David Burch, Jasper Goss and Geoffrey Lawrence Aldershot, England: Ashgate.. [CP]
- # Raynolds, Laura T. 1997. "Restructuring National Agriculture, Agro-Food Trade, and Agrarian Livelihoods in the Caribbean." Pp. 119-132 in *Globalising Food: Agrarian Questions and Global Restructuring*, edited by David Goodman and Michael J. Watts. London and New York: Routledge. [CP] HD9000.5 .G589 1997
- # Talbot, John M. 1997. "The Struggle for Control of a Commodity Chain: Instant Coffee from Latin America." *Latin American Research Review* 32(2):117-136. [CP]
- # *Ecoplaneta web site*. Articles to be assigned. <www.planeta.com>.

Video: *The Hamburger Connection* (tentative)

Suggested

- # Lawrence S. Grossman. 1998. *The Political Ecology of Bananas: Contract Farming, Peasants, and Agrarian Change in the Eastern Caribbean*. Chapel Hill: University of North Carolina Press. Pp. 1-86, 108-187. HD9259.B3 S174 1998
- # Raynolds, Laura T. and Douglas L. Murray. 1997. "Yes, We Have no Bananas: Re-Regulating Global and Regional Trade." *International Journal of Sociology of Agriculture and Food* 7:7-44. [CP]
- # Sick, Deborah. 1999. *Farmers of the Golden Bean: Costa Rican Households and the Global Coffee Economy*. DeKalb, Illinois: Northern Illinois University Press. HD8039 C638287 1999

❖ **Monday, December 6** – For our last seminar meeting on December 15, we'll read some of the most interesting pieces you have discovered in your CBLI or term project research. Each student should submit one article, chapter, or primary document related to her/his research to me by noon on Monday, December 6. If you miss the deadline, then you are responsible for making sufficient copies for all seminar participants for distribution in the seminar on December 8. Please choose brief pieces (no more than 10 pages). You may excerpt longer chapters or articles. Be sure that the full citation is typed or legibly printed on the first page of the master copy.

Week 11 - December 8 – Labor in the Global Agri-Food System

- # Barndt, Deborah. 1999. "Whose 'Choice'? 'Flexible' Women Workers in the Tomato Food Chain. Pp. 61-81 in *Women Working the NAFTA Food Chain: Women, Food & Globalization*, edited by Deborah Barndt. Toronto, Ontario: Second Story Press.
- # Braun, Jim with Pamela Braun. 1998. "Inside the Industry from a Family Hog Farmer." Pp. 39-56 in *Pigs, Profits, and Rural Communities* edited by Kendall M. Thu and E. Paul Durrenberger (Albany, New York: State University of New York Press). [CP] SF395.8.A1 P54 1998
- # Fine, Gary Alan. 1996. "Living the Kitchen Life." Pp. 17-53 in the author's *Kitchens: The Culture of Restaurant Work*. Berkeley: University of California Press. [CP] TX653 .F57 1995
- # Fink, Deborah. 1998. "Who's Francisco? Race/Ethnicity and Rural Iowa Workers." Pp. 113-154 in the author's *Cutting Into the Meatpacking Line: Workers and Change in the Rural Midwest*. Chapel Hill, North Carolina: University of North Carolina Press. [CP] HD803 P152 U535 1998
- # Krissman, Fred. 1995. "Farm Labor Contractors: The Processor of New Immigrant Labor from Mexico for California Agribusiness." *Agriculture and Human Values*. 12(4) 18-46. [CP]
- # Reynolds, Laura T. 1998. "Harnessing Women's Work: Restructuring Agricultural and Industrial Labor Forces in the Dominican Republic." *Economic Geography* 74(2): 149-169. [CP]
- # Schlosser, Eric. 1995. "In the Strawberry Fields." *The Atlantic Monthly*. November 1995: 80-108. Available on the web at: <http://www.theatlanticmonthly.com/issues/95nov/strawber.htm>
- # Schlosser, Eric. 1998. "Fast-Food Nation". Part I "The True Cost of America's Diet" *Rolling Stone*, September 3; Part II "Meat and Potatoes" *Rolling Stone*, November 26. [CP]

Suggested

- # Appendini, Kirsten. 1999. "From Where Have All the Flowers Come?" Pp. 128-139 in *Women Working the NAFTA Food Chain: Women, Food & Globalization*, edited by Deborah Barndt. Toronto, Ontario: Second Story Press.
- # Wells, Miriam. 1996. "Wage Labor and Workplace Control: The Complementarity of Labor Supply and Demand." Pp. 143-179 in the author's *Strawberry Fields: Politics, Class, and Work in California Agriculture*. Ithaca, New York: Cornell University Press. [CP] HD9259.S83 U648 1996

Week 12 - December 15 – Student Presentations

- #Read packet of student-selected readings distributed at December 8 session.
- #Each student or team will make an oral presentation to the seminar of her/his/their research project. Additional guidelines will be distributed at the December 1 session.

❖ **Tuesday, January 11, 4:30pm** – Final Term Project due (see p. 4)

version: 10/12/99

FSN 250 SYLLABUS

TITLE:	FOOD & NUTRITION: CUSTOMS AND CULTURE
UNITS:	4
CLASS HOURS	Lectures, Monday/Wednesday 12:10 – 2:00 PM in Building 10, Room 124
INSTRUCTOR:	Dr. Tom Neuhaus 105 A, Building 24; 6-2240; tneuhaus@calpoly.edu
TEXTBOOK:	<u>Food and Culture: a Reader</u> C. Counihan & P. van Esterik, Editors (F&C) <u>Supplementary Readings Coursepack</u> (SUP)
GRADING:	2 exams and 1 final (70%), 1 paper (30%)

COURSE PHILOSOPHY: In the spirit of our “new age”, during which cultures both fuse and fragment, the world’s population maintains its logarithmic growth, and old systems of order no longer seem to control human destiny, it becomes increasingly important to understand human societies and cultures. In the past, the study of an intriguing question such as why humans eat what they eat was confined to single aspects—such as anthropology, history, sociology, foodways, geography, biology, or psychology. In this course, we will illuminate cultural practices from a multitude of perspectives and hopefully come away with an appreciation for human differences, the precariousness of our current situation, and the importance of developing tolerance and understanding.

CLASSES: This course consists of 18 lecture/discussions, each with an associated reading assignment. The student is expected to do the reading before coming to class and to come prepared to participate in a discussion. Doing the reading means reading the chapter *at least twice*. The best way to read such material is while sitting up (never lying down nor while watching TV or listening to music), preferably at a table, where you can take notes as you read and even write questions to yourself.

In class, the instructor will ask questions concerning the meanings of words, the background of the author, and the meanings of important concepts. Because of the size of the class and the amount of material covered, it is impractical to hold small discussions. However, questions will be asked and those students who actively participate will receive up to 10% extra-credit. The quantity, not the quality of a student's responses will be measured. This, hopefully, will encourage the shy individuals to make a contribution. Active participation is the best way to learn the material.

EXAMS: the examinations will be Scantron tests and the questions will be True/False and Multiple choice. Questions will focus on general concepts as well as on specific details. Thus, the occasional "nit-picky question" appears from time to time.

The final exam is optional. The lowest exam grade will be discarded. Thus, if you have an A on both preliminary exams, then there is no need to take the final (unless you want to.) You would receive a 0 on the final and that score would be dropped.

At the back of this packet are two pages of sample questions taken from last quarter's exams. They exemplify the type of wording and focus you might expect on future exams.

PAPER: the quality of the paper is very important. The instructor has high expectations regarding spelling, grammar, logic of your arguments, and documentation. *Please read carefully the pages about the paper included in this packet and refer to them regularly during the quarter.* Also, pay attention to the recommended timeline in the course schedule.

Please note the deadline for submission of the paper title, a one paragraph description of your proposed subject, a second paragraph discussing specific aspects of your argument that will be analytical rather than expository, a third paragraph that describes your experiences researching this paper, and a bibliographic list of five sources all of which must be from refereed journals. This three-paragraph submission is worth 10% of the paper grade.

WK	DATES	SUBJECT	READINGS
1	1/3	Introduction to FSN 250 Multiple perspectives on the question, "Why do we eat what we eat?"	
1	1/5	Food, Meaning and Voice	F&C: Ch. 1&2 (Mead; Barthes) SUP: <i>Two Hundred Years ...</i>
2	1/10	Food, Meaning and Voice	F&C: Ch. 3&4 (Lévi-Strauss; Douglas) SUP: <i>All Manners of Food</i> (Ch 1) SUP: <i>The Food of Primitive</i>
2	1/12	Food, Meaning and Voice Choose Paper Subject. Select Sources. Order Journal Articles if off-campus.	F&C: Ch 5&6 (Soler, Harris) SUP: <i>Mother Cow</i>
3	1/17	No Class Today. Martin Luther King's Birthday	
3	1/19	Food, Meaning and Voice: Chinese food and medicine	Chapter 7 (Anderson) SUP: <i>The Pleasures of Eating</i>
4	1/24	Commensality and Fasting: Indonesia and the Spice Trade	Chapter 8 (Meigs) SUP: <i>Phantom Cargo</i>
4	1/26	Commensality and Fasting: African foods	Chapters 10, 11 (Shack&Shack) SUP: <i>Learning to Behave</i> SUP: <i>The Pleasure of your ...</i>

WK	DATES	SUBJECT	READINGS
5	1/31	Native American Food and Culture Paper description due!	SUP: <i>Cherokee Indian Foods</i> SUP: <i>Around the World with...</i> SUP: <i>New Food from a New ...</i>
5	2/2	Commensality and Fasting: English Food	Chapter 13 (Brumberg) SUP: <i>Consuming Passions</i> (3 chapters) SUP: <i>Potlatch</i>
6	2/7	Examination I	
6	2/9	Food, Body, & Culture: Fat as a liability	Chapters 15, 16, 17 (Powdermaker, Bruch, Bordo)
7	2/14	Food, Body, & Culture: Fat as an asset	Chapters 18, 19, 20 (Massara, Sobo, Hughes)
7	2/16	The Political Economy of Food: Bread as World.	Chapter 21 (Counihan) SUP: <i>The Farm-Restaurant ...</i>
8	2/21	No Class Today! George Washington's Birthday:	Begin to read ahead in order to keep up with next week's readings.
8	2/23	The Political Economy of Food: Japanese cuisine. Write first draft of paper. Let sit several days before editing.	Chapter 22 (Allison) SUP: <i>New Waves in Japanese ..</i>

WK	DATES	SUBJECT	READINGS
9	2/28	The Political Economy of Food: Industrial Food & Technology	Chapter 24 (Goody) SUP: <i>Golden Age of Food</i> . Chapter 23 (Mennell) SUP: <i>Ketchup and the ...</i> SUP: <i>Sylvester Graham ...</i>
9	3/1	The Political Economy of Food: Organic Foods. Papers Due	Chapter 25 (Mintz) SUP: <i>Making Sustainable ...</i> SUP: <i>Are Farmers an end...</i> SUP: <i>Food, Farming & Democr...</i> SUP: <i>Fresh and Pure Ingredien...</i>
10	3/6	The Political Economy of Food: Continued	SUP: <i>Nutritional Terrorism</i> SUP: <i>Politics of Hunger</i> SUP: <i>Politics of Food</i>
10	3/8	Examination II	

SAMPLE TEST QUESTIONS

1. (True/False) Althusser would argue that the USDA's and American beef growers' pushing of excess hamburger meat on the school lunch program is an example of the Ideological State Apparatus at work
2. According to Sidney Mintz, author of the controversial book, Sweetness and Power, the role of sugar in society has evolved from medicine to convenient source of calories for workers.
3. The obento box is
 1. A link between the state and the child
 2. A Japanese lunchbox for children of high school age
 3. An example of a second-order language
 4. Used in only one part of Japan
4. (True/False) According to the principles of semiotics, a first-order language would be better exemplified by the phrase "keeping women in their place" rather than the phrase "this vacuum cleaner is self-propelled."
5. (True/False) Iraq is a better example of an Ideological State Apparatus than the United States.
6. Parisian food
 1. Is merely a compilation of provincial foods.
 2. Has a provincial influence but is more refined.
 3. Is distinctly inferior to the food of the provinces
 4. Is typified by the absence of butter and cream
7. *Haute cuisine*
 1. Is typically heavy on the oats
 2. Has a strong link to agriculture via the backgrounds of chefs responsible for its development.
 3. Began in Roman times; Apicius's cookbook is an initial effort at systematization.
 4. Was more heavily influenced by the Greeks than the Italians

About the Paper for FSN 250

The purposes of the paper are: 1), to foster critical thinking; 2), to stimulate use of the library and its resources; and 3) to help the student develop writing skills.

This paper should be 5 pages in length, not including the bibliography. It should be formatted double-spaced with a #12 font, and it should include at least 5 sources from *refereed journal articles*. Other sources can be from popular press magazines or material from a web site.

A list of web sites that can help you find material in your area of interest are to be found at the end of this section. This list is by no means complete. If you are unsure about whether a journal is refereed, consult a reference librarian.

ABOUT THE PAPER TOPIC

The paper should focus on a specific aspect of food and culture and adopt an analytical approach. The topic should involve cultural comparisons, explaining cultural practices in light of what appear to be universal beliefs while pointing out inter-cultural differences.

This paper should take an analytical, not an expository approach. Analysis involves breaking a subject into pieces and considering the importance of each piece to the whole picture. Analysis also involves stating a hypothesis and weighing evidence that supports or refutes it.

Analytical writing considers questions of causation—i.e., *Why* questions. In analytical writing, one is not sure of “the answer”, and one usually does not assume that there is only one. Treatment of a question where there are multiple causations is done impartially.

Expository writing, taught in most high schools, is usually a restatement of what is known. An expository piece about food and culture might cover the history of *anorexia nervosa* or the extent of the Acadian influence in New Orleans food. *What* questions are generally considered; causation is not covered. Questions of probability are not covered, as facts are treated as true.

Examples that **are** appropriate as a paper topic:

1. *Application of the law of contagion to American eating habits.*
This paper might explore how contact with undesirable foods adversely affect health. Paul Rozin’s work with disgust is an example. Such a paper would be analytical because it attempts to explain contemporary food beliefs in light of somewhat universal human beliefs from other cultures.

2. *A Comparison of the Relative Power of Fast-Food and Changes in Agricultural Practices on Culinary Traditions in Latin America* Such a study might compare the power of consumer-driven expectations (e.g., fast, convenience food for two-wage-earner households) with agricultural changes (e.g., increased prevalence of cash-crop over subsistence farms.) It is analytical in that there is no one answer, that it would adopt an unbiased view, and that there is an attempt to explain the mechanisms of change. The paper might start by giving statistics that show the pace of change in Latin American foodways, perhaps compare them with changes in the United States.
3. *How Traditional Cultural Beliefs and Attitudes Interfere with International Efforts to Improve Early Childhood Nutrition.* Traditional beliefs about food are not all good. This approach is analytical in its attempt to show a causality between beliefs regarding food and how that interferes with nutrition. An intercultural focus could compare beliefs in Africa, South America, etc. with success rates at teaching mothers how to feed their children. Barriers such as the preference given to males and explanations for this preference could be discussed.
4. *Five examples of how colonialism altered the foodways of indigenous peoples.* As we know from our readings, what we eat is very much linked with religion and with mythology. It is also linked to commerce. How colonialism affected different cultures and their foodways is analytical in that you would show how new foods might have been “plugged into” existing dishes. For example, polenta, originally prepared from millet, was later made from corn which is native to the Americas. One might also consider how the attitudes and beliefs of indigenous peoples influenced their adoption of colonial foods.
5. *Cultural barriers to breast-feeding in modern industrialized nations.* Finally, a popular subject with nutrition students has been breast-feeding. It would not be sufficiently analytical to simply cover the pro’s and cons of breast-feeding. Besides, such an approach would scarcely be cultural in nature. Instead, one might categorize peoples’ attitudes regarding breast-feeding, compare them across cultures, and discuss how these attitudes interfere with the adoption of breast-feeding.
6. *The olive and reciprocity in Mediterranean cultures:* starting from the Sardinia reading that we do regarding the loss of the reciprocal economy around home bread production, one could explore olive production in small groves, where neighbors help each other harvest the olive in exchange for camaraderie and a bottle of just-pressed oil.

Topics that are **not** appropriate are:

1. *The biochemistry underlying herbal medicine.* Biochemistry is not the focus of this course.

2. *The superiority of herbal medicine over Western, iatrogenic medicine.* Medicine is not the focus of this course and the term “superiority” is inherently biased and unanalytical.
3. *A history of breast-feeding in America.* Any paper that takes an exclusively historical approach is probably more expository than analytic. Also, history in and of itself does not necessarily entrain a cultural approach.
4. *The use of herbs in Native American cooking.* Like the previous historical focus, listing examples of how herbs were used in Native American cookery is probably going to be more expository than analytical. Instead, one could propose explanations for the use of certain herbs. It is known that some herbs have anti-microbial properties. Is it possible that the adoption of a certain herb, while couched in some mythological tale, actually promotes survival? Are there other herbs that could be seen to have adaptive functions?
5. *The positives and negatives of food irradiation.* Food irradiation is not an inappropriate topic. But comparing positives and negatives is, because the cultural element is lacking. A more cultural approach to food irradiation would be to apply the concepts of sympathetic magic and contagion to fears about irradiation.
6. *Two current dietary fads in American culture—biochemistry and history: a comparison of the Dr. Atkins diet and the Zone diet is inappropriate.* This subject could be appropriate if you were to explore cultural reasons for diets. Or, you could explore the structure of the scientific establishment—how it might facilitate the popularity of such diets.

ABOUT THE ONE-PAGE DESCRIPTION

The initial, one-page description of the paper should reflect several weeks of research. The assignment should include the following:

1. A title representing your topic.
2. One paragraph should describe the approach to the proposed topic.
3. The second paragraph should focus on how you believe this paper is analytic rather than expository; give specific examples and avoid parroting what I have said about the differences between the two approach.
4. In the third paragraph, describe briefly but explicitly how each source contributes to the paper’s theme and how you found the sources. The purpose of this paragraph is to demonstrate that you have actually begun to research the topic.
5. A bibliography that includes a minimum of 5 refereed journal articles and, optionally, other sources.

The quality of this submission will be graded. This is my chance to give you feedback regarding appropriateness of the topic, your analytical approach, your writing style, and bibliography.

Also, note the format of the bibliography. It is important the bibliographies include the author, date, title, volume, number, publisher, and publisher's location. There should be 5 refereed journal articles as a minimum—as mentioned above.

It is OK to use first person in this assignment, as you are describing your beginning research efforts. Just remember that in the final paper, the first person should be avoided.

Finally, note that this one-page submission and the paper itself should be double-spaced, typed, with a #12 font.

WHAT IS A REFEREED JOURNAL ARTICLE?

The magazine world is divided into popular press magazines and journals. Popular press magazine articles are designed to be fun to read, to provoke thought, and to inform the public. Examples of popular press magazines are: Time (a news magazine) and Self (a magazine that covers women's issues.) Journals are written for researchers. Depending on the journal, they report experimental results, or they review research in a particular field. Refereed journal articles are published only after peer evaluation. Each article is sent out to researchers in the author's field and a decision whether to publish the article is made by the group. Thus, such articles are theoretically less prone to bias and are of a high quality (a function, of course, of the members of the review committee.)

The bibliography of your paper must contain 5 refereed journal articles. It may contain other sources, but this is the core of the assignment. Articles from journals are much more contemporary than are books, which take years to write and to publish.

ASPECTS OF WRITING THAT YOU SHOULD KEEP IN MIND

Below is a list of comments that should help you in planning and writing your paper.

Balance: it is expected that the student will make an effort to obtain sources that provide a balanced picture. Your paper should never read like an advertisement. In an analytical approach, the writer does not convey his or her own opinion. Instead, he or she discusses evidence that supports or refutes a particular view but lets the reader decides for him- or herself.

Bibliography and citations: the student is expected to cite sources when making a controversial statement or one that includes data. For example, if one says, "over 50% of babies born in the United States are fed formula before they reach one month of age (Smith, D., 1998)," then one should cite a source—a just described (Lastname, First Initial, Year). The bibliography should be in the following format:

Smith, D., 1998. Breast-feeding in America, *Journal of Lactation*, 43(2): 224-230, Philadelphia, PA. (if a journal article) -or-

Smith, D., 1998. *Contemporary Breast-Feeding Issues*, Viking Press, Greenwich, CT.

Causes and Effects: An analytical paper does not discuss facts. It might start with some statistics that demonstrate a particular situation. Data that are discussed illustrate

underlying causes and effects. For example, if you are writing about malnutrition in America, it is not enough to just discuss the breadth and depth of malnutrition. Instead, you should consider aspects of a society that lead to malnutrition.

Data: use data to prove your point. Avoid sweeping generalizations. Use the data of studies done by others to develop your argument. Incorporate charts and graphs if possible. This can be done by scanning the chart. If you don't know how, stop by my office and I will help you.

Depth: go beyond listing mere information and to do some analysis, to take a specific aspect of the area of interest and to develop it. Thus, if you elect to do a paper on obesity and body image, it is not enough to describe the problem and to blame it on the media or on society. Instead, you are expected to go beyond the facile and to engage in analysis. What might have caused the problem? What from previous readings (e.g., mind-body duality) might be applied to the question?

Facts vs Opinions: This paper should have an academic focus. This means that facts should be documented and, where opinions are expressed, an effort should be made to find opinions on two sides of an issue. As the writer of the paper, you should not express your own opinion.

Focus: it is impossible to cover a broad topic in 5 pages. This means that you should focus on one aspect of a problem. For example, if you are interested in obesity in America, do not spend the paper describing the problem. Spend a paragraph, present some useful and telling data, and then transition into possible causes. Compare and contrast these possible causes and then focus on one of them. Thus, the bulk of the paper might describe the mechanisms whereby the Puritan ethic concerning gluttony has manifested itself in different incarnations over the years.

Logic: try to maintain consistent logic. For example, just because millions of Chinese have used the system of Chinese medicine for 4,000 years does not mean that the system works. If you think the Chinese medical system works and you want to say that, then at least point to corroborative evidence referenced in the paper. Otherwise, the reader might conclude that you are biased.

Quotes: your paper should be mostly your words. Avoid long quotes and use only one or two quotes if necessary. Quotes are especially useful for strengthening your argument if the person being quoted says something especially powerful.

References: reference any facts or figures or any highly debatable statements. E.g., "Children who eat breakfast consistently score better on tests and do better in school than children who do not eat breakfast." In an academic paper, it is always safer to document such a quote. References not only add power to your argument, but they provide the reader the opportunity to learn more. It's a bad sign if most of the references in a paper come from only one source; this usually tells the instructor that the paper was written from one source and the other sources were just stuck in the bibliography to give the illusion of research.

Researching Your Paper: the library has a number of journals that you can search. The advantage of journal articles is that they are refereed. This means that a committee of the author's peers has passed judgment on the work, giving it at least some

legitimacy. They have inspected the author's statistical methodology, the soundness of his or her conclusions, and importance of the work itself. Take advantage of Inter-library loan. It takes about 10 days.

Sources: these should be journal articles (5) and they should be about the anthropology of food. There may be other sources such as from books in addition to the journal articles. Avoid publications that would obviously be biased. For example, a company that sells ginseng should not be the source about the medicinal uses of ginseng. There is just no way that they would be impartial.

Remember: "In God We Trust. All others must provide data."

Web Sites That Can Help You Get Started

<http://www.ilstu.edu/class/anth273-foodways>: look here first!

<http://www.cs.org>: also a good place to start, especially if you are interested in the issue of cultural survival

<http://afsnet.org/sections/foodways/digest.htm>

http://americanfold.com/directory/Food_and_Foodways/

<http://www.plimoth.org/sh-b-fd.htm>

<http://foodhistory.com/inklings.books/index.htm>

<http://kentuckyhistory.org/agencies/khs/outreach/folklife/festival/foodways.htm>

<http://www.cajunculture.com/Other/foodways.htm>

<http://www.newcastle.edu.au/department/so/socialappetite.htm>

For more web sites and articles, try doing a search on "North American Foodways" or "African American foodways," or whatever. The point is, there is a lot of material out there. You just have to look for it. *Research takes time. It's not something you should do at the last minute.*

SIMON FRASER UNIVERSITY
Latin American Studies Program

"Food and Hunger in Latin America"

LAS 403

Fall 2000

Prof. Gerardo Otero, off. A.Q. 5100, Tel. 291-4508, otero@sfu.ca, off hrs. Tue. 9-12 a.m.

COURSE CONTENT:

This course is designed to come to an understanding of how food and hunger are produced and how dietary patterns are shaped by social relations among people and countries. Hunger is a socially constructed phenomenon that results from society's structures of inequality. Inequality itself is pervasive and growing between and within countries of the North and the South. One of the key driving forces producing hunger, paradoxically, is the very technology that has been developed to produce food. In particular, the so-called "Green Revolution," launched in the 1970s as a purported solution to Third World hunger, resulted in further social and regional polarization . . . and increased hunger.

The course takes a global perspective. Therefore, we will explore the implications of modern, science-based, agriculture and food production for Latin American societies, from the rise of the modern agricultural paradigm in the United States; its export to Third World countries via the Green Revolution; how this substituted local dietary patterns based on local grains and cereals to meat, milk and wheat; the displacement of small peasant producers by large commercial producers; the emphasis on export-crops rather than domestic food-crops; the rise of transnational corporations (TNCs) in the agricultural inputs and food processing sectors; and the loss of genetic diversity and increased crop vulnerability to pests and diseases. Finally, the last part of the course studies the emergence of a new agricultural revolution, this time based on molecular biology and genetic engineering: the cluster of technologies popularly known as biotechnology.

FORMAT AND GRADING:

This will be a discussion class which will combine the active participation of students with weekly lectures by the professor and films. Considerable emphasis is placed on student writing as part of the learning process. Students will have the following written assignments: six "index cards" (one-page, double spaced) with a critical synthesis of required readings for each of six weeks of your choice; a review essay (three-four pages) on any four articles or book chapters from the required readings (from different authors); a one-page term-paper proposal; and a research term paper (10-12 pages). A class presentation is also required, based on a rough draft of the term paper (hand in written version). A final examination with two optional essay questions is designed to integrate the course material.

Active participation means contributing your **presence** and **thoughts** to weekly discussions. To do this effectively requires that one keep up with assigned readings, films and lectures, and that one come prepared to speak thoughtfully about these materials. Class attendance is merely a precondition for active participation. There will be no penalty for one absence throughout the semester, but anything beyond this will lower your mark, unless you have a proven emergency.

Research index cards (six, 30% or 5% each) are intended for students to think through the reading material, while developing their synthesis capacity. The one-page limit is strict. You should focus on the central theses of each article or book chapter under discussion (about two thirds of the page), and your analytical reactions to them (up to one-third). Note that a “synthesis” is not the same as a “summary”. The latter would try to capture the essence of the entire reading in a brief form; the synthesis only goes for the most substantial ideas or arguments of the reading. Your text should be between 225 and 275 words (i.e. one page maximum with a 12-points font, double spacing, and ample margins). Please observe the following restrictions on when to hand in each of the six index cards. Choose two reading from weeks 2 to 5 (each card must be from different weeks), a second pair from weeks 6 to 9, and a third pair of reading from weeks 10 to 13. Index cards are due on the day that the reading will be discussed at the **beginning** of class. Save paper, you don’t need a cover page, just make sure to write your name on the page and a brief reference to the reading you are reporting on (e.g. author’s name is usually sufficient). Late index cards will **not** be accepted.

The **review essay** (10%) is intended for students to think through two of the various key issues of the class in a comparative perspective. Please note that the “review” part of this assignment should be taken seriously: the essay should **engage** the issues under consideration, rather than just making a passing reference to them in order to make an argument of your own. Of course, you are also encouraged to make an original argument while discussing the issues, but one that allows you to dissect the readings in some detail along the most critical dimension(s) of the issues at hand. Each essay must focus on at least four required readings for sustained discussion in three to four pages (double-spaced, 12-point font). Students are encouraged to focus on analytical issues that will be useful for their term-paper research, where they can also use the review-essay material. In other words, your work could be used cumulatively if you plan and choose your topics ahead of time.

A **research term paper** is also required. This paper should give you the opportunity to further understand the required readings in this course (plus others of your choice) by linking one or more crucial issues to case study material from one or more Latin American countries. You can write a very theoretical paper, as long as it is informed by or linked to some historical evidence. Focusing primarily on the historical experience of a country is also a possibility, but a basic understanding of related analytical issues should be conveyed. Papers using comparative data on two or more countries are also welcome. You are required to hand in a one-page proposal stating and/or outlining your term paper's topic by **week 6**. An excellent outline would include a research question, your hypothesis

or thesis, or the main argument that you intend to defend, as well as some basic bibliography you plan to explore. A draft of the term paper will be presented in class in a "conference" setting at the end of the term. You will have a total of 15 minutes for both your presentation and questions and answers.

Please note that your written work can be cumulative. If you plan ahead of time, you can use some of your index cards to write your review essay. Then, you can use the review essay material to raise questions for your presentation and term paper. The key to this is good planning and discipline.

The final grade, then, will be made up of the following components: active participation, including attendance, 10%; six "index cards," 30%; one review essay, 10%; paper proposal, 5%; class presentation of first draft of term paper, 15%; research term paper, 30%.

REQUIRED READINGS (the following books plus a courseware package):

Pilcher, Jeffrey M. 1998. *¡Que vivan los tamales! Food and the Making of Mexican Identity*. Albuquerque, New Mexico: University of New Mexico Press.

Lappe, Frances Moore, Joseph Collins, Peter Rosset, with Luis Esparza. 1998. *World Hunger: Twelve Myths*. Second Edition. New York: Grove Press/Food First.

WEEKLY SCHEDULE AND ASSIGNED READINGS:

Week 1: Introduction

Week 2: Historical Origins of Food Regimes

Required Readings: Mintz; Super (in courseware reader)

Week 3: Food and Collective Identities in Mexico I

Required Readings: Pilcher, *¡Que Vivan los Tamales!* read through p. 76

Week 4: Food and Collective Identities in Mexico II

Required Readings: Pilcher, *¡Que Vivan los Tamales!* finish book.

Week 5: Hunger as a Global Phenomenon

Required Readings: Warnock; Uvin

Week 6: Myths about World Hunger

Required Readings: Lappé and Collins, *World Hunger*. . . read through ch. 7

Term paper outline due today!

Week 7: Testing the Food-First Hypothesis

Required Readings: Finish Lappé and Collins; Wei-Yuan Cheng

Week 8: Science, Technology and Food

Required Readings: Kloppenburg; Lewontin and Berlan

Week 9: Exporting the US Agricultural Model: The Green Revolution

Required Readings: Pearse; Sousa; Singer and Flinn; Cleaver

Week 10: Neoliberal Globalization and Food Security

Required Readings: Garcitua and Bello; Wimberley

Week 11: US Development Policy and the Political Economy of Food

Required Readings: Conroy, Murray and Rosset; Friedman; Appendini

Weeks 12: Biotechnological Revolution: Toward a New Technological Paradigm?

Required Readings: Otero; Boyens

Week 13: An End to Hunger: Resistance and Grassroots Initiatives

Required Readings: Barraclough; Kneen; Villagómez

Term Papers Due on the Thursday Following the Last Day of Class

Bibliography for LAS 403: Food and Hunger in Latin America

- Appendini, Kirsten. 1999. "From Where Have All the Flowers Come? Women Workers in Mexico's Non-Traditional Markets", in *Women Working the Nafta Food Chain*, Deborah Barndt, ed. Women's Issues Publishing Program. Toronto: Second Story Press.
- Barraclough, Solon L. 1991. *An End to Hunger? The Social Origins of Food Strategies*. A Report prepared for the United Nations Research Institute for Social Development and for the South Commission based on UNRISD research on food systems and society, London and New Jersey Zed Books Ltd.
- Boyens, Ingeborg. 1999. *Boosted Bovines: A Case Study*, in *Unnatural Harvest: How Corporate Science is Secretely Altering our Food*. Toronto: Doubleday Canada Limited.
- Cheng, Wei-Yuan., 1989. "Testing the Food-First Hypothesis: A Cross-National Study of Dependency, Sectoral Growth and Food Intake in Less Developed Countries." *World Development*. 17(1):17-27.
- Cleaver, Jr., Harry M. 1972. "The Contradictions of the Green Revolution", *Monthly Review*, 24(2):80-111, June.
- Conroy, Michael E., Murray, Douglas L, Rosset, Peter M. 1996. "Central America's Lost Decade and Nontraditional Agricultural Export Strategy", Chapter 1 in Michael E. Conroy, Douglas L. Murray, and Peter M. Rosset, eds. *A Cautionary Tale: Failed U.S. Development Policy in Central America*. Boulder: Lynne Rienner Publishers.
- de Sousa, Ivan S.F., Edward G. Singer, and William L. Flinn, 1985. *Sociopolitical Forces and Technology: Critical Reflections on the Green Revolution, Food, Politics and Society in Latin America*, Super and Wright, eds. *Food, Politics, and Society in Latin America*, Lincoln and London: University of Nebraska Press.
- Friedmann, Harriet. 1999. "Remaking 'Traditions': How We Eat, What We Eat and the Changing Political Economy of Food", in *Women Working the Nafta Food Chain*, Deborah Barndt, ed. Women's Issues Publishing Program. Toronto: Second Story Press.
- Gacitua, Estanislao A. and Rosario Bello. 1991. "Agricultural Exports, Food Production, and Food Security in Latin America", *Rural Sociology*. 56(3).
- Gerardo Otero. 1992. "Latin American Agriculture and Biotechnology in a Globalizing World Economy." Pp. 485-503 in *America and the Americas*. Jacques Zylberberg and Francois Demers, eds. Sainte-Foy: Les Presses de L'Université Laval.
- Kloppenburg, Jr. Jack Ralph, 1988. (Selected chapters). *First the Seed: The political economy of plant biotechnology, 1492-2000*, New York: Cambridge University Press.
- Kneen, Brewster. 1999. *Farmageddon: Food and the Culture of Biotechnology*, Gabriola Island, BC: New Society Publishers.
- Lewontin, R.C. and Jean-Pierre Berlan. 1986. "Technology, Research, and the Penetration of Capital: The Case of U.S. Agriculture", *Monthly Review*, 38(3). July-August.
- Mintz, Sidney W. 1986. *Sweetness and Power: The Place of Sugar in Modern History*, New York: Penguin Books.
- Pearse, Andrew. 1980. *Seeds of Plenty, Seeds of Want: Social and Economic Implications of the Green Revolution*. Oxford: Clarendon Press.

Super, John C. and Thomas C. Wright, eds. 1985. *Food, Politics, and Society in Latin America*, University of Nebraska Press, Lincoln and London

Uvin, Peter. 1994. *The International Organization of Hunger*, Kegan Paul International, A Publication of the Graduate Institute of International Studies, Geneva, London and New York.

Villagomez, Maria Dolores. 1999. "Grassroots Responses to Globalization: Mexican Rural and Urban Women's Collective Alternatives," in *Women Working the Nafta Food Chain*, Deborah Barndt, ed. Women's Issues Publishing Program, Toronto: Second Story Press.

Warnock, John W. 1987. *The Politics of Hunger: The Global Food System*. Methuen.

Wimberley, Dale W. 1991. "Transnational Corporate Investment and Food Consumption in the Third World: A Cross-National Analysis", *Rural Sociology*. 56(3).

HUNGER IN AMERICA : Community Studies

Janet Poppendieck

This course will provide an opportunity for an in-depth exploration of one of the most pressing problems facing our society. How is hunger defined and measured in our affluent society? Who is counting, and why? What are the costs of hunger, both to the individuals and families that experience it and to the larger community and society? What “causes” hunger amid so much food—and so much food waste, and what explanations dominate discussions of hunger? And how is our society responding to this problem—at the neighborhood, community, local, state and national levels?

In addition, this course will introduce you to the “Social Constructionist” perspective on social problems. How does an issue come to be defined as a social problem? How did hunger get on the public agenda, and what keeps it there? Who are the primary actors and organizations involved in this arena and what strategies do they typically employ? Are there other ways of defining the problem that might produce better solutions?

The course is divided into two parts, the “problem,” and the response.

COURSE REQUIREMENTS

1. This course requires 3-4 hours per week of fieldwork in a charitable food program, an anti-hunger organization, or a community food security project . (30 hours minimum for the quarter). The Community Studies Department can help you locate a placement that is accessible to you. Your field site will be the primary basis of your term paper.
2. There will be a mid term test after completion of Part 1, the problem. It is worth **25 %** of your final grade
3. You are required to adopt the web site of an anti-hunger organization or a food assistance program and monitor it throughout the term. A brief description and evaluation, together with an update later in the term, will contribute **5%** to your final grade.
4. There will be two brief written assignments that will serve as the basis for participation in a student panel discussion, one on the consequences of hunger, and one on a federal food assistance program. Each of these will count 15% of you final grade. [**30%** total]
5. Your final paper will integrate your observations of and reflections upon your field site with the reading in the second part of the course. It is worth **40 %** of your final grade.

6. Your class participation throughout the quarter, informed by careful reading of assignments, thoughtful observation of your field site, and regular monitoring of you web site, is essential to this course. An overall evaluation of your class participation will be factored into your final grade.

TEXTS (Required)

- Eisinger, Peter K. *Toward and End to Hunger in America*. Washington, D.C., Brookings Institution Press, 1998.
- Mittal, Anhurata and Peter Rosset, *America Needs Human Rights*. San Francisco, Food First Books (Institute for Food and Development Policy), 1999.
- Poppendieck, J.. *Sweet Charity? Emergency food and the End of Entitlement*. Penguin, 1999.
- Rossi, Peter. *Feeding the Poor: Assessing Federal Food Aid*. Washington DC, AEI Press, 1998.
- Schwartz-Nobel, Loretta. *Growing Up Empty: The Hunger Epidemic in America*. New York: Harper Collins, 2002.

COURSE OUTLINE AND ASSIGNMENTS

Part I: the Problem

Week #:

- 1 INTRODUCTION AND OVERVIEW. Read, Eisinger, *Toward and End to Hunger in America, 1*, Poppendieck, *Sweet Charity?* Introduction and Chapter 1, Mittal and Rosset, *America Needs Human Rights*, Introduction, Rossi, “Forward” and “Preface.”
THE SOCIAL CONSTRUCTION OF SOCIAL PROBLEMS. Read Herbert Blumer, “Social Problems as Collective Action;” Joel Best, “Preface” and “Typification and the Construction of Social Problems” in *Images of Issues: Typifying contemporary Social Problems; and* Janet Poppendieck, “Hunger in America: Typification and Response” in Maurer and Sobal, *Eating Agendas*. All in coursepack; read, *Sweet Charity?* 3. Eisinger, 6 and 7. **Select a website; write a brief description and evaluation.**
- 2 DEFINING AND MEASURING HUNGER. Read Eisinger, 2 and 3, *Sweet Charity*, 2 and review 3. Nestle and Guttmacher, “Hunger in the United States: Rationale, Methods and Policy Implication of State Hunger Surveys,” and Radimer, *et al*, “Understanding Hunger and Developing Indicators to Assess it in women and Children” (both from the January/February 1992 Supplement to the *Journal of Nutrition Education*, volume 24, # 1.); Executive Summary, Hamilton *et al*. *Household Food Security in the United States in 1995*. all in coursepack.
- 3 EXTENT AND DISTRIBUTION /Incidence and prevalence. (Who are the hungry?). Read, review Nestle and Guttmacher (above), Randy Albelda and Chris Tilly, Who’s Poor in America in Mittal and Rosset. **Report in data from**

- websites.** Access most recent Household Food Security Study on the web. In Class work with tables from Food Security documents.
- 4 COSTS AND CONSEQUENCES.(Feb 22) Examination of consequences of hunger throughout the life cycle. Read: Center on Hunger, Poverty and Nutrition Policy, "The Link Between Nutrition and Cognitive Development in Children." available on the web at www.centeronhunger.org ; Madeline Sigman-Grant and Carol B. Suter, "The Impact of Food Insecurity and Subsequent Undernutrition" [coursepack]. **Each student will be assigned to a particular stage of the human life cycle; student panel presentations will present material on the costs and consequences of hunger. Prepare a brief paper as a basis for your participation in the panel discussion.**
 - 5 CAUSES AND EXPLANATIONS. Conceptual and Political frameworks for explaining hunger. Read *America Needs Human Rights* (articles by Wilson, Rothenberg, Albelda and Tilly, Stevenson and Donovan, Browne and Sims, and Hug); Read J. Fitchen, "Hunger, Malnutrition and Poverty in the Contemporary United States" (on reserve); review *Sweet Charity?*, Chapter 2 .**MID TERM TEST.**

Part II: The Response

- 6 INTERVENTIONS. Overview of theoretically possible interventions. History of response to hunger in America. Development of Program Evaluation Criteria. Read Eisinger, Chapters 6, and 7, ; Review Poppendieck, "Hunger in America, Typification and Response" in Maurer and Sobal [coursepack];, Rossi, Chapters 1 and 2; Review Abelda And Tilly, "Why American Poverty Policies Don't Work" in Mittal and Rosset. **Students will choose one federal food assistance program for study and reporting.**
- 7 FEDERAL FOOD ASSISTANCE: FOOD STAMPS. Read Eisinger, 4, Rossi, 3; Rank and Hirschl, "The Food Stamp Program and Hunger: Constructing Three Different Claims" in Maurer and Sobal, coursepack.
- 8 CHILD NUTRITION AND OTHER TARGETED PROGRAMS.. **Student panel presentations** on school meals, WIC, Senior Meals, Child and Adult Care Feeding and Summer Meals. **Brief evaluation papers due.**
- 9 CHARITABLE FOOD PROGRAMS, Finish *Sweet Charity?*. Read Laura DeLind "Celebrating Hunger in Michigan" coursepack.. Student observations from field sites. **Website update due.**
- 10 WHERE DO WE GO FROM HERE? Read "Community Food Security"(Food First Backgrounder) (*America Needs Human Rights*, Part 4; The Medford Declaration to End Hunger in America in "Policy Statements" coursepack..

Review *Sweet Charity?*, conclusion. Reporting in from Students, websites. **Term Paper due in last class.**

Term Paper Assignment. A major portion of your grade will depend upon your final paper, an analysis and evaluation of your field site. You must draw upon the assigned reading and our class discussions to create an evaluative framework, and you must then apply this framework—or set of questions—to the agency or project in which you are volunteering. In order to facilitate writing this paper, I urge you to keep careful notes on each visit to your site, beginning with any exploratory visits you may make in order to select a site. Be alert and observant; use all five senses; write down what happens and record your own reactions. Collect pamphlets, brochures, fliers, and any other written materials produced by your organization. Ask if you may have copies of funding proposals; and schedule an interview with the director or other knowledgeable staff member to gather data on funding sources, organizational policies and the like. Your paper should include a description, an evaluation, and a discussion of your own learning.

SOC 325.38: HUNGER IN AMERICA

Mondays and Wednesdays, 4:10- 5:25, Room 411 Hunter West,

Instructor: Professor Janet Poppendieck

Offices: 1603 Hunter WEST

Office Hours, Mondays and Wednesdays 3:00-4:00 and by appointment

Phone: 772-5583 e-mail:jpoppend@hunter.cuny.edu

TEXTS (Required)

Eisinger, Peter K. *Toward and End to Hunger in America*. Washington, D.C.,
Brookings Institution Press, 1998.

Mittal, Anhurata and Peter Rosset, *America Needs Human Rights*. San Francisco, Food
First Books (Institute for Food and Development Policy), 1999.

Poppendieck, J.. *Sweet Charity? Emergency food and the End of Entitlement*. Penguin,
1999.

COURSE OUTLINE AND ASSIGNMENTS

Week of

Jan. 30 INTRODUCTION AND OVERVIEW. Read, Eisinger, *Toward and End to Hunger in America*, Chapter 1, Poppendieck, *Sweet Charity?* Introduction and Chapter 1, Mittal and Rosset, *America Needs Human Rights*, Introduction, Explore web sites. Begin Thinking About Term Paper!

Feb.4 THE SOCIAL CONSTRUCTION OF SOCIAL PROBLEMS.
Herbert Blumer, "Social Problems as Collective Action," [Handout], and Janet Poppendieck, "Hunger in America: Typification and Response" in Maurer and Sobal, *Eating Agendas*. [on reserve], *Sweet Charity?* 3. Eisinger, 6 and 7. Work Group assignment # 1: adopt-a web site.

Feb. 11 DEFINING HUNGER. Read Eisinger, 2; Review *Sweet Charity*, 3. Continue work group reporting. **One page description of field site due Feb 13.**

Feb 18 **No class on Feb 18; Feb 20, classes meet on Monday schedule**
COSTS AND CONSEQUENCES. Examination of consequences of hunger throughout the life cycle. Read: Center on Hunger and Poverty, "The Link Between Nutrition and Cognitive Development in Children." [available on reserve or on the web at www.centeronhunger.org/pubs/cognition.html], Madeline Sigman-Grant and Carol B. Suter, "The Impact of Food Insecurity and Subsequent Undernutrition" [Reserve]. Work Group assignment #2.

- Feb. 25 MEASURING HUNGER. Read Eisinger, 3, Nestle and Guttmacher, “Hunger in the United States: Rationale, Methods and Policy Implication of State Hunger Surveys,” and Radimer, *et al*, “Understanding Hunger and Developing Indicators to Assess it in women and Children” (both from the January/February 1992 Supplement to the *Journal of Nutrition Education*, volume 24, # 1.on reserve) Read *Sweet Charity*, 2. Executive Summary, Hamilton *et al. Household Food Security in the United States in 1995. [on reserve] term paper topic due.*
- March 4 EXTENT AND DISTRIBUTION /Incidence and prevalence. (Who are the hungry?). Read, review Nestle and Guttmacher (above), Randy Albelda and Chris Tilly, Who’s Poor in America in Mittal and Rosset. **Report in data from web sites.** Work Group Assignment # 3.
- March 11 CAUSES AND EXPLANATIONS. Conceptual and Political frameworks for explaining hunger. Read *America Needs Human Rights* (articles by Wilson, Rothenberg, Albelda and Tilly, Stevenson and Donovan, Browne and Sims, and Hug); Read J. Fitchen, “Hunger, Malnutrition and Poverty in the Contemporary United States” (on reserve); review *Sweet Charity?*, Chapter 2.
- March 18 **MID TERM TEST.**
(March 20) INTERVENTIONS. Overview of theoretically possible interventions. History of response to hunger in America.. Review Poppendieck, “Hunger in America, Typification and Response” in Maurer and Sobal;, Rossi, Chapters 1 and 2; Review Abelda And Tilly, “Why American Poverty Policies Don’t Work” in Mittal and Rosset.
- March 25-31 **SPRING BREAK: NO CLASSES.**
- April 1 FEDERAL FOOD ASSISTANCE: EVALUATION CRITERIA .lecture
FOOD STAMPS: Read Eisinger, ch. 4, Rank and Hirschl, “The Food Stamp Program and Hunger: Constructing Three Different Claims” in Maurer and Sobal, (on reserve.) Begin work group assignment 4.
- April 8 FOOD STAMPS: work groups 1 & 2 report.
- April 15 CHILD NUTRITION AND OTHER TARGETED PROGRAMS. Read Eisinger, Chapter 5; Work Groups 3, 4, 5, & 6 report.
- April 22 CHARITABLE FOOD PROGRAMS, Finish *Sweet Charity?*. Student observations of field sites.
- April 29 FOOD BANKING AND FOOD RESCUE. **Term Paper due Wed. May 1.**
Work Group Assignment 5.

May 6 COMMUNITY FOOD SECURITY. Read Andrew Fisher, “Community Food Security: A Promising Alternative to the Global Food System” in Andrew Kimbrell, ed. *Fatal Harvest* (On Reserve). Guest Speaker.

May 13 WHERE DO WE GO FROM HERE?
Read *America Needs Human Rights*, Part 4; The Medford Declaration to End Hunger in America in “Policy Statements” Handout. Review *Sweet Charity?*, conclusion.

ASSIGNMENTS

1. Field work. As noted in the catalogue, this course requires approximately 3 hours per week of “experiential learning.” You must find an organization that is trying to do something about hunger in America. It may be a soup kitchen or food pantry or senior dinner program or children’s program that is feeding hungry people directly or distributing food. It may be the Food for Survival Food Bank or City Harvest, organizations that collect food and distribute it to emergency food providers. It may be an advocacy organization, like the New York City Coalition Against Hunger or the Hunger Action Network of New York State, that is trying to influence public policy concerning poverty and hunger. It may be a student organization like the NYPIRG Hunger and Homelessness Project. With explicit approval from me, you may create your own project. You may spread the work out across the semester, or you may work in a concentrated way on a campaign or food drive, but in either case, you must keep track of your hours. Figuring that it will take you a week or two to find a place to volunteer, you should aim for a minimum of 35 hours. If you have special talents or skills, that you would like to contribute, or special interests you want to pursue, see me. Attached is a list with some addresses, phone numbers, and web sites that should help you get started, but there are at least 1000 charitable food programs in New York City, so with a little effort and ingenuity, you should be able to find one in your own neighborhood. I have a directory that shows hours of service, so come see me if you need assistance. **A one page description of your field work site is due Feb. 13.**

2. Term Paper. For your term paper, you should select some sort of intervention— a program, or a strategy or an organization that is trying to do something about hunger. You may use your field site as the basis for your term paper, but you are not required to do so. Papers should explain how and why the program was created, identify the program’s target group, discuss any explanations for hunger explicit or implicit in the program’s design, explore the role of activist organizations (if any) in the establishment, maintenance, expansion or revision of the program, and conclude with an assessment of its effectiveness in meeting its goals. **Students should pick a topic early in the term and discuss it with the instructor. A topic statement is due on Feb 27.** Explain what you propose to study, and why. Use your imagination; pick a topic that really interests you. Are you a potter or sculptor? Write a paper on the Empty Bowls Project. Are you a chef? How about a paper on the Taste-of-the-Nation fund-raisers sponsored by Share Our Strength? Do you want to be an elementary school teacher or child psychologist? How about a paper on the charitable anti-hunger activities of children? Are you bothered by food waste—how about writing a paper about food rescue activities on college campuses—and starting some here at Hunter. All of these papers are expected to build upon but go well beyond the relevant assigned reading for class—that is, they should show mastery of the assigned reading and incorporate research to extend and expand upon it. The attached bibliography and list of web sites will help you get started. **This paper accounts for 40% of your final grade.**

Mid term, in class, March 18; **Final Exam**, Thurs. May 23, 4:00-6:00pm. Each worth

30%.

In general, active class participation, and active participation in your work group, informed by careful prior reading of the assignments, is expected. Remember that the assigned reading must be reflected in your papers as well as your exams. Your performance within your work group will be evaluated by our peers and factored into your final grade as +, , or -.

USEFUL WEB ADDRESSES

Hunger web sites <http://www.>

bread.org [Bread for the World]

cbbp.org [Center for Budget and Policy Priorities]

ctrforpovertysolutions.org [Center for Poverty Solutions]

centeronhunger.org [Center on Hunger and Poverty, Brandeis University]

endhunger.com [End Hunger Network]

foodfirst.org [Food First: the Institute for Food and Development Policy]

frac.org [Food Research and Action Center]

hungercenter.org [Congressional Hunger Center]

secondharvest.org [America's Second Harvest]

strength.org [Share Our Strength]

worldhungeryear.org [WHY: World Hunger Year]

Related web sites: <http://www>

action.org [RESULTS]

asfsa.org/ [American School Food Service Association]

cacfpforum.org/ [National Child and Adult Care Food Program Forum]

childrensdefense.org/ [Children's Defense Fund]

chn.org/ [Coalition on Human Needs]

clasp.org [Center for Law and Social Policy]

epinet.org [Economic Policy institute]

familiesusa.org [Families USA]

frca.org [Family Resource Coalition of America]

iwpr.org [Institute for Women's Policy Research]

urban.org [Urban Institute]

wicdirectors.org/ [National Association of WIC directors]

ers.usda.gov/briefing/FoodSecurity/ [Domestic Food Security and Hunger Briefing Room]
fns.usda.gov [Food and Nutrition Service]
fns.usda.gov/wic [WIC Program/ WIC Farmers Market Coupon Program]
fns.usda.gov/fsec/ [USDA's Food Security Resources]
fns.usda.gov/fsp [Food Stamp Program]
fns.usda.gov/cnd [Child Nutrition Programs]

Bibliography

A. Hunger and Food Assistance:

Bread for the World Institute. 1993. Hunger 1994: Transforming the Politics of Hunger. Fourth Annual Report on the State of World Hunger. Silver Spring, MD. Annual Reports for other years are also valuable, but this one is particularly useful for understanding hunger in the United States.

Buchanan, Allen. 1996. "Charity, Justice and the Idea of Moral Progress," in J.B. Schneewind, ed., Giving: Western Ideas of Philanthropy. Bloomington, Indiana University Press.

Cohen, Barbara, and Martha Burt. Eliminating Hunger : Food Security Policy for the 1990's. Washington, D.C.: The Urban Institute, 1989.

Edelman, Peter. 1997. "The Worst Thing Bill Clinton Has Done," Atlantic Monthly March, 1997.

Glasser, Irene. 1988. More Than Bread: the Ethnography of a Soup Kitchen. Tuscaloosa: U. of Alabama Press.

Hamilton, William H. and others, 1997. *Household Food Security in the United States in 1995*, Summary Report of the Food Security Measurement Project (Washington, D.C.: Office of Analysis and Evaluation, Food and Consumer Service, United States Department of Agriculture.

Johnson, Kemba. 1999. "Stamps of Disapproval." City Limits, Volume 24, Number 4, April 1999.

Kelly, Gayle, Barbara Rauschenbach, and Cathy Campbell, Private Food Assistance in New York State: Challenges for the 1990's. Ithaca NY: Cornell University, 1989.

Kotz, Nick. 1969. Let Them Eat Promises: The Politics of Hunger in America. Englewood Cliffs, NJ: Prentice-Hall.

- Lipsky, Michael, and Marc Thibodeau. 1988. "Feeding the Hungry with Surplus Commodities" Political Science Quarterly 103(2):223-244.
- Lipsky, Michael and Steven Smith. 1989. "When Social Problems are Treated as Emergencies," The Social Service Review 63(1):5-25.
- Maney, Ardith L. 1989. Still Hungry After All These Years: Food Assistance Policy From Kennedy to Reagan. Westport, CN: Greenwood Press.
- Nestle, Marion and Sally Guttmacher. 1992 "Hunger in the United States: Rationale, Methods, and Policy Implications of State Hunger Surveys." Journal of Nutrition Education. 24(1): 18s-22s.
- Poppendieck, Janet. 1995. "Hunger in America: Typification and Response." in Donna Maurer and Jeffery Sobal, eds, Eating Agendas: Food and Nutrition as Social Problems. New York, Aldine De Gruyter.
- Riches, Graham. 1997. First World Hunger: Food Security and Welfare Politics. London, Macmillan Press LTD.
- Rossi, Peter. 1998 Feeding the Poor: Assessing Federal Food Aid. Washington DC, AEI Press,
- United States Conference of Mayors, 1999. "Summary: A Status Report on Hunger and Homelessness in American Cities–1998." (Summary on internet at <http://www.usmayors.org>.)
- United States General Accounting Office, July 2, 1999. Food Stamp Program: Various Factors Have Led to Declining Participation. Washington, D.C.:GAO
- B. Poverty and Welfare.**
- Abramovitz, Mimi. 1996. Under Attack, Fighting Back: Women and Welfare in the United States. New York: Monthly Review Press.
- Albelda, Randy and Ann Withorn, 2002. Lost Ground: Welfare Reform, Poverty and Beyond. Cambridge, South End Press.
- Collins, Sheila. 1996. Let Them Eat Ketchup! The Politics of Poverty and Inequality. New York: Monthly Review Press.
- Dodson, Lisa. 1999. Don't Call Us Out of Name: The Untold Lives of Women and girls in Poor America. Boston: Beacon Press.
- Sidel, Ruth, 1998. Keeping Women and Children Last: America's War on the Poor. New York: Penguin.

C. Charity and Volunteering.

Allahyari, Rebecca Anne.2000. Visions of Charity: Volunteer Workers and Moral Community. Berkeley: University of California Press.

Coles, Robert.1993. The Call of Service. Boston, Houghton Mifflin,.

Wuthnow, Robert. 1991. Acts of Compassion. Princeton, NJ: Princeton University Press.

WINTER 1999
Wayne State University
Geography and Urban Planning
UP6400: PLANNING FOR COMMUNITY FOOD SYSTEMS
3 credits
Wednesdays, 5:30 to 8:20 PM, 331 State Hall

Instructor: Professor Kami Pothukuchi
Tel: (313) 577-4296, k.pothukuchi@wayne.edu
(please use e-mail if possible; e-mails will have quicker response time)
Office hours: Thursdays, 1-2:30 PM, or by appointment (appointments encouraged)
Snow emergency: Please call 577-2701 for information on classes during days when snowfall exceeds 4 inches.

Course objectives

This course is designed to allow students to

- Gain an overview of the food system and major policy issues addressing the connections among food system issues and between food and other community systems
- Address questions related to hunger and food insecurity in urban areas
- Understand the problems and opportunities related to food issues in inner-cities
- Learn more about community food security, and community-based planning initiatives that provide a systematic focus on food security

Course Description

Systematic discussions of food systems from a community planning perspective are rare in both academic planning programs and professional planning agencies. This relative absence of a basic urban issue on planners' agendas is being addressed by an active national coalition of organizations working in anti-hunger, sustainable agriculture, and community food security movements. This course is one of a handful of such urban planning courses in the country on community food issues! It will address food systems issues from a planning and local policy perspective; typically food system issues are addressed under the rubrics of hunger-prevention or nutrition—both important national policy issues. It will study the linkages among food system issues and between food and other community systems; provide an overview of the basic problems in the dominant food system; understand the special problems inner-cities face in the food system and the opportunities they offer; and study the initiatives in various communities to define and operationalize community food security goals and provide a comprehensive focus on community food system issues. This course will feature lectures—including guests discussing local food policy issues, audio-visual presentations, hands-on research and policy analysis projects on local issues, and classroom discussions.

Course grade

Course grade will consist of:

Classroom participation	10%
3 Projects	60%
Final presentation	20%

Course Readings

All required readings are assembled in a course reader. Details about the reader will be provided in class. Additionally, students are strongly urged (not required) to purchase the following book:

Eisinger, Peter K. 1998. Toward an End to Hunger in America.
Washington DC: Brookings Institution.

WINTER 1999
Wayne State University
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(please use e-mail if possible; e-mails will have quicker response time)
Office hours: Friday, 1-2:30 PM, or by appointment

READING ASSIGNMENTS

Note:

1. The inclusion of readings in the reader is not necessarily an endorsement of the views/comments they contain. Students are urged to read critically.
2. Readings that are preceded by an asterisk (*) are in the public domain, or otherwise legally available for educational use. There is no need to obtain copyright permission for these.

The food system in the United States: an overview

- Senauer, B., Asp, E., and Kinsey, J. 1991. "The Food Industry: An overview and implications of Consumer Trends" in Food Trends and the Changing Consumer. St. Paul, MN: Eagan Press. pp. 269-311.
- Hallberg, M. and Henderson, D. 1994. "Structure of Food and Agricultural Sector", in Hallberg, Spitze, and Ray, eds., Food, Agriculture, and Rural Policy into the Twenty-First Century: Issues and Tradeoffs. Boulder, CO: Westview Press. pp. 55-73.

Urban food retail

- Kinsey, J. et. al. 1996. Changes in Retail Food Delivery: Signals for Producers, Processors and Distributors. University of Minnesota: The Retail Food Industry Center (Working Paper 96-03). pp.1-17.
- *Cotterill, R. 1992. The changing structure and performance of the food distribution system: Implications for Low income urban consumers. From: The US House of Representatives, Select Committee on Hunger, The Urban Grocery Gap. Washington DC: US GPO, pp. 80-113.
- MacDonald, J and PE Nelson. 1991. Do the poor still pay more? Food price variations in large metropolitan areas. Journal of Urban Economics, 30: 344-59.

Hunger and Food Insecurity: Conceptual and Policy Issues

- Senauer, B., Asp, E., and Kinsey, J. 1991. "The Forgotten Poor and Their Food Problems" in Food Trends and the Changing Consumer. St. Paul, MN: Eagan Press. pp. 269-311.
- Eisinger, P. K. 1998. Toward an End to Hunger. Washington DC: Brookings Institution Press. Chapters 1,2,3: pp. 1-35.
- *Olson, C. et. al. "Measuring the Relevance of Hunger and Food Insecurity in Communities: Principles and methods." In Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook

for Public Issues Education. U.S, Department of Agriculture.pp. 41-48 and 141-142.

Nutrition and Health

- Sigman-Grant, M. and Suter, C. 1994. "The Impact of Food Insecurity and Subsequent Undernutrition" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 63-73..
- Brown, J.L. and Pollett E. 1996. "Malnutrition, Poverty and Intellectual Development". Scientific American, February, pp 38-43.
- *Center on Hunger, Poverty and Nutrition Policy. 1995. Statement on The Link Between Nutrition and Cognitive Development in Children. Tufts University School of Nutrition. pp. 1-16.

Household food status and decisions

- *USDA 1998. Nutrition insights. Washington DC: USDA Center for Nutrition Policy and Promotion. (7: The diet quality of Americans; 9: Report card on the diet quality of children; 6: Report card on the diet quality of African Americans.) Total 6pp.
- *USDA 1997. Understanding the Food Choices of Low income Families (Summary of Findings). Washington DC: USDA Office of Analysis and Evaluation. 9 pages.
- Dobson, B. et. al. 1994. Diet, Choice and Poverty: Social, Cultural and Nutritional Aspects of Food Consumption Among Low-Income Families. London, England: Family Policy Studies Centre. 36pp.

Sustainable Food Systems

- Gussow, J. 1991. Chicken Little, Tomato Sauce and Agriculture: Who Will Produce Tomorrow's Food?". New York City: The Bootstrap Press, Chapter 7, "Getting From Here to Where We Need to Be." pp. 83-116.
- *Hendrickson, J. et. al. 1995. Regional Food Systems Research: Needs, Priorities and Recommendations. UW-Madison Center for Integrated Agriculture Systems. pp. 1-11 and 22- 23.
- Kloppenber, J., Hendrickson, J. and Stevenson, G. "Coming In to the Foodshed". Agriculture and Human Values, 13 (1) Winter: 1-10.

Community Food Security

- Cook, C. and Rodgers, J. 1996. "Community Food Security: A Growing Movement". Pesticide Campaigner, 6(3 and 8-11.
- *Fisher, A. and Gottlieb, R. 1995. Community Food Security: Policies for a More Sustainable Food System in the Context of the 1995 Farm Bill and Beyond. UCLA Lewis Center for Regional Policy Studies, Working Paper No.11. pp. 1-47.
- *Clancy, K. and Wilkins, J. 1994. "Creating Communities That Are Food Secure" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 87-90.
- *UCLA Planning Program. 1993. Seeds of Change: strategies for Food Security for the Inner City: Executive Summary 7pp.

Cities that provide a focus on food systems

- MacRae, R. 1994. "So Why is the City of Toronto Concerned About Food and Agricultural Policy? A Short History of the Toronto Food Policy Council". C&A Bulletin v. 50 Winter, pp15-18.
- *Winne, M. 1994. "The Hartford Food System" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 91-96.
- *Interagency Working Group. 1982. Proposal for a Food Policy Council for the City of Knoxville, TN. Knoxville, TN: Interagency working group, composed of representatives from: Community Action Committee, Department of Community and Economic Development, and Metropolitan Planning Commission. This package also includes a 1996 report from the annual retreat of the Food Policy Council reflecting on the implications of recent developments in food systems for FPC work. Total:
- *St. Paul-Ramsey County Food and Nutrition Commission. 1995. Mission Statement. 2pp.

Planning for community food systems

- *Lyons, L. and Drake, L. 1994. "Community Food Security Assessment" in Liedenfrost and Wilkins, eds., Food Security in the United States: A Guidebook for Public Issues Education. U.S, Department of Agriculture. pp. 57-60.
- *Pothukuchi K. and J. L. Kaufman, forthcoming. Placing the food system on the urban agenda: the role of municipal institutions. Agriculture and Human Values.
- Ferguson, B, and Barbara Abell. The urban grocery store gap. Commentary, Winter: 6-14.

Community Studies

- *Hunger Action Coalition of Michigan. 1998. Food Security Status: A pilot study in a Detroit neighborhood. Detroit: Hunger Action Coalition. Pp. 3-19.
- *Sustainable Food Center. 1996. Access Denied: An analysis of the problems facing East Austin residents in their attempts to obtain affordable nutritious food. Austin: Sustainable Food Center.
- *University of Wisconsin-Madison, Department of Urban and Regional Planning. 1997. Fertile Ground: Report of the Madison/Dane County Food System. Madison: University of Wisconsin-Madison, Department of Urban and Regional Planning.

Note: I will devote one session—and two, if there is sufficient interest—on important international food systems issues, including national and local food security planning, hunger and famines, genetic engineering of crops, and the loss of subsistence farming. Readings and material will be assigned based on a discussion with students on topics and regions of interest.

Department of Nutrition and Food Studies
New York University
Spring 2003
Mondays 11:00– 12:45 p.m.

Yael Raviv
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Office hours by appointment:
Tel. (917) 533 -3834

E33.1204.01 Food in the Arts: Performance Art

Course Description:

This course will examine the affinity between food and the idea of performance, and the use of food in live performance – mostly in theater and performance art. We will analyze specific performances to understand the relationship between food and art, and the many variations in the ways artists may incorporate food into their performances or be inspired by it. We will also explore briefly extreme cases of food *as* performance. The class will read performance texts, watch video documentation of live performances, and go to see performances and visit appropriate sites. The majority of discussions will revolve around the analysis of actual performances and artist's work.

Assignments:

Each student will write and present a 2-3-page comment on one of the readings or performances throughout the course (40% of final grade with class participation). The final project will not be a written paper but a performance that can be composed in a group of up to three students, or a cooked “performative” dish. Details will be discussed in class (60% of final grade).

Readings:

Required reading: “On Cooking” issue of Performance Research, Vol. 4, No. 1, Spring 1999, edited by Richard Gough. It can be purchased at the Department's office.

Course packet can be purchased at Unique Copy on Green Street

Schedule:

January 27: Introduction
Reading in class from The Futurist Cookbook by Marinetti, S. Brill trans. (San Francisco: Bedford Arts, 1989).

February 3: Food and performance:

Reading: "Playing to the Senses: Food as a Performance Medium" by Barbara Kirshenblatt-Gimblett, in Performance Research, Vol. 4, No. 1, Spring 1999 -- "On Cooking," Richard Gough ed.

See *PS5 Cookbook* on the Web <http://www.aber.ac.uk/~cprwww/cookbook/>

February 10: Bobby Baker

Readings:

"On Cooking the Sunday Dinner" by Bobby Baker, and "Risk in Intimacy: an Interview with Bobby Baker" by Adrian Heathfield in Performance Research, Vol. 4, No. 1, Spring 1999 "On Cooking," Richard Gough ed.

February 17: President's Day – no class

February 24: Harley Spiller (guest) – Chinese Takeout Menus

Reading:

"Dining, Drinking and Dancing in the Lion's Den: Chinese-American Restaurant-Nightclubs in the 1940s San-Francisco" by Harley Spiller (will be handed-out in class)

* Visit to The Museum of the Chinese in the Americas, 70 Mulberry St. @ Bayard, "Chinese-American Nightclub" exhibit – to be scheduled.

March 3: Karen Finley

Readings:

"Unspeakable Practices, Unnatural Acts: the Taboo Art of Karen Finley" by C. Carr and "'Telling the Awfullest Truth: an interview with Karen Finley" by C. Carr in Acting Out: Feminist Performances, L. Hart and P. Phelan eds. (Ann Arbor: Michigan University Press, 1993).

"The Constant State of Desire" by Karen Finley in Out from Under: texts by women performance artists. L. Champagne ed. (New York: Theater Communications Group, 1990).

March 10: Martha Rosler

Reading:

"Feeding the Audience: Food, Feminism, and Performance Art" by Deborah R. Geis in Eating Culture. R. Scapp and B. Seitz, eds. (New York: State University of New York Press, 1998).

Performance in class of "Fear of Dining and Dining Conversation" by Ellen Zweig (in "Food and Art" Linda Montano ed., High Performance Vol. 4, No.4, Winter 1981-2).

- March 17: Spring Break
- March 24: Alicia Rios
 Readings:
 “Alicia Rios: Tailor of the Body’s Interior” an interview by B. Kirshenblatt-Gimblett. In TDR Vol. 41, No. 2 (T154), Summer 1997.
- “A Temperate Menue” by Alicia Rios, in Performance Research, Vol. 4, No. 1, Spring 1999 “On Cooking,” Richard Gough ed.
- “Sleeping with Cake and other affairs of the heart” by Diane Borsato in TDR, Vol. 45, No. 1 (T169), Spring 2001.
- March 31: Video installations:
 Michael Waugh – “Y2Cake: The Millennial Projection “
 Paul Granjon – “Z Food in NY”
 Reading:
 “The Radiophonic Cookbook” by Alexandra Keller in Taste Nostalgia. Allen S. Weiss ed. Lusitania (9), 1997.

- April 7: Fast Forward (guest) – “Feeding Frenzy”
- April 14: Food Styling
 Reading:
 “Introduction” in Food Shots: Pro-Lighting by R Hicks and F. Schultz, (NY: Rotovision, 1994).
- “Ornamental Cookery” by Roland Barthes in Mythologies. A. Lavers trans.(New York: Hill and Wang, 1972).
- April 21: Television
 Julia Child’s *The French Chef*, *Martha Stewart Living*, *Emeril Live*, *The Iron Chef*.
 Reading:
 “Julia and Me” by Nancy Cobb in Gastronomica Vol. 1, No. 4, Fall 2001.
- *Visit to TV Food Network – to be scheduled.
- April 28: Student’s presentations and discussion.
- May 5: Student’s presentations and discussion.

Additional (optional) Readings:

Baldwyn, Lucy, "Blending In: The Immaterial Art of Bobby Baker's Culinary Events." TDR Vol. 40, No. 4 (T152), Winter 1996.

Barthess, Roland "Toward a Psychosociology of Contemporary Food Consumption," Food and Culture. C. Counihan and P. Van Esterik eds. New York and London: Routledge, 1997.

Epstein, Marcy J., "Consuming Performances: Eating Acts and Feminist Embodiment" TDR Vol. 40, No. 4 (T152), Winter 1996.

Banes, Sally, "Olfactory Performances," TDR Vol. 45, No. 1 (T169), Spring 2001.

Montano, Linda ed., "Food and Art," High Performance Vol. 4, No.4, Winter 1981-2.

Marinetti, The Futurist Cookbook, S. Brill trans. San Francisco: Bedford Arts, 1989.

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Brentano, R. and Georgia O. curators, Outside the Frame: Performance and the Object – A Survey History of Performance Art in the USA Since 1950. Cleveland Center for Contemporary Art, 1994.

Carlson, Marvin, Performance: a Critical Introduction. London and New York: Routledge, 1996.

Sayre, Henry M., The Object of Performance: the American Avant-Garde since 1970. Chicago: University of Chicago Press, 1989.

Department of Nutrition and Food Studies
New York University
Fall 2001
Wednesdays 6:45 – 8:25 p.m.

Yael Raviv
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Tel. (212) 242-7056

E33.2019.01 -- International Cuisine

Course Description:

This course will examine several different cuisines, concentrating on the various elements that effected their development such as geography, climate, and culture. We will further examine how these cuisines influenced current food habits in the US and how they were changed in return by immigration to North America and the encounter with American food habits. We will concentrate in class on a few “case studies” which we will analyze in detail through reading of scholarly work and cookbooks, field trips, and work in the kitchen. In their research papers for this course students will apply the same methods to the study of cuisines that were not discussed in class.

Assignments:

Research Paper:

Students are required to write a 10-15-page research paper examining a cuisine that had not been discussed in class. A two-page project proposal is due October 24th. Sources for the projects should include scholarly work in addition to cookbooks and popular writing. Papers are due December 19th.

A 10-minute presentation on the projects will be made in class on December 12th. The paper and presentation will make up 60% of the final grade.

Kitchen Workshop:

The class will divide into five groups. Each group will be responsible for researching and preparing sample/s for one of the case studies discussed in class (students will be referred to sources of ingredients in NYC and encouraged to visit them). The workshop will make up 20% of final grade.

Mini-presentation and paper:

Each student will prepare a 2-3 page paper and short presentation on one of the readings throughout the course. This mini-paper will make up 20% of final grade.

Readings:

Books are available at NYU Bookstore. A course packet is available at Unique Copy, 252 Greene Street. Some of the readings (marked **) will be handed out in

class.

Schedule:

September 5: Introduction

September 12: China -- A Unified National Cuisine?

Readings: Chang, K.C. ed. Food in Chinese Culture. New Haven: Yale University Press, 1977, "Introduction" pp. 3-21.

Anderson E.N. The Food of China. New Haven: Yale University Press, 1977, "Some Basic Cooking Strategies" pp. 182-193, and "Regions and Locals" pp.194-228.

Recommended: Simoons, F. J. Food in China: a Cultural and Historical Inquiry. Boca Raton, FL: CRC Press, Inc., 1991.

September 19: China (cont.)

Reading: Geok-lin Lim, Shirley "Boiled Chicken Feet and Hundred Year Old Eggs: Poor Chinese Feasting" in Through the Kitchen Window, A. Voski Avakian ed. Boston: Beacon Place, 1997.

Bell, David and Valentine, Gill, Consuming Geographies. London: Routledge, 1997, pp. 149-161.

Recommended: Bladholm, Linda, The Asian Grocery Store Demystified. Los Angeles: Renaissance Books, 1999.

Fieldtrip to Chinatown – will be scheduled in class

September 26: Yom Kippur -- Class cancelled

October 3: Middle East -- Nationalism

Readings: Zubaida, Sami, "National, Communal and Global Dimensions in Middle Eastern Food Cultures," in Culinary Cultures of the Middle East Sami Zubaida and Richard Tapper eds. London and New York: I.B. Tauris, 1994.
(Reprinted in 2000 as A Taste of Thyme: Culinary Cultures of the Middle East)

Bell, David and Valentine, Gill, Consuming Geographies. London: Routledge, 1997, pp. 167-183.

Yael Raviv, "The Hebrew Banana" excerpt from dissertation Recipe for a Nation: Cuisine, Jewish Nationalism, and the Israeli State. **

Recommended: Appadurai, Arjun. "How to Make a National Cuisine: Cookbooks in Contemporary India" Comparative Studies in Society and History 30, No. 1 (1988): 3-24.

October 10: Rice – across cultures

Readings: Zubaida Sami, "Rice in Culinary Cultures of the Middle East," in Culinary Cultures of the Middle East Sami Zubaida and Richard Tapper eds. London and New York: I.B. Tauris, 1994.

Ohnuki-Tierney, Emiko Rice as Self: Japanese Identities Through Time. Princeton, NJ: Princeton University Press, 1993.

Dash, Julia "Rice Culture" in Through the Kitchen Window. A. Voski Avakian ed. Boston: Beacon Place, 1997.

Recommended: Owen, Sri. The Rice Book. NY: St. Martin's Griffin, 1993.

Hess, Karen "The Carolina Rice Kitchen: the African Connection." Columbia, SC: University of South Carolina Press, 1992.

Carney, Judith E. "Black Rice: the African Origin of Rice Cultivation in the Americas." Cambridge: Harvard University Press, 2001.

October 17: France -- Influence on Western Cuisine

Readings: Barthes, Roland "Wine and Milk" and "Steak and chips" in Mythologies. A. Lavers trans., New York: Hill and Wang, 1972.

Trubek, Amy B., Haute Cuisine: How the French Invented the Culinary Profession. Philadelphia: University of Pennsylvania Press, 2000, "The Cuisine" pp. 11-30, and "Epilogue" pp. 128-134.

Gopnik, Adam "The Politics of Food" in The New Yorker, April 28 and May 5, 1997.

- Recommended: Wheaton, Barbara, Savoring the Past: the French Kitchen and Table from 1300 to 1789. Philadelphia: University of Pennsylvania Press, 1983.
- Mennell, Stephen. All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present. Chicago: University of Illinois Press, 1996.
- October 24: Cheese – Guest speaker Robert Kaufelt of Murray’s Cheese Shop
- Reading: Mahias, Marie-Claude “Milk and its Transmutations in Indian Society” Food and Foodways, Vol. 2, 1988, pp. 265-288.
- Project proposals due.**
- October 31: Japan -- Aesthetics
- Readings: Pemberton, Robert W., “Japanese Food as Art and Symbol: Evidence from Inedible Leaf Garnishes” in Petits Propos Culinaires, no. 63, December 1999.
- Ashkenazi, Michael and Jacob, Jeanne, The Essence of Japanese Cuisine: an Essay on Food and Culture. Philadelphia: University of Pennsylvania Press, 2000, “Aesthetics in the World of Japanese Food” pp. 139-165.
- Barthes, Roland “Chopsticks” and “Food Decentered” in Empire of Signs R. Howard trans., New York: Hill and Wang, 1982.
- Recommended: see *Tampopo*.
- November 7: Fieldtrip -- Japanese tea ceremony
- Readings: Tetsuzo, Tanikawa. "The Esthetics of Chanoyu, Part I," Chanoyu Quarterly, no. 23 (1980): 37-47.
- Sen, Soshitsu. Chado: The Japanese Way of Tea. Tokyo: Weatherhill, 1997, pp. 118-129, 166-182.**
- November 14: More on Tea + Mexico -- Outside influences
- Reading: Hazan, Haim “Holding Time Still with Cups of Tea” in Constructive Drinking: Perspectives on Drink from Anthropology. Mary Douglas ed., Cambridge: Cambridge University Press, 1987.

Pilcher, Jeffrey M. Que Vivan Los Tamales: Food and the Making of Mexican Identity. Albuquerque: University of New Mexico Press, 1998, “Many Chefs in the National Kitchen: the Nineteenth Century” pp. 45- 76.

November 21: No class.

November 28: Kitchen workshop:
Ingredients and techniques

December 5: United States: The transformation of cuisines – mutual influences

Reading: Levenstein, Harvey. Paradox of Plenty: a Social History of Eating in Modern America. New York and Oxford: Oxford University Press, 1993, pp. 213-226.

Recommended: Keller Brown, Linda and Mussell, Kay. Ethnic and Regional Foodways in the United States: the Performance of Group Identity. Knoxville: the University of Tennessee Press, 1984.

Pillsbury, Richard. No Foreign Food: the American Diet in Time and Place. Boulder, CL and Oxford: Westview Press, 1998.

December 12: Students’ presentations

December 19: **Final papers due.**

* Readings for each class include relevant cookbooks – suggestions will be made in class.

	Term Nine
	Term Eight
	Intersession
	Term Seven
	Term Six
	Block U
	Block T
	Block S
	Block R
	Block Q
	Block P
	Block O
	Block N
	Block M
	Block L
	Externship
	Block J
	Block I
	Block H
	Block G
	Block F
	Block E
	Block D
	Block C
	Block B
	Block A

FOOD AND CULTURE



*The materials for this course were developed by
Krishnendu Ray and Gary Allen of
The Culinary Institute of America.*

Revision Date

May 2000

Version Reference

1.2

I, Saleem Sinai, possessor of the most delicately gifted olfactory organ in history, have dedicated my latter days to the large-scale preparation of condiments. But now, “A cook?” you gasp in horror, “A khansama merely? How is it possible?” And I grant, such mastery of the multiple gifts of cookery and language is rare indeed; yet I possess it. You are amazed; but I am not, you see, one of your 200-rupees-a-month johnnies, but my own master... And my chutneys and kasaundies are, after all, connected to my nocturnal scribblings – by day amongst the pickle-vats, by night within these sheets, I spend my time at the great work of preserving. Memory, as well as fruit, is being saved from the corruption of the clocks.

Salman Rushdie, *Midnight’s Children*, p. 38.

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GENERAL INFORMATION

Food and Culture

In this course, you'll study the relationship between food and culture with a focus on the cultural rules of food consumption and how they can be compared to the rules of music, dancing, and poetry. Course topics include the relationships between food and religion, gender, folkways, mores, and life-cycle rituals. Emphasizing critical reading and writing, this course gives you theoretical and empirical exposure to food research in anthropology, folklore, history, and sociology.

INTRODUCTION

Welcome to the Ninth Term!

Food is “a blinding fetish in our culture,” wrote pre-eminent anthropologist Mary Douglas, more than two decades ago, and “our ignorance is explosively dangerous.” Much has changed since then. Today, food is sexy and chefs are hot and yet we rarely think about food seriously. Much of what we claim to know about the culture of food is highly anecdotal, somewhat entertaining and often misleading.

It is surprising that food, a physiological necessity and one of the fundamental building blocks of culture, has only recently found its place among the social sciences. It started with the Anthropology of “Other” peoples’ food habits at the end of the nineteenth century. By the first decades of the twentieth century, food studies developed hesitatingly into the study of food habits of Eastern Europeans (e.g. Hungarian miners in Pennsylvania) and Southern Europeans (e.g. Italian and Greeks in New York City). The explicit intent was the Americanization of these ethnic groups under the watchful eyes of newly emergent experts called Nutritionists.

From the Depression years until the 1960s, Anthropology and Nutritional Science were the only disciplines systematically studying food practices in the United States. In 1972 in an article titled “Folk Cookery,” Don Yoder (an influential folklorist) drew our attention to disappearing local cultures in general, and food cultures in particular. It is also at about this time that the history of everyday life – including food practices – came to be studied under the new sub-discipline of Social History that took its lead from the Annales school of French historians. By the 1980s, Sociology began to turn its gaze towards this most fundamental of social constructs. In the 1990s, the pace has hastened and a new body of knowledge has been established as an inter-disciplinary field shared by Anthropology, History and Sociology. In this course we will engage with the ways of studying food in each of these disciplines.

Through these academic developments practitioners, such as chefs, continued to build their expertise in the production of haute cuisine, without much thought to its social or cultural ramifications (at least in the United States). As more and more people were willing to spend over 50% of their food budget on eating-out (and many were willing to spend a substantial sum on one single meal), they demanded more than just food. Customers expected some cultural knowledge from chefs. Chefs, in turn, started acquiring expertise in cultural information so as to differentiate themselves from their competition. Some, like Alice Waters, heightened the intellectual profile of the business of cooking. That brings us to where we are today – what was once held with certain disdain by intellectuals has suddenly become very fashionable, and today academicians who cannot talk about food are considered passé (not quite, but it's coming!). Food, like midwifery, jazz and couture, has crossed a triviality barrier. Everybody wants to jump on to the bandwagon now. One of the skills expected from you from now on – as a chef and a manager - will be cultural knowledge and that can be quite sophisticated at times. So know your stuff!

To be a good chef of the future (if not today), you will be expected to know more about food than just how to cook it -- because you will be selling, not only a product, but an experience. Among other things, you will be expected to know about the relationship between food and culture, if not also about the relationship between food and agriculture, seasonality and rituals of eating. Graduating from the Liberal Arts and Management Program of the premier culinary school, you will be expected to know more about food, that is things beyond the mechanics of cooking. This course will give you that cultural expertise. It is a capstone course that will bring together all your Liberal Art strengths, consolidating your skills in complex reading, writing, research and critical thinking. So enjoy yourself!

Course Description

This course focuses on the relationship between food and culture. It seeks to identify the cultural rules of food consumption in different societies, comparable to rules of music (which distinguishes it from noise), dancing (from walking) and poetry (from prose). In particular, one cluster of themes will interrogate the relationship between food and religion, including feasting and fasting. Almost every religion forbids some foods and valorizes others -- why? Typically it is flesh foods not vegetables around which taboos develop -- why?

Another theme will be the relationship between collective identities (such as class, gender, ethnicity) and food. In every society some foods are considered elite or subaltern, others are assumed to be masculine or feminine..... white or black or some equivalent thereof -- how come? Often ethnicity is also intertwined with geographical location – Maine lobster, Cajun crawfish, Michigan pasties.

A third organizing theme of this course is the relationship between food and symbols, as in art and literature. Finally, this course undertakes a cross-cultural study of the relationship between food and life-cycle rituals, why cakes for marriage among Europeans and fish among Bengalis? In all, this course provides an advanced theoretical and empirical exposure to food research and emphasizes critical reading, research and extensive writing.

The following course objectives have been identified as the most important skills to be reviewed and developed in this class. *By the end of this course, you should be able to...*

demonstrate familiarity with the social scientific literature on food;

identify the nature of the relationship between food and the religious imagination;

show how food practices express and suppress class, gender and ethnic associations;
compare and contrast the cultures of food in different civilizations;
elaborate on the relationship between food and life cycle rituals, and
identify the nature of the relationship between food and art.

ASSIGNMENTS

Reading Assignments

Schivelbusch, Wolfgang. *Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants*. New York: Vintage Books, 1993.

Shortridge, James R. and Barbara G. Shortridge. *The Taste of American Place*. Lanham, MD: Rowman & Littlefield, 1998.

Trilling, Calvin. *The Tummy Trilogy*. New York: Farrar, Straus and Giroux, 1994 edn.

Gioia, Dominique (ed.). *Measure of Her Powers: An M.F.K. Fisher Reader*. Washington, DC: Counterpoint, 1999.

Simoons, Frederick J. *Eat Not This Flesh: Food Avoidances from Prehistory to the Present* (2nd ed.). Madison: University of Wisconsin Press, 1994.

Counihan, Carole (ed.). *Food and Culture: A Reader*. New York: Routledge, 1998.

Audiovisual Assignments

VT 402	<i>Babette's Feast</i>
VT 1182	<i>Eat Drink Man Woman</i>
VT 1075	<i>Like Water For Chocolate</i>
VT 1823	<i>Big Night</i>
	<i>301/302</i>
	<i>The Cook, the Thief, his Wife and her Lover</i>

EVALUATION

Your grade in garde manger will be determined as follows:

GRADING MIX

Method or Activity	Grade Percent / Points
Participation	40%
Project	40%
Exam	20%
Total	100%

CRITERIA OF EVALUATION

Class Participation

There are two parts to class participation. One-half of the points will be determined according to the criteria listed below:

The highest class participation grades will be awarded to those who:

- speak in class every day;
- regularly refer to material from reading assignments in their comments;
- display a willingness to engage with other students' comments;
- are never late, and always conform to the CIA dress code;
- never leave the classroom early, and
- go beyond the expectations of excellence enumerated in this course guide.

The second-half of the points will be awarded according to the quality of your presentation of the *Dining In/Dining Out* Section of the *New York Times* from the previous Wednesday. Your presentation to the class will be:

1. A critique (**not** the same thing as criticism) of the Food Section.
2. An evaluation of at least three major stories in the Food Section.
3. A discussion of current trends in fine dining.
4. The relationship between fine dining and ethnicity.

Research Paper / Project

The highest research paper grades will be awarded to those who:

design a research project;

work collectively with other members (30% of your grade in the project will be determined by peer evaluation);

present the state of their research to the class on week 6 and week 11;

write a 20-page logical, grammatical, paper relatively free of misspelled words on the assigned topic;

submit the paper to the instructor on the assigned date – the last day of class.

The project should be one of the following three:

1. Family Members' Food Diary

- a. each one in the group will call a family member every day over an eight day period
- b. collect general data on
 - i. Income
 - ii. Location
 - iii. Number of People
 - iv. Age Profile
 - v. Time of Year / Season
- c. collect food related data
 - i. Food Consumption Patterns
 1. Meals – dishes
 2. Snacks
 3. Drinks
 4. Who consumes what, when, where, how much, at what time?
 - ii. Food Production Patterns
 1. Who cooks, when, how long, how often?

2. Who does groceries, how often, when, how much (\$)?
 3. Who sets the table, clears, washes dishes, puts away leftovers? Who takes the garbage out?
- c. describe the data
 - d. find patterns
 - e. identify one or two peculiar (counter-intuitive) patterns
 - f. identify the exceptions
 - g. explain why the patterns.
 - h. present the findings to the class

2. Mapping Ethnic Restaurants in the Mid-Hudson Valley

- a. map the region
- b. find all eating establishments – how?
 - telephone directory? – current or historical?
 - National Restaurant Association?
- c. classify all eating establishments in the valley by ethnicity
 - how are you going to do that? – Name? Menu? Claim?
- d. find general demographic data for the valley
 - income
 - ethnicity
- e. describe data (e.g. there are very few Indian restaurants in the region)
- f. find relationship between demographic data and eating establishment (e.g. there are very few Indian restaurants because there are very few Indians in the region compared to Westchester county)
- g. hypothesize relationships between the two (e.g. ethnic restaurants are first supported by insiders before outsiders begin to eat there)
- h. explain relationship (e.g. Americans are conservative about their taste until . . .)
- i. present the findings to the class

3. Comparing Foods Associated with Rites of Passage in Three Different Cultures.

- a. you have to compare foods associated with rituals of marriage or death or birth
- b. you could compare three “cultures” as defined either by class, nation, race, or ethnicity.
- c. you have to describe the ritual
- d. delineate its various steps
- e. identify the foods associated with it
- f. how are foods used in them?

- g. why are these particular foods used, i.e., do a semiotic analysis.
- h. are these rituals in a state of decline, or intact or being re-invented ?

About 30% of your grade in the project will be given by your group members based on effort (10%), intelligence (10%) and style of presentation (10%). I will evaluate the group's work while you will evaluate each other's work. Say there are 8 people in a group. I will eliminate the highest and the lowest evaluation and average the rest (6 evaluations) to give you 30% of your project grade.

Book Report and Presentation (Optional according to the judgement of the instructor)

Each one of you will pick a book (out of a hat) and do a group presentation to the class. It will be one of the books from the reading list. *A good presentation of a book report:*

- provides an objective synopsis of the book;
- identifies a few important and/or intriguing patterns on which to comment;
- compares it with other readings, both in terms of content and methods of research;
- analyzes central concepts and narratives;
- relates it to your own research – strengths and weaknesses, and
- is presented for about 20 minutes.

Exam(s)

The highest grades will be awarded to those who:

- correctly answer selected true/false, multiple choice and essay questions that are based on information discussed in class and from the assigned readings.

Participation

The participation grade is based on your daily participation in class. The nature or quality of the participation does impact on the participation grade. If the quality of participation could be regularly characterized as frivolous, it could have a detrimental impact on your grade.

Periodic Tests

There will be one or two tests during the semester. Each test will be a self-contained test that will examine your understanding of the material covered since the previous test. Generally each test will come at the end of a unit and it will cover all of the units since the previous test.

Tardiness

Students are expected to be on time and ready for class each day. Students not present when the roll call is done will be considered tardy. Tardiness will result in the following point deductions:

1st tardy 33% of daily performance points

2nd tardy 66% of daily performance points

Two absences combined with a tardy will also result in a failing grade and the student will need to reschedule the class.

DETAILS OF THE COURSE

Unit 1: An Introduction to the Social History of Food

With the aid of a delightful book titled *Tastes of Paradise: The Social History of Spices, Stimulants, and Intoxicants* we will introduce ourselves to the fact that taste has a social as well as an individual dimension and the social dimension is related to hierarchy. From the extravagant use of pepper in the Middle Ages, to the bourgeoisie's love of coffee, to the reason why fashionable Europeans stopped sniffing tobacco and started smoking it, Schivelbusch looks at how the appetite for pleasure transformed the social structure of the Old World. He, for instance, argues that the upper classes spiced their foods and mixed their spices to an extent modern Westerners would find bizarre – not just to preserve foods and mask spoilage but to form a prestigious link to the paradise envisioned in the fabled East. The Northern European masses, meanwhile, practically lived on beer, from breakfast to dinner.

LEARNING OBJECTIVES

By the end of this unit you should be able to explain...

- the connections between food and social structure;
- how food products are associated with class and gender;
- the role fashion plays in the consumption of expensive items like spices, and
- the role food plays in the politics of patronage in Medieval Europe.

KEY TERMS

social history
class

fashion

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. What was the role of spices in Medieval European cuisine?
2. What is the dynamic behind transformations in taste?
3. What are the similarities and the differences between Medieval and Modern European cuisines?

ASSIGNMENTS

Required Reading

Weeks 1-2: Schivelbusch, *Tastes of Paradise*

Unit 2: Food and Location

In this unit we will bring our knowledge of food studies to bear on the relationship between location – as in place and hierarchy – and the food of Americans. This section is animated by questions, such as, what is the traditional American diet? Is it nationally homogenous or is it localized? When and how did Cajuns come to be identified with Crawfish? What about Maine lobsters? Why did New York Jews come to like Chinese food? Etc.

LEARNING OBJECTIVES

By the end of this unit you should be able to...

- elaborate on the relationship between food and location;
- explain the association between Cajuns and crawfish;
- identify the factors that enabled New York City Jews to embrace Chinese food, and
- elaborate on the history of the diner.

KEY TERMS

location

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. Explain the association between Cajuns and crawfish?
2. Identify the factors that enabled New York City Jews to embrace Chinese food
3. Elaborate on the history of the diner.
4. Are Pasties Welsh, or Finnish or American food?

ASSIGNMENTS

Required Reading

- Weeks 3-4: Shortridge and Shortridge, *The Taste of American Place* [read only the following]
“Introduction” pp. 1-20
“Pasties . . .” pp. 21-36
“The Maine Lobster . . .” pp. 65-84
“Cajuns and Crawfish” pp. 139-144
“New York Jews and Chinese Food,” pp. 163-186
“From Pushcart to Modular Restaurant. The Diner” pp. 215-226.
- Week 3 (Class 6) Assign Projects

Unit 3: Food Writings

In this unit we will familiarize ourselves with the writing of two of America's premier essayists of food - M.F.K Fisher and Calvin Trilling. The objective here will be to note their use of language in talking about food and ways that they use food to talk about other things. The metaphors they build and the commentaries they construct hold us in the web of signification they weave around our foods and us. Pay close attention to the implications and associations they make and come prepared to discuss them in class.

LEARNING OBJECTIVES

By the end of this unit you should be able to...

describe the range of M.F.K. Fisher's and Calvin Trilling's writings on food, and compare and contrast their language, styles and themes.

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. Compare and contrast the writings of M.F. K. Fisher and Calvin Trilling in terms of voice, style and theme.

ASSIGNMENTS

Required Readings

Weeks 5-6:

Trilling, *The Tummy Trilogy*

Fisher, *Measure of Her Powers*

Week 7:

Sometime to be Spent on Project Presentations

Unit 4: Food Taboos and Religion

What could be the relationship between the Hindu taboo on beef and the Judaic taboo on pork? Why do all religions have some taboos and why are most about flesh foods? Why did Christianity break with the Judaic taboo on pork eating? Why did Muslims reinstate it? What are the *kashrut* laws and how do they relate to other religious laws on food?

LEARNING OBJECTIVES

By the end of this unit you should be able to...

identify the logic behind religious taboos;

define *kashrut* laws, and

list the differences and similarities between the perspectives of Marvin Harris, Jean Soler and Frederick Simoons.

KEY TERMS

taboo

Kashrut

Shariah

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. What could be the reason why orthodox Hindus do not consume beef?
2. Compare and contrast the arguments of Marvin Harris and Jean Soler.

ASSIGNMENTS

Required Reading

Weeks 7-8:

Simoons, *Eat Not This Flesh*
Pork: Chapter 1 and 2 (pp. 3-102)
Beef: Chapter 3 (pp. 103-143)

Unit 5: An Introduction to Theory

In this unit we will introduce ourselves to major theoretical perspectives in food studies, from Lévi-Strauss' "The Culinary Triangle," through Mary Douglas' "Deciphering a Meal," to more recent perspectives on the semiotics of food.

LEARNING OBJECTIVES

By the end of this unit you should be able to ...

- explain the basics of the structuralist analysis of food;
- identify the problems with that perspective, and
- identify alternative forms of analysis.

KEY TERMS

structuralism

semiotics

materialism

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. What role does binary classification play in Structuralist analyses?
2. What is a meal?
3. What do current consumption patterns of Americans tell us about our culture and social structure?
4. Why are certain foods forbidden in the Bible?

ASSIGNMENTS

Required Reading

Weeks 9-10: Counihan, *Food and Culture: A Reader*, pp. 20-79
Week 9: pp. 20-54
Week 10: pp. 55-79

Unit 6: Why do Certain Regions Develop Haute Cuisine While Others do not?

In this unit we will draw on the work of Norbert Elias, Stephen Mennell and Jack Goody to address the question: why did the French develop a refined cuisine while the English did not? Or for that matter why *do* certain regions develop an elaborated cuisine while other regions do not? How do we know that something is refined or elaborated or haute when we see it?

LEARNING OBJECTIVES

By the end of this unit you should be able to...

identify the sources of the social construction of haute cuisine.

KEY TERMS

civilizing process

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. What is the civilizing process?
2. Why does French haute cuisine appear to be more developed than English cuisine?

ASSIGNMENTS

Required Reading

Week 11: Counihan, *Food and Culture. A Reader*, pp. 315-337
+ **Handouts** (Appadurai; Goody; Mennell; Ray)

Unit 7: Feasting, Fasting and Gender

Why is it that in most cultures women fast more often than men? How did European women use food for personal religious expression in the Middle Ages? What meaning did fasting have for Victorian girls? Why do women do feeding work all around the world and what does that imply in terms of household power?

LEARNING OBJECTIVES

By the end of this unit you should be able to...

elaborate on the relationship between gender, food and food work.

KEY TERMS

gender

power

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. Why do women fast more often than men?
2. How did European women use food for personal religious expression in the Middle Ages?
3. What meaning did fasting have for Victorian girls?
4. Why do women do feeding work all around the world and what does that imply in terms of household power?

ASSIGNMENTS

Required Reading

Weeks 12-13:

Counihan, *Food and Culture: A Reader*, pp. 93-106; 117-158; 181-199

Week 12: Chapters 8, 10, 11, 12 (Feeding, Ritual and Fasting)

Week 13: Chapter 14 (Food-work)

Project Presentations

Unit 8: Food and Body

How do people in different cultures define and signify “fat”? Is it true that obesity is a Western problem and that in many non-Western cultures, fat symbolizes beauty? What is the relationship between food, body image and gender?

LEARNING OBJECTIVES

By the end of this unit you should be able to...

elaborate on the relationship between food, power, body and gender.

KEY TERMS

obesity

signification

CLASS ACTIVITIES

Lectures and class discussions

STUDY QUESTIONS

1. How do people in different cultures define obesity and signify it?
2. Is it true that obesity is a Western problem and that in many non-Western cultures, fat symbolizes beauty?
3. What is the relationship between food, body image and gender?
4. What are the similarities and the differences between Puerto Rican, African-American and Jamaican attitudes towards the large female body?

ASSIGNMENTS

Required Reading

Week 14: Counihan, *Food and Culture: A Reader*, pp. 107-124; 159-179; 201-271, i.e., Chapters 9, 13, 15-19.

RESOURCES

BIBLIOGRAPHY

Belasco, Warren J. *Appetite for Change: How the Counterculture Took on the Food Industry 1966-1988*.

Gabacchia, Donna R. *We Are What We Eat: Ethnic Food and the Making of Americans*.
Cambridge: Harvard University Press, 1998.

Kurlansky, Mark. *Cod*. New York: Walker and Co., 1997.

Schwartz, Hillel. *Never Satisfied: A Cultural History of Diets, Fantasies and Fat*. New York:
Anchor Books, 1990.

Shapiro, Laura. *Perfection Salad: Women and Cooking at the Turn of the Century*. New York:
Farrar, Straus, and Giroux, 1986.

Sokolov, Raymond. *Why We Eat What We Eat : How the Encounter Between the New World and the Old Changed the Way Everyone on the Planet Eats*. New York: Summit Books, 1991.

Food Security Certificate Program, Ryerson University

Fall 2002

1.0 Introduction and Rationale

Ryerson's Centre for Studies in Food Security (<http://www.ryerson.ca/~foodsec>), the School of Nutrition (<http://www.ryerson.ca/foodandnutrition>), the Division of Continuing Education (<http://ce-online.ryerson.ca>), and Ryerson's Office of International Affairs (<http://www.ryerson.ca/internationalaffairs>) have developed a six course certificate in food security to examine issues of food availability, accessibility, acceptability and adequacy. Reflecting the interdisciplinary and international aspects of food security, the courses, which are being developed for a post-degree level (with access to senior undergraduates), will have a significant international focus, and will in most cases be developed for distributive learning (print and Internet - based). This post-degree Certificate allows for people of diverse disciplinary, work, and professional backgrounds to add food security to their portfolio of knowledge and practice. This Certificate is offered by Ryerson and it is designed to allow for some course substitution, to recognize courses from other universities where food security interests are part of the graduate, undergraduate or continuing education curriculum. While the language of instruction will initially be in English, we will aim to develop courses in French, Spanish and Portuguese through partnerships with other institutions. Offering the Certificate over the Internet provides the greatest access. We also imagine more detailed and tailored short course modular opportunities that can meet very specific needs of targeted groups, though not providing a specific credential. Our Certificate courses would be designed to be readily disaggregated for mixing and matching based on the unique training needs of individuals and organizations.

The courses will examine food security as the satisfaction of five components:

1. Availability: sufficient supplies of food for all people at all times
2. Accessibility: physical and economic access to food for all at all times
3. Acceptability: culturally acceptable and appropriate food and distribution systems
4. Adequacy: nutritional quality, safety, and sustainability of available sources and methods of food supply
5. Agency: policies and processes to enable actions that ensure the previous four elements of food security.

2.0 The Certificate Program

Required Core Courses

FNY403: Food Security: Introduction to Food Security

FNY404: Food Security: Food Policy and Programs for Food Security

FNY405: Food Security: Applied Research Methods and Evaluation in Food Security

Elective Courses: Three to be selected from the following

FNY400: Food Security: Selected Topics in Food Security (sustainable food production; income and food security; case studies in food security)

FNY406: Food Security: Economics of Food Security

FNY407: Food Security: Community Development and Food Security

FNY408: Food Security: Urban Food Security

FNF100: Family Studies: Families and Health

FNN111: Nutrition: Nutrition for Nursing Practice *or* FNN112: Nutrition: Nutrition and Health

FNN404: Nutrition: Special Topics in Global Nutrition

FNP400: Professional Practice: Practicum*

FNR400: Research Methods: Independent Study*

INT912: Community Development: International Field Experience*

SOC808: Sociology: Food and Foodways *or* FND401: Foods: Sociocultural Aspects of Food*

* Not available through Distance Education

We envisage a senior undergraduate or post degree Certificate (with access to senior undergraduates) of 6 one semester courses offered by Ryerson. Of these 6 courses, 3 would be core and 3 would be electives (out of a selection list of 13). Given that food security is expressed differently in different political, socio-economic, cultural and geographic contexts, the elective format would be designed to allow students to tailor the Certificate to their reality. Ryerson would also collaborate with other institutions wishing to offer joint recognition of the Certificate. To accommodate the needs of other regions and institutions, electives could be substituted for equivalent content. The core language of instruction would be English, but the equivalent courses might be offered by other institutions in another language.

2.1 Overall Learning Objectives for the Certificate

Certificate graduates would be able to:

- . clearly articulate food security, and its relationship to food system, food policy, and health promotion concepts;
- . assess and monitor individuals, households, communities or nations for food security;
- . identify the forces contributing to food security and insecurity at an individual, household, community or national level;
- . identify best practices for food security from within Canada and other nations;
- . design effective and integrated programs, services or policies at the individual, household, community or national level to contribute to food security;
- . evaluate food security program or policy effectiveness.

2.2 Innovative Features

What makes this Certificate unique is the combination of several elements:

- . the breadth of the food security framework,
- . Internet delivery,

- . the link between education, capacity building and research,
- . the flexibility of both the Certificate and modular short courses,
- . senior undergraduate or post-degree credits.

2.3 Courses and Schedule of Course Development

The Certificate would have 3 core courses and 3 electives (see Appendix for summary course descriptions). Core courses would ensure basic competency in the learning objectives stated above. The courses would have common features:

- . 6 modules, each of 7 hours of instruction for a total of 42 hours per course;
- . all courses explore the 5As of food security: access, availability, adequacy, acceptability, agency
 - . each module offered on the Internet would have both narrative, reflective and additional reading components
- . “class participation” requirements organized through the bulletin board systems and / or chat rooms
- . written assignments, including research paper(s)
 - . exam(s)

The introductory course has been offered since January 2002. The other two core courses will first be offered in September of 2003 and January, 2004. All other electives not already in existence will be brought on stream in 2004 and 2005. We anticipate the first certificate graduates in 2005.

2.3.1 Modules and Short Courses

Each course in the Certificate will be organized in modules (see modules identified in course descriptions in appendix 2) that can be assembled and disassembled in different ways. Modules would generally cover 7 hours of instruction within a typically 14 week (42 hour) semester. For example, 3 Certificate courses may contain modules on the relationship between food security and urban planning and design. These modules could be pulled out to create a short course on that specific subject. In this way, short courses could be designed around both long-distance access or weekend or week long residential sessions. In such cases, Ryerson could offer with partners a certificate of participation to those completing the course. No degree credits, however, would be available in this format.

2.4 Program Regulations

Academic qualifications for the Certificate: a Bachelor’s degree in any field, or 5 years of professional experience in a field relevant to food security work.

For undergraduates, up to half of the courses for the Certificate can be earned through their undergraduate program. Students must apply to be in the Certificate program (ie to be considered for the Certificate) no later than half way through the Certificate curriculum.

Based on current Ryerson policy, students would have 4 years to complete the

Certificate.

Course equivalencies and course substitutions for the Certificate will be considered according to Ryerson policy.

Regarding admissions, the Certificate Coordinator for the program receives written applications (may be form based).

Graduate students would be expected to produce the quality of work consistent with the graduate program which is recognizing their course work in the Certificate in Food Security. Recognition for individual courses in graduate programs would be negotiated on a course by course basis.

Appendix: Ryerson International Certificate in Food Security: Course Information

Core Course: FNY403: Food Security: Introduction to Food Security

The continuing reality of hunger and the unsustainable nature of current social, economic and food systems, both locally and globally, make food security an essential concern. This course introduces students to the concepts, programs and policies of food security, in Canada and internationally, with emphasis on the contribution of income, employment, social assistance, urban planning, and food production and distribution systems to finding solutions to food insecurity. Lecture: 3 hrs. Prerequisite: 3rd year standing. Equivalent to: FND403.

Evaluation:

Participation and assignments 40%

Mid term 30%

Final exam 30%

Readings:

Koc, M. et al. (eds.). 1999. **For Hunger-proof Cities: Sustainable Urban Food Systems**. IDRC Books.

Riches, G. (ed.). 1997. **First World Hunger**. St. Marten's Press.

Roberts, W. et al. 1999. **Real Food for a Change**. Random House of Canada.

Modules:

Access to food is still perceived by many as a privilege rather than a basic human right, and hunger and malnutrition continue to prevail. It is estimated that about 35,000 people around the world die each day from hunger and the ill effects of malnutrition hurt even larger numbers of people, mainly children, women, and elderly. Far from disappearing, hunger and malnutrition are on the increase even in advanced industrialized countries like Canada.

1. Concepts, definitions, history and measurement of food security
2. The structure of the food system
3. Income and livelihood systems and food security
4. Nutrition, health and food security
5. An introduction to food policy and programs
6. An introduction to research, assessment and program evaluation

Core Course

FNY404: Food Security: Food Policy and Programs for Food Security

Few jurisdictions in the world have put in place a full suite of policies and programs to create food security. Moreover, few countries have a national food policy. This course explores why development of program and policy initiatives for food security has occurred at such a slow pace and the impacts of this phenomenon. Frameworks for determining effective food security policies and programs are discussed, and proposals for policy and program change analyzed. Lecture: 3hrs. Prerequisite: FNY403.

Evaluation:

Participation and assignments	40%
Mid term	30%
Final exam	30%

Readings:

FAO. 1996. World Food Summit Declaration and Plan of Action.

National Plans of Action on Food Security

Dahlberg, K. et al. 1997. Strategies, Policy Approaches, and Resources for Local Food System Planning and Organizing: A Resource Guide Prepared by The Local Food System Project Team. <http://unix.cc.wmich.edu/~dahlberg/ResourceGuide.html>

Koc, M. et al. (eds.). 1999. **For Hunger-proof Cities: Sustainable Urban Food Systems**. IDRC Books.

Modules:

1. Concepts and definitions, theory and practice of policy and program intervention
- 2-3. The problems of the food system and relevant interventions: local and global (impacts on nutrition, health, environment, economy and citizen participation)
4. The problems of income and livelihoods systems and relevant interventions: regional and national cases
5. The problems of income and livelihoods systems and relevant interventions: international cases
6. Case studies of policy and program solutions: local, regional, national and international

Core Course

FNY405: Food Security: Applied Research Methods and Evaluation in Food Security

This course offers information on conducting and evaluating research for food security. The course will examine different attempts to conceptualize and operationalize food security and insecurity at the individual, household, community and national levels; will introduce some methodological insights from social sciences useful for conducting research on food security; and will present tools for planning and managing project and program evaluation. Lecture: 3 hrs

Prerequisites: FNY 403.

Evaluation:

Mid term	25%
Research report	25%
Evaluation exercise	25%
Final Test	25%

The course will have an applied and practical application allowing students to gain hands-on experience. Participation will be required and there will be a penalty for non-participation.

Readings:

Bickel, G. et al. 2000. **Guide to Measuring Household Food Security**. USDA.
Lefevre, P. et al, 2001. **Comprehensive Participatory Evaluation**. IFAD.
Maxwell, S. and T. Frankenberger. 1992. **Household Food Security: Concepts, Indicators, and Measurements**. UNICEF/IFAD.
Rossi, P.H. et al. 1999. **Evaluation : A Systematic Approach**. Sage.

Modules:

1. Household food security: Concepts, and indicators
2. Measurements of food insecurity and needs assessment
3. Macro indicators of food insecurity
4. Sampling and data collection in social science research
5. Cost benefit analysis in social research
6. Project and program evaluation for food security

Elective Course

FNY406: Food Security: Economics of Food Security

The course examines economic issues related to food security. It looks at the idea of "efficient" markets, and how much of food insecurity can be represented as "market failure". Global as well as local issues in food production and distribution are explored. Economic concepts and principles are used to examine the relationships between food security and agricultural trade, corporate concentration, family farms and subsistence agriculture, the environmental impact of food production, and biotechnology. Lecture: 3hrs. Prerequisite: FNY403 or instructor's permission.

Evaluation:

Term Test	30%
Essay	30%
Final Exam	40%

Readings:

- Hanley, N. et al. 2001. Market Failure. In: **Introduction to Environmental Economics**. Oxford University Press.
- Bade, R. et al. 2003. Farms and Cities. In: **Foundations of Microeconomics**. Addison, Wesley Longman.
- Kahn, J. R. 1998. Agriculture and the Environment. In: **The Economic Approach to Environmental and Natural Resources**. Dryden Press.
- Todaro, M. 1999. Trade Theory and Development Experience. In: **Economic Development**. Addison Wesley Longman.

Modules:

1. Introduction: Food Security, Markets and Efficiency
2. Food Insecurity as Market Failure; Food Security as Market Function
3. Agricultural Concentration, Family Farms, and Subsistence Agriculture
4. International Trade: Theory, Critique, Alternative Approaches
5. Food Production and the Environment
6. Conclusion: "Policy Failure" and New Policies

Elective Course

FNY407: Community Development and Food Security

This course looks at the importance of sustainable community development for food security, and how community-based food and nutrition projects can promote economic development. While income-generating projects can have an immediate impact on individual and household food security, food security projects contribute to community development through their impacts on the formation of human and social capital. Cases from around the world will be used as examples. Lecture: 3hrs. Prerequisite: FNY403 or instructor's permission.

Evaluation

Term test	30%
Assignments	30%
Final exam	40%

Readings

Amalric, F. 2001. **From aid to community empowerment: food security as a political project**, Society for International Development.

Development, special edition on "Food security and sustainable livelihoods", vol. 44 (4), 2001.

ACC/SCN (UN Administrative Committee on Coordination/ Sub-Committee on Nutrition). 2002. **Nutrition: A Foundation for Development**. WHO.

Modules

1. Community Development and Food Security: Developing a Framework
2. Community- Based Income Generation and Food Security
3. Food Security and Human Capital: Health and Education
4. The Role of Social Capital
5. Women, Food Security and Community Development
6. The Role of Governments

Elective Course

FNY408: Food Security: Urban Food Security

The question of food security is a particular concern for urban populations because the 20th century has witnessed such massive growth in cities. Almost half of the world's population now resides in cities. Ensuring safe and affordable food for urban populations is a real challenge even for advanced industrial economies. The situation is worse for developing countries where resources are limited and poverty rates exceed 50 percent. This course will examine the unique challenges of creating food security in urban areas. Lecture: 3 hrs. Prerequisite: FNY403 or instructor's permission.

Evaluation:

Mid-term Test	30%
Essay	40%
Final Test	30%

Readings:

Koc, M., et al. (eds). 1999. **For Hunger-Proof Cities: Sustainable Urban Food Systems**. IDRC Books.

Argenti, O. 2002. **Feeding an increasingly urban world**. FAO.

<http://www.fao.org/worldfoodsummit/english/newsroom/focus/focus2.htm>

FEWS, 2000. **Assessing Urban Food Security: Adjusting the FEWS Rural Vulnerability Assessment Framework to Urban Environments**. USAID, FEWS project. <http://www.fews.net/resources/gcontent/pdf/1000011.pdf>

IFPRI, **Urban Challenges to Food and Nutrition Security**.

<http://www.ifpri.cgiar.org/themes/mp14.htm>

Course Outline:

1. Food Security as an Urban Problem
2. Urbanization and the Food System
3. Urban Agriculture: Cities Feeding People
4. Accessibility and Urban Food Distribution
5. Local and Community Food Systems
6. Urban Food Policy: Linking Local to Global

Elective Course

INT 912: Community Development: International Field Experience

This course provides an opportunity for students to deepen their understanding of development issues, and to experience part of their learning in an interdisciplinary, international, and intercultural setting. Following an orientation at Ryerson, the field experience part of the course is held overseas. Canadian students will work with students from the host country on specific projects relevant to community development in that country. The country and projects selected may vary from year to year. Lecture 3 hrs.

Evaluation:

Test at end of Orientation	20%
Participation	20%
Group Work/Presentation	30%
Journal/Final Report	30%

Readings:

(There will be a *course reader* for this course)

Allen, T. and A. Thomas (eds.). 2000. **Poverty and Development into the 21st Century.** Oxford.

Craig, G. and M. Mayo (eds.). 1995. **Community Empowerment – A Reader in Participation and Development.** Zed Books.

Campens, H. (ed.). 1997. **Community Development Around the World.** University of Toronto Press.

Topics for Orientation:

1. Experiential Learning and Intercultural Communications
2. Views on Development
3. Community Development Experiences
4. History and Socio-economic Conditions of Country to be Visited

Elective Courses

FNY400: Food Security: Selected Topics in Food Security

Elective Course theme will vary. Topics will include sustainable food production, income security and food security and case studies in food security. Prerequisite: FDS403 or instructor's permission.

FNN404: Nutrition: Special Topics in Global Nutrition

Elective Course themes will vary. Topics will include micronutrient malnutrition, obesity and food insecurity, and infant and child malnutrition. Lecture: 3 hrs. Prerequisite: FNN200 and (FDS404 or FNN301).

Additional Elective Courses: Existing Courses

FND401: Foods: Sociocultural Aspects of Food. This course will examine the impact of cultural, social, economic and environmental factors on food availability and selection. Special emphasis will be placed on cultural groups which have most recently immigrated to Canada. Lecture 3 hours. Prerequisites: FND 100, FNF 100, and FNN 201.

FNF100: Family Studies: Families and Health. This course analyzes important changes in Canadian families and considers implications of change for food specialists and health professionals. Students will gain an understanding of the social and health implications of demographic changes in fertility, mortality, marriage and divorce, and economic shifts in employment. The course uses a life cycle model and family systems theory to understand family processes and determinants of health and well-being for individuals and families. Lecture: 3 hrs.

FNN111: Nutrition: Nutrition for Nursing Practice. Based on an underlying philosophy that environments maintain and promote health, and that individuals have a right to self-determination and self-knowledge, this course will present nutrition principles in promoting health and preventing disease. The topics covered will include the basics of nutrition, macro and micro nutrients, nutrition assessment, and nutrition through the life-span. Emphasis will be placed on information sources, tools of nutrition practice and the evaluation of nutrition information. In addition to the content presented, the students will participate in the process of the course which will include: self-directed learning, self-evaluation, and self-reflection. Lecture: 3 hrs.

FNN112: Nutrition: Nutrition and Health. Drawing on both health promotion and population health approaches, this course is designed to explore nutrient requirements in relation to growth and development throughout the life cycle. The course will include an examination of relevant policies and programs aimed at addressing nutrition issues throughout various stages of the life cycle both in Canada and internationally. Lecture: 3 hours.

FNP400: Professional Practice: Practicum. This course is designed to provide experiential learning opportunities in health service, business, community and educational settings. Students will be expected to reflect on (1) their own professional and leadership potential and (2) the evolution of their profession and its contribution to society. Lab: 3 hrs. Prerequisites: Completion of all NCFS 3 courses with a clear academic standing or instructor's permission.

FNR400: Research Methods: Independent Study. This course is designed for students

who wish to pursue an independent project with a faculty advisor beyond the FNR 301 level. Students must have an A- average in the relevant discipline and the approval of the supervising faculty member. Lab: 3 hrs. Prerequisite: FNR301 or FNF405 or FDS 405.

SOC808: Sociology: Food and Foodways. This course reviews complex cultural, economic and political arrangements in production, distribution and consumption of food. Examining the diversity of historical and cultural arrangements in "foodways" the course offers insights into broader social and economic structures, class and gender relations, politics and ideologies of access to food, and images and discourses of food. Table manners, food taboos, diet crazes and fast food are some of the topics to be studied. Lecture: 3 hours. Prerequisite: SOC 011 or SOC 104 or any other lower level Liberal Studies course in Sociology.

GEOGRAPHY OF AMERICAN FOODWAYS

Fall 2002

Geography 579

MWF 2:30-3:20 in 228 Lindley

Professor Barbara Shortridge

Department of Geography

Office hours in 221 Lindley: MWF 3:30-5 p.m.(or by appointment)

(785) 864-5147

bshortri@ku.edu

Course Description and Objectives

This lecture and discussion course examines the role of food in establishing regional and ethnic identities in the United States. Other issues include eating out, holidays, food marketing, agribusiness, and ethical eating. Topics are presented with a focus on place, but our readings represent the work of anthropologists, folklorists, historians, nutritionists, and sociologists, as well as geographers. By reading, writing, talking, and eating I hope we can all come to appreciate the complex influence of food on our lives.

Your grade in this course will be based on the following:

Midterm exam	15%
Final exam	25%
Term paper	25%
Personal essays	25%
Class participation	10%

To help you in the planning process for your term paper, I'm asking you to submit a one-page proposal on October 25. I am, of course, most willing to talk with you about your research anytime. The final draft of your term paper is due Friday, December 13 at 5 p.m.

Are those enough deadlines for you? I don't intend to overwhelm you, just to present some diverse material from several learning perspectives. The class schedule is subject to change and we'll try to take advantage of any food-related, serendipitous events. Suggestions welcome.

Any student in this class who has a disability that prevents the fullest expression of abilities should contact me personally as soon as possible so that we can discuss class requirements and accommodations.

Assigned Readings

Bourdain, Anthony. *Kitchen Confidential: Adventures in the Culinary Underbelly*. New York: Ecco Press, 2000.

On November 1 we will discuss this book in class.

Richard Pillsbury. *No Foreign Food: The American Diet in Time and Place*. Boulder: Westview Press, 1998.

Start reading this book now at your own pace. On September 20 we will discuss chapters 1-6 in class, and on October 4 the discussion will be over chapters 7-11.

Barbara G. Shortridge and James R. Shortridge, editors. *The Taste of American: Place: A Reader on Regional and Ethnic Foods*. Lanham, Maryland: Rowman and Littlefield, 1998.

See reading assignments throughout the schedule below.

Eric Schlosser. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Houghton Mifflin, 2001.

We will discuss the material in this book November 15 (chapters 1-5) and again on November 22 (chapters 6-10).

Additional readings as noted.

S&S readings are in Shortridge & Shortridge book listed above.

Class Schedule

August

- | | |
|-------|--|
| 23 | Lecture: Introduction to course
Reading: "Food and American Culture," S&S, pp. 1-20. |
| <hr/> | |
| 26 | Lecture: South I
Reading: Wilson, "The South: Where, Who, and What's for Dinner" |
| 28 | Lecture: South II--Mississippi
Readings: <i>Mississippi Folklife</i> |
| 30 | Discussion: What is cooking? How did you learn how to cook? Where do you get new ideas?
Assignment: Food diary (due September 13) |

September

- | | |
|---|--|
| 2 | No class—Labor Day |
| 4 | Lecture: South III--Southern Louisiana
Reading: Gutierrez "Cajuns and Crawfish," S&S, pp 139-144.
Essay assignment: Childhood food memory (due September 20) |
| 6 | No class |

-
- 9 Film: "Carolina Hash: A Taste of South Carolina"
- 12 Lecture: South IV--Carolina Low Country and New Orleans
Readings: Dash, "Rice Culture," and Shortridge and Shortridge "Patterns of American Rice Consumption," S&S, pp. 85-100
Film: "Cajun Tastes"
- 13 Discussion on why you eat the way you do
Turn in food diary and essay
-
- 16 Lecture: Northern New England
Reading: Lewis, "The Maine Lobster as Regional Icon," S&S, pp. 65-84.
- 18 Lecture: Midwest
Reading: Lloyd "The Cincinnati Chili Culinary Complex," S&S, pp. 45-56.
- 20 Discussion on first half of Pillsbury, Chap. 1-6
Essay assignment: Farmers' market (due October 4)
Turn in essay on childhood food memory
-
- 23 Lecture: Upper Midwest
Reading: Lockwood and Lockwood "Pasties in Michigan's Upper Peninsula," S&S, pp. 21-36.
- 25 Lecture: Great Plains
Reading: Hoy "Rocky Mountain Oysters," S&S, pp. 37-38
- 27 Discussion about cookbooks
Reading: Ireland "The Compiled Cookbook," S&S, pp. 111-120.
-
- 30 Term paper discussion--qualitative methods
- October
- 2 Lecture: Southwest
Reading: Montaña, "Appropriation and Counterhegemony in South Texas"
Film clip from opening of "Tortilla Soup"
- 4 Discussion on second half of Pillsbury, Chap. 7-11
Turn in essay on farmers' market
-
- 7 Lecture: Pacific Northwest

Reading: Frenkel "A Pound of Kenya, Please," S&S, pp. 57-63.

9 MIDTERM EXAM

11 Film and discussion: "A World of Food: Tastes and Taboos in Different Cultures"

14 Lecture: Ethnic foodways
Readings: Kaplan et al., "On Ethnic Foodways," S&S, pp. 121-133, Isern "Bierocks," S&S, pp. 135-137, and Magliocco "Playing with Food," S&S, pp. 145-161.

16 Lecture: Chinese-American foodways
Readings: *Flavor & Fortune*
Film: "Chinese American Tastes"

18 No class--Fall Break

21 Lecture: Hawai'i
Reading: Kelly, "Loco Moco," S&S, pp.39-43.

23 Lecture: Jewish-American foodways
Reading: Tuchman and Levine "New York Jews and Chinese Food." S&S, pp. 163-184.
Film: "Jewish American Tastes"

25 Slides and discussion, culinary tourism
Assign restaurant review (due November 11)
Turn in term paper proposal

28 Lecture: Eating out--historical
Readings: Kovacik "Eating Out in South Carolina's Cities," S&S, pp. 187-199 and Manzo "From Pushcart to Modular Restaurant," S&S, pp. 215-225.

30 Lecture: Eating out--franchises
Readings: Milbauer "The Geography of Food in Eastern Oklahoma," S&S, pp. 201-213, Roark "Fast Foods," S&S, pp. 227-241, and Zelinsky "You Are Where You Eat," S&S, pp. 243-250.

November

1 Discussion of Bourdain book

4 Lecture: Biography of a food--barbecue
Reading: Villas, "My Pig Beats Your Cow"

6 Lecture: Regional drinks
Reading: Flack, "American Microbreweries"

8 No class

11 Lecture: Changes in American food production
Turn in restaurant review

13 Lecture: Imports--Case study of bananas

15 Discussion on first half of Schlosser book, Chap. 1-5

18 Lecture: Food processing industry

20 Lecture: Food retailing
Reading: de Wit, "Food-Place Associations, S&S, pp. 101-109

22 Discussion on second half of Schlosser book, Chap. 6-10
Essay assignment: Thanksgiving (due December 6)

25 Lecture: Food event--Thanksgiving
Reading: Tuleja, "Pumpkins"
Film clip from "What's Cooking?" (multicultural serving scene)

27-29 NO CLASS--THANKSGIVING

December

2 Student presentations

4 Student presentations

6 Student presentations
Turn in Thanksgiving essay

9 Student presentations

11 Lecture: Ethical eating
Readings: Kloppenburg et al. "Coming in to the Foodshed" and
Waters "The Farm-Restaurant Connection"

13 TERM PAPER DUE Friday, December 13, 5 p.m.

19 FINAL EXAM, Thursday, December 19, 1:30-4 p.m.

References for readings

Dash, Julie. "Rice Culture," in *Through the Kitchen Window*, edited by Arlene Voski Avakian. Boston: Beacon Press, 1997, 19-23.

Flack, Wes. "American Microbreweries and Neolocalism: Ale-ing for a Sense of Place," *Journal of Cultural Geography* 16, 2 (1997): 37-53.

Flavor and Fortune. "Restaurant Review: A Bistro" and "Sammy's Noodle Shop and Grill," 7, 1 (2000): 21, 23.

Kloppenborg, Jack, Jr., John Hendrickson, and G. W. Stevenson. "Coming in to the Foodshed," *Agriculture and Human Values* 13, 3 (1996): 33-42.

Mississippi Folklife. "Sunday Dinner," "All Day Singing," and "Catfish," 29, 2 (1997): 15-22.

Montaño, Mario. "Appropriation and Counterhegemony in South Texas: Food Slurs, Offal Meats, and Blood" in *Usable Pasts: Traditions and Group Expressions in North America*, edited by Tad Tuleja. Logan: Utah State University Press, 1997, 50-67.

Tuleja, Tad. "Pumpkins" in *Rooted in America: Foodlore of Popular Fruits and Vegetables*, edited by David Scofield Wilson and Angus Kress Gillespie. Knoxville: University of Tennessee Press, 1999, 142-165.

Villas, James. "My Pig Beats Your Cow" in *American Taste: A Celebration of Gastronomy Coast-to-Coast*. New York: Arbor House, 1982, 56-62.

Waters, Alice. "The Farm-Restaurant Connection," *Antaeus* 68 (1992): 96-104.

Wilson, Charles Reagan. "The South: Where, Who, and What's for Dinner" in *A Gracious Plenty: Recipes and Recollections from the American South* by John T. Edge. New York: G.P. Putnam's, 1999, xiii-xvii.

References for films

"Carolina Hash: A Taste of South Carolina," The Woodward Studio Limited, no date. (folk food)

"Tortilla Soup," Columbia Tristar, 2001. (nuevo Latin)

"United Tastes of America: The Cultural Origins of Your Favorite Dishes" with Dorinda Hafner, PBS, 1998. (I use three of the eight vignettes: Cajun, Chinese American, and Jewish American).

"What's Cooking?: A Holiday Tradition," Trimark, 2000. (multicultural interpretations of Thanksgiving)

"A World of Food: Tastes and Taboos in Different Cultures," University of California Extension, 2000.

Films used in previous semesters

"Big Night," Columbia Tristar," 1997. (Italian American restaurant cooking)

"The Global Banquet: Politics of Food," Maryknoll World Productions, 2001.

"A Hot Dog Program," PBS, 1999. (everything you ever wanted to know)

Commentary: Cultural Geography and Food Studies

I approach food studies from a different perspective because I am a cultural geographer. We are those academics who stress the lens of place more than those of class, gender, and race.

Geographers know that consumers do not eat the same across this country and, in fact, often make daily food choices based on local agricultural specialties, ethnic affiliations, and other regional variables. Thus I want others to know about the "where" of food consumption and why these patterns exist.

My course, Geography of American Foodways, focuses on cuisines associated with major regional cultures and ethnic groups. It treats consumption both in the home and in restaurants. Marketing, political economy, and food production receive minor attention. The course level is such that both undergraduates and graduates are enrolled. For the undergraduates, I conceive the class as a liberal arts experience that raises their consciousness about the role of food in everyday life. Throughout the course they use food as a basis for writing, evaluation, and discussion. I also expose them to qualitative data gathering techniques such as interviewing and observation through assigned projects and term papers. Inevitably they learn more about American culture in the process.

For graduate students, I have all of the above goals plus others. I frequently talk with them one on one in an attempt to sharpen their research skills and expose them to food literature as a useful approach in the larger field of cultural geography. Two of my students have gone on to write food-related theses: one on corn mazes as an alternative income source for farmers and another

on the role of Maine jams as souvenir food for tourists and a source of regional identity for the growers.

Food is a subject that fits well within cultural geography. These are the people who map patterns of vernacular architecture, religion, and voting behavior to determine regional cores and transition zones, diffusion routes, and the process of change. My fellow geographers appreciate what I have been doing on ethnic and regional foods and do not question its validity. Except for some studies on restaurants, however, people in the discipline have not done much research on food because few data are available at the appropriate level of generalization. Consumption information available only at the national level is useless for mapping state, city, or finer-levels of variation. For well-done local studies, I often turn to folklorists for material and encourage my students to produce similar work.

In the spring of 2002 I codirected a university-wide faculty colloquium on food and culture through the Hall Center for the Humanities on campus. Eight participants presented research papers on food-related topics, critiqued their peers, and received a small stipend for their efforts. This is the first time that food and culture had been placed in the spotlight at the University of Kansas and the interdisciplinary effort was stimulating. I encourage others to arrange such interchanges on their campuses.

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FROM MARCUS APICIUS TO JULIA CHILD: INTRODUCTION TO CULINARY HISTORY

Instructor: Andrew F. Smith

Phone: (212) 624-1300, ext. 341; E-mail: ASMITH1946@AOL.COM

Summer 2002

New School University, Rm 403, 66 West 12th St

Six Sessions, Tuesdays and Thursdays, 7:45-9:40, beginning June 4

COURSE OUTLINE AND BIBLIOGRAPHY

The major purpose of this course is to provide an historical context to help participants understand why we eat what we eat. It will mainly focus upon US and Western European cooking traditions, specifically examining the history of the meal: 1) introduction; 2) soups and sauces; 3) salads, fruits and vegetables; 4) meat, fish, and fowl; 5) desserts and snack foods; and 6) drink and liquid refreshment. Cutting across these meal components are issues related to religion, ethics, health, science and philosophy. We will explore both the history and romance of food as well as the deeper issues that have been debated for thousands of years.

June 4, 2002

Session 1: Introduction: Why Study Culinary History Anyway?

Eating is a basic human need. Yet how humankind has met this need has varied over time and place. Over 15,000 plants and fungi can be eaten by humankind. Many more forms of animal life can also be consumed. From this vast array of potential food, we have selected to eat but a few hundred products throughout our lives. The foods that we eat, and how we eat them, are governed by hundreds of conscious and unconscious rules and procedures. This session will work toward a conception of food. It will also discuss the field of culinary history and examine how its study might help improve our understanding of our own culinary practices, behaviors and values.

Suggested Readings:

Bode, W. K. H. *European Gastronomy: The Story of Man's Food and Eating Customs*. London: Hodder & Stoughton, 1994.

Symons, Michael. *A History of Cooks and Cooking*. Urbana and Chicago: University of Illinois Press, 2000.

Willan, Anne. *Great Cooks and Their Recipes From Taillevent to Escoffier*. London: Pavillon Books Ltd., 1995.

June 6, 2002

Session 2: Rabbit Food: Fruit, Vegetables and Salads

Humankind has consumed fruit and vegetables since its origins. Yet almost all of the fruits and vegetables you consume today are all human inventions of the past ten thousand years. We will examine the origin of common fruit and vegetables as well as the history of particular salads and salad dressings. We will also briefly examine the origins of vegetarianism.

Suggested Readings:

Evelyn, J. *Acetaria. A Discourse of Shallets*. London: B. Tooke, 1699. Reprint. Prospect Books, 1982.

Fussell, Betty. *The Story of Corn: The Myths and History, the Culture and Agriculture, the Art and Science of America's Quintessential Crop*. New York: Alfred A. Knopf, 1992.

Shapiro, Laura. *Perfection Salad: Women and Cooking at the Turn of the Century*. New York: Henry Holt and Company, 1987.

Smith, Andrew F. *The Tomato in America: Early History, Culture and Cookery*. Columbia: University of South Carolina Press, 1994.

Smith, Andrew F. *Peanuts: The Illustrious History of the Goober Pea*. Urbana: University of Illinois Press, 2002.

Spencer, Colin. *The Heretic's Feast; A History of Vegetarianism*. London: Fourth Estate, 1993.

Wilson, David Scofield, and Angus Kress Gillespie, eds. *Rooted in America: Foodlore of Popular Fruits and Vegetables*. Nashville, University of Tennessee Press, 1999.

June 11, 2002

Session 3: Spoon Foods: Soups and Sauces

Beginning with the origin of boiling in pre-history, we will examine the changing conception, function and composition of soups and sauces into the modern era. We will examine the history of particular soups, such as broth, bouillabaisse, gumbo, chowder, tomato and chicken.

Suggested Readings:

Peterson, James. *Sauces: Classical and Contemporary Sauce Making*. New York: Van Nostrand

Reinhold, 1991.

Smith, Andrew F. *Souper Tomatoes: The Story of America's Favorite Food*. New Brunswick, N.J.: Rutgers University Press, 2000.

June 13, 2002

Session 4: Knife and Fork Foods: Fish, Fowl and Flesh

We will explore the history of three main course ingredients fish, meat and poultry. We will also discuss religious and social taboos about animals and animal products, such as those surrounding the pig, cow and shell fish.

Suggested Readings:

Kurlansky, Mark. *Cod: A Biography of the Fish the Changed the World*. New York: Walker and Company, 1997.

Simoons, Frederick J. *Eat Not this Flesh; Food Avoidances from Prehistory to the Present*. Second edition, Revised and Enlarged. Madison: University of Wisconsin Press, 1994.

Smith, Page, and Charles Daniel. *The Chicken Book*. San Francisco: North Point Press, 1982.

Wyman, Carolyn. *Spam; A Biography; The Amazing True Story of America's "Miracle Meat"!* New York: Harcourt Brace & Company, 1999.

June 18, 2002

Session 5: Desserts and Snacks: Sweet and Salty

While nuts, fruit and cheese serve as the final course, we will examine the history of sweet and salty products, such as cakes, pies, chocolate, ice cream, potato chips, and cookies.

Suggested Readings:

Brenner, Joël Glenn. *The Emperors of Chocolate; Inside the Secret World of Hershey & Mars*. New York: Broadway Books, 2000.

Broekel, Ray. *The Great America Candy Bar Book*. Boston: Houghton Mifflin Company, 1982.

Coe, Sophie D., and Michael D. Coe. *The True History of Chocolate*. New York: Thames and Hudson, Inc., 1996.

Dickson, Paul. *The Great American Ice Cream Book*. New York: Atheneum, 1973.

June 20, 2002

Session 6: Liquid Foods: A Sip Through Time

Histories of water, milk, beer, wine, spirits, coffee, tea, fruit juices, and soda. Brief examination of the temperance movement in America.

Suggested Readings:

Barr, Andrew. *Drink: A Social History of America*. New York: Carroll & Graf Publishers, Inc., 1999.

Pendergrast, Mark. *Uncommon Grounds: The History of Coffee and How It Transformed Our World*. New York: Basic Books, 1999.

Renfrow, Cindy. *A Sip Through Time: A Collection of Old Brewing Recipes*. NL: author, 1995.

GENERAL BIBLIOGRAPHY

General Works

Allen, Gary. *The Resource Guide for Food Writers*. New York and London: Routledge, 1999.

Davidson, Alan. *The Oxford Companion to Food*. New York: Oxford University Press, 1999.

Facciola, Stephen. *Cornucopia II: A Source Book of Edible Plants*. Vista, California: Kampong Publications, 1998.

Fernández-Armesto, Felipe. *Food: A History*. London: Macmillan, 2001.

Flandrin, Jean-Louis, and Massimo Montanari, general eds., Albert Sonnenfeld, ed. English edition. *Food: A Culinary History from Antiquity to the Present*. New York: Columbia University Press, 1999.

Kiple, Kenneth F., and Kriemhid Conee Ornelas, eds. *The Cambridge World History of Food*. Two vols. New York: Cambridge University Press, 2000.

Goody, Jack. *Cooking, Cuisine and Class: A Study in Comparative Sociology*. Cambridge: Cambridge University Press, 1982.

Goody, Jack. *Food and Love; A Cultural History of East and West*. London and New York: Verso, 1998.

Mariani, John F. *The Dictionary of American Food and Drink*. New York: Hearst Books, 1994.

McGee, Harold. *On Food and Cooking*. New York: Scribner's Sons, 1984.

Schlosser, Eric. *Fast Food Nation; the Dark Side of the All-American Meal*. Boston & New York: Houghton Mifflin Company, 2001.

Symons, Michael. *A History of Cooks and Cooking*. Urbana, Illinois: University of Illinois Press, 2000.

Tannahill, Reay. *Food in History*. Rev. ed. New York: Crown, 1988.

Toussaint-Samat, Maguelonne. Trans. Anthea Bell. *History of Food*. Cambridge, MA: Blackwell Publishers, 1992.

Trager, James. *The Food Chronology: A Food Lover's Compendium of Events and Anecdotes, From Prehistory to the Present*. New York: Henry Holt and Company, 1995.

Visser, Margaret. *Much Depends on Dinner: The Extraordinary History and Mythology, Allure and Obsessions, Perils and Taboos of an Ordinary Meal*. New York: Collier Books, 1986.

Specific Historical Periods

Bober, Phyllis Pray. *Art, Culture, & Cuisine: Ancient & Medieval Gastronomy*. Chicago: University of Chicago Press, 1999.

Coe, Sophie D. *America's First Cuisines*. Austin: University of Texas Press, 1994.

Dembinska, Maria. [Magdalena Thomas, trans. and William Woys Weaver, ed.], *Food and Drink in Medieval Poland: Rediscovering a Cuisine of the Past*. Philadelphia: University of Pennsylvania Press, 1999.

Brothwell, Don and Patricia. *Food in Antiquity*. New York: Frederick A. Praeger, 1969.

Giacosa, Ilaria Gozzini. Translated by Anna Herklotz. *A Taste of Ancient Rome*. Chicago and London: The University of Chicago Press, 1992.

Scully, Terence. *The Art of Cookery in the Middle Ages*. Woodbridge, UK: The Boydell Press, 1995.

National Food Histories

Dalby, Andrew. *Siren Feasts; A History of Food and Gastronomy in Greece*. London and New

York: Routledge, 1996.

Hooker, Richard J. *A History Food and Drink in America*. Indianapolis & New York: Bobbs-Merrill, 1981.

Wheaton, Barbara Ketcham. *Savoring the Past; The French Kitchen and Table from 1300 to 1789*. Philadelphia: University of Pennsylvania, 1983.

Wilson, C. Anne. *Food and Drink in Britain: From the Stone Age to the 19th Century*. Chicago: Academy Chicago Publishers, 1991.

Historical Cookbooks/Food Books

Black, Maggie. *The Medieval Cookbook*. New York: Thames and Hudson, Inc., 1996.

Brillat-Savarin, Jean-Anthelme. *The Physiology of Taste or Meditations on Transcendental Gastronomy, translated by M. K. F. Fisher*. Washington, D.C.: Counterpoint, 1986.

Child, Julia, Simone Beck and Louisette Bertholle. *Mastering the Art of French Cooking*. New York: Alfred A. Knopf, 1996. Volume 1.

Cinqueterre, Berengario della. *The Renaissance Cookbook; Historical Perspectives through Cookery*. Crown Point, Indiana: The Dunes Press, 1975.

Dalby, Andrew, and Sally Grainger. *The Classical Cookbook*. Los Angeles: The J. Paul Getty Museum, 1996.

Edwards, John, translated and adapted to the Modern Kitchen. *The Roman Cookery of Apicius: A Treasury of Gourmet Recipes & Herbal Cookery*. Point Roberts, Washington: Hartly & Marks, 1984.

Farmer, Fannie Merritt. *Boston Cooking-school Cook Book*. Boston: 1896. Facsimile ed. New York: Weathervane Books, 1986.

Glasse, Hannah. *Art of Cookery Made Plain and Easy*. London. First edition published by the Author in London, 1796. Facsimile ed. Schenectady, New York: United States Historical Research Service, 1994.

Platina (i.e. Bartolomeo de Sacchi di Piadena), *De honesta voluptate*. Venice: L. De Aguila, 1475, as in Mary Ella Milham, trans., *Platina on Right Pleasure and Good Health*. Tempe, Arizona: Medieval & Renaissance Texts & Studies, 1998.

Places to Purchase/Locate Food History Books

A. General Cookbook Stores

Kitchen Arts and Letters
1435 Lexington Ave.
New York, NY 10128
(212) 876-5550

The Cookbook Collectors' Exchange
P.O. Box 32369
San Jose, CA 95152-2369
408-258-8657
[e-mail: ccex@concentric.net](mailto:ccex@concentric.net)
web: www.concentric.net/~1tarkus/ccex.htm

B. Reprints

Joseph Carlin
Food Heritage Press
P.O. Box 163
Ipswich, Massachusetts 01938-0163
(508) 356-8306
[http: www.shore.net/~foodbks](http://www.shore.net/~foodbks)

Flavor & Fortune, a quarterly publication of the Institute of the Science and Art of Chinese Cuisine
P.O. Box 91
Kings Park, NY 11754
631/265-9126
E-mail: flavorandfortune@hotmail.com
Web: www.flavorandfortune.com

Acanthus Books
830 W. Main Street, #150
Lake Zurich, IL 60047 USA
Tel/Fax (847) 726-9811
<http://www.acanthus-books.com/>

Food and Foodways
50 West 23rd St.
New York, NY 10010
<http://www.gbhap.com>. Contact David Hull at
<David.Hull@na.gbhap.com>.
1-800-545-8398 or e-mail info@gbhap.com.

C. Rare or Out of Print Cook Book Dealers

Jan Longone
The Wine and Food Library
1207 West Madison
Ann Arbor, Michigan 48103
(313) 663-4894

Food History News
HCR 81 Box 354A
Isleboro, Maine 04848
(207) 734-8140
[Subscription: Quarterly, \$15 per year]

Cook Books
P.O. Box 11327
Burbank, California 91510
(818) 848-4630

Darra.J.Goldstein
Gastronomica: The Journal of Food and Culture
Weston Hall, 995 Main St.,
Williams College
Williamstown, MA 01267
Darra.J.Goldstein@williams.edu
Web: www.gastronomica.org/gastro/pages/home.html

Powell's Books for Cooks
3739 S. E. Hawthorne Blvd.
Portland, Oregon 97214
(505) 235-3802

Simple Cooking
John Thorne
<http://www.outlawcook.com>

D. Food History Periodicals/Newsletters

The Art of Eating
HCR 30 Box 3
Peacham, Vermont 05862
(802) 592-3491

Word of Mouth
Box 42568
Portland, Oregon 97242-0568
(503) 232-3470
[Subscription: bimonthly, \$22 per year]

PPC Petits Propos Culinaires

45 Lamont Road
 London SW10 OHU
 England

[Subscription: 3 issues \$23.50; make checks payable to
 PPC-North America]

Radcliffe Culinary Times

Schlesinger Library
 10 Garden Street
 Cambridge, MA 02138
 (617) 495-8647

E. Libraries with Large Cookbook Collections

American Antiquarian Society
 185 Salisbury St.
 Worcester, Massachusetts 01609
 (508) 755-5221

Library of Congress

Washington, DC

New York Academy of Medicine
 1216 Fifth Ave, and 103rd St
 New York, NY 10029
 (212) 822-7200

New York Public Library
 42nd St., and Fifth Avenue
 New York, NY

Schlesinger Library
 Radcliffe College
 10 Garden Street
 Cambridge, Massachusetts 02138

Culinary Archives and Museum
 Johnson & Wales University
 315 Harborside Boulevard
 Providence, Rhode Island 02905
 (401) 598-2805

G. Conferences

Oxford Symposium on Food & Cookery
 Ms. Jane E. Levi
 101 Millennium Tower
 65 Hopton St.,
 London, SE1 9JL
 fax 44 171 803 0823
 email foodsyp@banksider.demon.co.uk
 [Dates for this year's conference, September 7-8, 2002]

Southern Foodways Symposium
 Contact: John T Edge
 Director, Southern Foodways Alliance
 Center for the Study of Southern Culture
 University of Mississippi
 University, MS 38677
 662-915-5993 (phone) 662-915-5814 (fax)
 Web: www.southernfoodways.com

Conference and joint annual meetings of Agriculture,
 Food, and Human Values
 Society (AFHVS) and the Association for the Study of
 Food and Society
 (ASFS) June 13-16, 2002
 Theme: "The City in a Garden: Producing and
 Consuming Food in the New Millennium."
 Program Chair Tracy Poe
 Department of History and the Humanities
 Barat College of DePaul University
 700 E. Westleigh Rd.
 Lake Forest, IL 60045

H. World Wide Web

For an up-to-date list of Web sites connected with
 culinary history email:
 Gary Allen
 The Culinary Institute of America
 433 Albany Post Rd.
 Hyde Park, NY 12538
 Email: gallen@hvi.net

NS245 SOCIAL SCIENCE PERSPECTIVES ON FOOD AND NUTRITION.

Course Syllabus: 2002, Cornell University

Jeffery Sobal, PhD, MPH, Division of Nutritional Sciences, Cornell University
Instructor's Office: J. Sobal - 303 MVR Hall, 255-6015, js57@cornell.edu
Classes will be held on Tuesdays and Thursdays 10:10-11:25 in room 100 Savage Hall

Course website: <http://courseinfo.cit.cornell.edu/courses/NS245/index.html>
Students in the course must enroll at the website. Instructions for enrolling can be found at <http://www.cit.cornell.edu/atc/cst/enroll.shtml>

Course Description: Theories, concepts, and methods from several social science disciplines will be applied to food, eating, and nutrition issues and problems. Conceptual frameworks for understanding the food and nutrition system and individual food choices will be developed and applied in class.

Learning Objectives: The course is designed to help students to:

- Recognize the scope of social science approaches to food and nutrition
- Compare and contrast social science theories and apply them to nutrition
- Gain experience in using qualitative and quantitative social science methods
- Understand and apply basic social facts about food, eating, and nutrition
- Appreciate personal, cultural, and historical variations in food and eating

Requirements:

- 1) Class attendance: Students are expected to attend all classes. Students are responsible for all material covered in class, and expected to participate in class discussions about required readings and their own experiences.
- 2) Readings: A collection of required readings is available at the Cornell Store. A copy of the collection of readings will be on reserve in the Learning Resources Center in room 339 MVR. Some additional readings will be distributed in class. All readings should be done before attending the class for which the reading is assigned.
- 3) Written Assignments: Students will be required to write two papers. Each must be typed or computer printed. Handouts describing paper topics, formats, and due dates will be distributed. Papers will be due at the start of class on the assigned due dates, and can be handed in up to one week early. Late papers will be penalized two points for each day they are late. Some short written homework assignments may be assigned in class during the semester.
- 4) Examinations: Two prelim exams will be given during the scheduled class times. The exams may include objective questions (multiple choice, matching) and/or short answer questions and/or essay questions. Lecture material, the required readings, and class discussion material covered prior to each exam will be eligible for inclusion on exams.

Participation: Students are expected to do the readings before coming to class, and are expected to participate in class discussions. Contributions of insightful questions, examples, experiences, and ideas during discussions will be noted by the professor and teaching assistants.

6) Grading: Final grades will be determined using the following weights:

Total Possible Course Score = 100%

First prelim exam = 35% Second prelim exam = 35%

First paper = 15% Second paper = 15%

Students cannot retake exams, rewrite papers, or do extra projects for credit.

Questions about grades on papers and prelim exams must be submitted to the professor in writing within ten days after the work is first returned to the class.

FALL 2002 READINGS NS245: SOCIAL SCIENCE PERSPECTIVES ON FOOD AND NUTRITION

8/29 The Social Sciences: Perspectives and Methods

Shepherd SK, Acterberg CL. Qualitative research methodology: Data collection, analysis, interpretation, and verification. In: Monson ER. (ed). Research: Successful approaches. Chicago: American Dietetic Association. 1992. pp 82-99.

Cummings SR, Strull W, Nevitt MC, Hulley SB. Designing clinical research: An epidemiological approach. Baltimore: Williams and Wilkins. 1988. pp 42-52.

9/3 Models of the Food and Nutrition System: Food Chains and Food Contexts

Sobal J, Khan LK, Bisogni CA. A conceptual model of the food and nutrition system. *Social Science and Medicine* 1998;47(7):853-63.

9/5 Food Webs: Occupations, Professions, and Professionalization

DeVault ML. Between science and food: Nutrition professionals in the health care hierarchy. *Research in the Sociology of Health Care* 1995;12:287-312.

9/10 Food Production: Population Growth and Food Supply

Foster P. The world food problem: Tackling the causes of undernutrition in the Third World. Boulder, CO: Lynne Rienner. 1992. pp 165-178, 182.

9/12 Food Processing: Food Safety and Risk Perception

Thonney PF, Bisogni CA. Government regulation of food safety: Interaction of scientific and societal forces. *Food Technology* 1992;46(1):73-80.

9/17 Food Distribution: Food Security.

Dailey DZ. A measure of hunger. *Human Ecology Forum* 1996(Fall):4-7.

Radimer KL, Olson CM, Greene JC, Campbell CC, Habicht J-P. Understanding hunger and developing indicators to assess it in women and children. *Journal of Nutrition Education* 1992;24:36S-45S.

9/19 Food Acquisition: Consumer Behavior

Senauer B. Major consumer trends affecting the US food system. *Journal of Agricultural Economics* 1990;41(3):422-430.

9/24 Food Preparation: Cuisines and Foodwork

Harnack L, Story M, Martinson B, Neumark-Sztainer D, Stang J. Guess who's cooking? The role of men in meal planning, shopping, and preparation in US families. *Journal of the American Dietetic Association* 1998;98:995-1000.

9/26 Food Consumption: Eating Patterns as Social Actions

Sobal, J. Sociability and Meals: Facilitation, Commensality, and Interaction. In: Meiselman H. (ed). *Dimensions of the Meal*. Gaithersburg, MD: ASPEN. 2000. pp 119-33.

10/1 Food, Nutrition, and the Natural Environment.

Herrin M, Gussow JD. Designing a sustainable regional diet. *Journal of Nutrition Education* 1989;21(6):270-75.

10/3 Nutrition and Health Outcomes in the Food and Nutrition System

Sobal J. Food system globalization, eating transformations and nutrition transitions. In: Grew R. (ed) *Food in Global History*. Boulder:Westview 1999. p 171-93

10/8 Food, Nutrition, and the Social Environment: Policies and Programs

Owen AL, Splett PL, Owen GM. The Dynamics of Public Policy. Chapter 5 in: *Nutrition in the Community*. New York: McGraw-Hill. 1999. pp 116-141.

10/10 First Examination

10/15 Fall Break

10/17 Models of the Food Choice Process

Owen AL, Splett PL, Owen GM. What behavior theories can do for us. *Nutrition in the Community*. 4th Ed. Boston: McGraw-Hill. 1999. pp 179-184, 194-195.

Furst T, Connors M, Bisogni CA, Sobal J, Falk LW. Food choice: A conceptual model of the process. *Appetite* 1996;26(3):247-65.

10/22 The Life Course and Food Choices

Devine CM, Connors M, Bisogni CA, Sobal J. Life course influences on fruit and vegetable trajectories: A Qualitative Analysis of Food Choices. *Journal of Nutrition Education* 1998;30:361-70.

10/24 Cultural Ideals and Food Choices

Pachter LM. Culture and clinical care: Folk illness beliefs and behaviors and their implications for health care delivery. *Journal of the American Medical Association* 1994;271(9):690-94.

10/29 Acculturation, Ethnicity and Food Choices

Lee S, Sobal J, Frongillo EA. Acculturation, food consumption, and diet-related factors among Korean Americans. *Journal of Nutrition Education* 1999;31:(6):321-330.

10/31 Personal Food Likes and Dislikes in Food Choices

Rozin P, Fallon A. Acquisition of Likes and Dislikes for Foods. In: *Food and Nutrition Board. What Is America Eating?* Washington: National Academy Press 1986 pp 58-71.

11/5 Gender Roles and Food Choices

Schafer RB, Schafer E. Relationship between gender and food roles in the family. *Journal of Nutrition Education* 1989;21:119-26.

-11/7 Social stratification, poverty, and food choices.

Sobal J. Obesity and Socioeconomic Status: A Framework for Examining Relationships between Physical and Social Variables. *Medical Anthropology*, 1991, 13(3):231-47.

11/12 Household Economics and Food Choices

Senauer B, Asp E, Kinsey J. Food trends and the changing consumer. St. Paul, MN: Eagan Press, 1991, Chapters 5 and 6, pp 133-175.

11/14 Family Food Decision Making and Food Choices

McIntosh WA, Zey M. Women as gatekeepers of food consumption: A sociological critique. Food and Foodways 1989;3(4):317-32.

11/19 Social Networks, Social Support, and Eating Behaviors

Matich JR, Sims LS. A comparison of social support variables between women who intend to breast or bottle feed. Social Science and Medicine 1992;34(8):919-27.

11/21 The Mass Media and Food Choices

Sylvester GP, Acterberg C, Williams J. Children's television and nutrition: Friends or foes? Nutrition Today 1995;30(1):6-15.

11/26 Food Choices and the Built Environment.

Sommer R, Herrick J, Sommer TR. The behavioral ecology of supermarkets and farmers' markets. Journal of Environmental Psychology 1981;1(1):13-19.

11/28 Thanksgiving Break

12/3 Personal Food Systems: Value Negotiations and Strategies

Connors M, Bisogni CA, Sobal J, Devine CM. Managing values in personal food systems. Appetite 2001;36:189-200.

12/5 Second Examination

NS640 SOCIAL SCIENCE THEORIES IN NUTRITION. Syllabus 2002

Instructor: Jeffery Sobal, Division of Nutritional Sciences, Cornell University
303 MVR Hall, Phone 255-6015 (voice mail 255-5473), E-mail JS57@Cornell.edu

Class Sessions: 10:10 to 12:10 AM Tuesday/Thursdays (Savage 100 and 3M13 MVR)
Course web site: <http://courseinfo.cit.cornell.edu/courses/NS640/index.html>

Description:

Social science theories which contribute to the understanding of food and nutrition issues will be examined and applied in this course. Theories will be drawn from the social science disciplines of psychology, sociology, anthropology, economics, political science, geography, demography, and history. Students will be expected to learn basic theories and approaches from each discipline and understand how to apply social science theories to nutrition topics, issues and problems.

Requirements:

1) Class attendance:

The first portion of each class will include a lecture focusing on a substantive topic meeting jointly with NS245, and the second portion of each class will involve a small group discussion of theoretical interpretation of that topic. Students are expected to attend all classes. Students must be prepared to actively participate in class discussions of required reading material during class sessions, and therefore must have read the material before class. Students should come to class prepared to discuss, critique, and apply the information from the readings.

2) Readings:

Required readings for class discussions will be distributed prior to those classes.

3) Written Assignments:

Papers: Students will be required to write two papers. Each will be about fifteen or more pages long and must be typed or computer printed.

Paper 1: The first paper will 1) present, explain, and critique one social science theory, 2) review past applications of that theory in food and nutrition, and 3) apply the theory to a specific nutrition topic relevant to the student's interests.

Paper 2: The second paper will 1) present, explain, and critique two different theories relevant to a nutrition problem or issue, 2) specifically compare and contrast the theories, and 3) apply both theories to frame thought and guide research and practice related to a particular nutrition issue or problem.

A one page description of the theory and topic/issue for the first paper is due in class on 10/1 and for the second paper on 11/12. The first paper will be due in class on 10/24 and the second due on 12/16. Papers can be handed in early, but late papers will be penalized.

Concept Map: To assist in integrating the material from the course, each student will draw a concept map or other type of diagram of social science theories relevant to nutrition. This can be done using computer drawing programs or by hand. It will be due on the last day of class, 12/5, and will be discussed in class. Students should bring enough copies of their concept maps to distribute to all members of the class.

4) Participation:

Students are expected to have done the readings before they come to class, and will be evaluated on their participation in class discussions. Contributions of insightful questions, examples, experiences, and ideas during discussions is expected.

5) Grading:

Grades are based on 35% paper 1, 40% paper 2, 5% concept map, 20% class participation.

FALL 2002 READINGS NS640: SOCIAL SCIENCE THEORIES IN NUTRITION

8/29 The Social Sciences: Perspectives and Methods -- Theories and Paradigms

Sobal, J., Lee, S. Use of social science theories in community nutrition. *Korean Journal of Community Nutrition* 1997;2(5):671-79.

Ritzer G. Metatheory. In: Ritzer G. *Contemporary Sociological Theory*. Second Edition. New York: Alfred A. Knopf, 1988. pp 382-393.

Barrett SR. *The rebirth of Anthropological Theory*. Toronto: University of Toronto Press. 1984. pp 55-57.

9/3 Models of the Food and Nutrition System -- Functionalism and Systems Theories

Ritzer G. Systems Theory. In: G. Ritzer. *Contemporary Sociological Theory*. New York: Alfred A. Knopf, 1988. pp 332-6.

Collins R. Systems Theories. Chapter 2 in R. Collins. *Theoretical Sociology*. New York: Harcourt, Brace, Jovanovich. 1988. pp 45-58.

9/5 Food Webs: Occupations, Professions, and Professionalization -- Conflict Theories

Wolinsky FD. *The Sociology of Health: Principles, Practitioners, and Issues*. 2nd ed. Belmont, CA: Wadsworth. 1988. pp 219,222-30,265-69.

Collins R. Conflict and Social Change. In: Collins R. *Theoretical Sociology*. New York: Harcourt, Brace, Jovanovich. 1988. pp 118-130.

9/10 Food Production: Population and Food Supply -- Sociobiological Materialism

Menard SW, Moen EW. Population theory and policy: Poverty, pollution, resources, and development. In *Perspectives on Population*. New York: Oxford, 1987, pp 87-96.

9/12 Food Processing: Food Safety and Risk Perception -- Interpretivism

Groth E. Communicating with consumers about food safety and risk issues. *Food Technology* 1991;May:248-53.

9/17 Food Distribution: Food Security -- Social Constructionism

Maurer, D. and Sobal, J. (eds). *Eating Agendas: Food and Nutrition as Social Problems*. Hawthorne, NY: Aldine de Gruyter, 1995, pp ix-xiv, 3-7.

Poppendieck J. *Hunger in America: Typification and Response*. In: Maurer, D. and Sobal, J. (eds). *Eating Agendas: Food and Nutrition as Social Problems*. Hawthorne, NY: Aldine de Gruyter, 1995. pp 11-34.

9/19 Food Acquisition: Individualism

Mowen JC. *Personality and Psychographics*. Chapter 7 in Mowen JC. *Consumer Behavior*. Fourth Edition. Englewood Cliffs, NJ: Prentice-Hall. 1995. pp 234-280.

9/24 Food Preparation: Cooking Practices -- Diffusionism

Greene, L.W., Gottleib, N.H., and Parcel, G.S. *Diffusion Theory Extended and Applied*. in *Advances in Health Education and Promotion*. Philadelphia: Jessica Kingsley, 1991, pp 91-117.

9/26 Food Consumption: Eating Patterns -- Structuralism

Douglas, M. and Nicod, M. *Taking the Biscuit: The structure of British Meals*. *New Society* 1974;19 Dec, 744-47.

10/1 Food, Nutrition, and the Natural Environment -- Human Ecology

Albrecht DE, Murdock SH. *Human Ecology and U.S. Agriculture*. In: *The Sociology of U.S. Agriculture: An Ecological Perspective*. Ames, IA: Iowa State University Press, 1990, pp 13-40.

10/3 Nutrition and Health in Food and Nutrition Systems -- Developmentism

Beaver SE. *Demographic Transition Theory Reinterpreted*. Lexington, MA: D.C. Heath, 1975, pp 1-13.

10/8 Food and Nutrition Policies and Programs -- Structurism

Sabatier PA. *Toward better theories of the Policy Process*. *PS: Political Science and Politics*. 1991;June:147-56.

10/10 Graduate Student Paper Discussions

10/15 Fall Midterm Break

10/17 Models of the Food Choice Process -- Social Psychological Theories

Schwarzer R. Self-efficacy in the adoption and maintenance of health behaviors: Theoretical approaches and a new model. In R. Schwarzer (ed) *Self-Efficacy: Thought Control of Action*. Washington: Hemisphere, 1992, pp 217-243.

10/22 The Life Course and Food Choices -- Social Developmentalism

Moen, P. A life course approach to women's multiple roles, health, and well being. *Sociology of Aging*, March 1992, pp 8-12.

10/24 Cultural Ideals and Food Choices -- Cultural Idealism

Murcott A. Sociological and social anthropological approaches to food and eating. *World Review of Nutrition and Dietetics* 1988;55:1-40.

10/29 Acculturation, Ethnicity and Food Choices -- Acculturationism

Keefe SE, Padilla AM. Models of Ethnic Change. Chapter 2 in *Chicano Identity*. Albuquerque, NM: University of New Mexico Press, 1987, pp 13-24.

10/31 Personal Food Likes and Dislikes -- Behaviorism

Greene WH, Simons-Morton BG. A behaviorist explanation of health habits. Chapter 6 in *Introduction to health education*. New York: Macmillan. 1984. pp 132-147.

11/5 Gender Roles and Food Choices -- Ethnomethodology

West C, Zimmerman DH. Doing gender. *Gender and Society* 1987;1(2):125-151.

11/7 Social Stratification, Poverty, and Food Choices -- Marxism

McIntosh WA. Social Stratification: The Distribution of Food and Nutrition. Chapter 5 in McIntosh WA. *Sociologies of Food and Nutrition*. New York: Plenum. 1996. pp 97-134.

11/12 Household Economics and Food Choices -- Microeconomic Utilitarianism

Collins R. The rational/utilitarian tradition. Chapter 2 in: Collins R. *Four Sociological Traditions*. New York: Oxford University Press. 1994. pp 121-180.

11/14 Family Food Decision Making and Food Choices -- Group Rationalism

Lackman C, Lanasa JM. Family decision-making theory: An overview and assessment. *Psychology and Marketing* 1993;10(2):81-93.

11/19 Social Networks, Social Support, and Eating Behaviors -- Relationism

Heaney CA, Israel BA. Social networks and social support. In K. Glanz et al: Health Behavior and Health Education: Theory, Research and Practice. 2nd Ed. San Francisco: Jossey Bass, 1997, pp 179-205.

11/21 The Mass Media and Food Choices -- Postmodernism

Denzin NK. Postmodernism and Deconstruction. Chapter 8 in Dickins DR, Fontana A. (eds). Postmodern and Social Inquiry. New York: Guilford Press. pp 182-202.

11/26 Food Choices and the Built Environment -- Sociophysical Materialism

Wicker AW. An introduction to ecological psychology. Monterey, CA: Brooks/Cole. 1979. pp 1-25, 70-75.

11/28 Thanksgiving Break

12/3 Personal Food Systems: Value Negotiations -- Rational Choice Theories

Carter WB. Health behavior as a rational process: Theory of Reasoned Action and Multiattribute Utility Theory. Chapter 4 in Health Behavior and Health Education: Theory, Research and Practice. Glanz K, Lewis FM, Rimer BK (eds). San Francisco: Jossey Bass. 1990. pp 63-91.

12/5 Choosing and Using Theories

Acterberg C, Clark CL. A retrospective examination of theory use in nutrition education. Journal of Nutrition Education 1992;24:227-33

Hochbaum, G.M. , Sorenson, J.R., and Lorig, K. Theory in health education practice. Health Education Quarterly 1992;19(3):295-314.

AGG 5425 Food and the Environment*

University of Florida

Editors' Note: This is a Web-based course. The course's instructor, Dr. Mickie Swisher, has provided a note below describing aspects of the course's design. A course description also can be found below. To obtain the complete syllabus, visit the course's home page:

<http://disted.ifas.ufl.edu/agg5425/>

A Note from the Instructor

Food and the Environment is a completely Internet based interactive course. It is all on the Internet – syllabus, required readings, supplemental readings, etc. If you are interested I can send more details about how someone should use the course. We strongly encourage other institutions to take these materials and either use them as is (with credit to the University of Florida and the US Department of Agriculture) or modify them to fit their region or state (some references are specific to Florida).

There are only 2 items that are not on the Internet as of now: (1) the videos which can be purchased from UF and (2) some materials in workbooks which will be up on the web soon. We use interactive software (Webboard) to interact. Logging on to Webboard requires going to another site which is not published in the syllabus (to keep folks from just plain finding our class and possibly interrupting us). I can give you that address if you're interested in seeing how we post assignments, etc. Someone who wants to do a course like this one could use any of several interactive software for teaching that are out now. This course could also be modified for "standard classroom" use.

— *Mickie Swisher*

Contact information

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Course Description

Welcome to Food and the Environment. During this course we are going to explore how food production, processing, transportation and consumption affect the environment. We will focus on five topics: (1) water quality, (2) biodiversity, (3) soil resources, (4) the economics of food and (5) energy. Our goal is for you to be able to educate others about these complex issues. Read this information carefully. It is critical to success in the course.

* The development of this course has been supported by the University of Florida and the U.S. Department of Agriculture.

Course Objectives

Participants will be able to describe how food production and consumption affect key resources such as water, natural communities of plants and animals, and the soil.

Participants will be able to acquire and use scientific information to analyze specific examples of the interactions between the food production system and the environment.

Participants will apply what they learn in the course to develop educational tools that they can use in their own work.

Participants will enhance their ability to use the Internet both to access and provide information.

Participants will enhance their group learning and problem solving skills.

Teaching Philosophy

This course is based on a participatory, learner-centered educational philosophy. We will provide you with some basic information and suggestions for where to get more information. We will also give you specific assignments to complete. However, we expect you to direct and take responsibility for your own learning experience. We are not going to supply you with a large number of facts and methods that you must memorize or conquer. Rather, we expect you to use the assigned readings, suggested resources and assignments as ways to initiate and organize your own learning experience. We will always be willing to help you find more information and provide suggestions for where to go next. We do expect you to demonstrate that you have gained in-depth knowledge of various aspects of the topics that we will address through the group and individual assignments, class discussions and final projects. This means demonstrating that you have gone beyond the resources included in the course syllabus when you participate in class meetings, submit individual or group assignments, write your final exam, and turn in your class project. This is one of the yardsticks that we will be using to evaluate how well you are directing your own learning experience and part of your grade for each activity will be based on the degree to which we can see that you have found your own resources outside of those we have provided for you.

We will also rely heavily on a team learning approach. Team learning and problem solving skills are more important in today's complex world than ever before. As professionals, all of us do and will find ourselves working in teams more and more often on more and more complex problems and issues. Further, many studies and years of experience have shown that people learn more and gain more in-depth knowledge when they share their learning experience with others. You will therefore often find yourself working in small groups during this course.

Grading

Your grade will be based on several factors. There are a total of 200 points possible during the course, distributed in the following categories.

Class Participation - 25 points, with three extra points possible, 12.5% of grade. Your class participation grade will be based on the quality of your contributions during the sessions when we all meet together electronically, your contributions to group exercises, and your participation in the field experience.

Group Assignments - 50 points, 25% of grade. Your entire group will receive the same grade on group assignments. The grade will be based on the quality of the assignment, including adequate references. Your group assignments will also affect your grade on class participation, based on what we see of your participation. This means that you must send a copy of all of your interactions (e-mails, etc.) in the small groups to Mickie Swisher. We will also have chat rooms available for you to work in small groups. That

is, you can "meet" electronically to work on the assignment. If you elect to use this approach, please let us know so we do not take absence of e-mail activity as a sign of lack of participation. You are expected to serve as team leader for at least one group assignment during the semester. When you submit a group assignment to the Class Forum, make sure you list all the team members and indicate who was the team leader for the assignment.

Term Project - 30 points, 15% of grade. Your term project will be an educational tool posted to the Internet in a form that is complete enough to permit anyone to use it without having to seek additional information or instructions. It must draw on what you learn during the course and it must include multiple components (for example, perhaps a lecture, a hands-on classroom activity, an electronic visit to a museum, and closure discussion questions). The choice of components and the topic is up to you. You will have several opportunities to work on your project and to have your progress and ideas reviewed both by Mickie and by your colleagues during the course. Your grade will depend upon timely submission of each activity as well as the quality of the final project that you submit at the end of the course. The term project is a very important part of this course. We urge you to think about your project early and to get as much feedback as you can during its development.

Individual Assignments - 65 points, 32.5% of grade. Your grade for individual assignments will be based on the quality of your individual assignments, once again including references.

Final Exam - 30 points, 15% of grade. You will receive a take home, open book final exam. You will have about one week to complete the exam. We will give you detailed instructions with the exam.

Grading Scale. I use the following grading scale:

A 95-100%
A- 89-94%
B 84-88%
B- 78-83%
C 72-77%
C- 66-71%
F <65%

References -- A Key to Success

Providing references is key to success in this course. This is largely a self-guided learning experience. I need to know where you got your information and how you used it. Always include a full list of references in every assignment that you submit. Look under the Course Announcements for two items: (1) Citing Internet References and (2) Using UF's Libraries. Follow the procedures outlined in these documents. Also please read the document "Hints for Searching the Web for this Course." This will help you organize your searches on the World Wide Web. Equally important, it points out that I expect you to use reputable, science based sources of information. Joe Webb's personal web page stating Joe's personal opinions on the universe and everything is NOT a good reference. This document will help you evaluate the reliability and credibility of web-based resources. Please note that you must include at least one reference that you found through UF's library system for each group and individual assignment.

Assignment Format and Submission

To ensure that all assignments are received, graded and comments are returned to you promptly, all assignments must be submitted on time. If you have trouble posting an assignment to the Class Forum for some reason, send a copy by e-mail to both Mickie Swisher and Ron Thomas. We will try to post it for you. You will become expert at posting things very soon so this will not generally be a problem. Assignments will be marked down for late delivery. You will lose one grade point per day the assignment

is overdue. We welcome early submissions. Submit all assignments to the Class Forum unless otherwise instructed, using the title of the assignment indicated in the syllabus.

Feedback on Performance

I believe that grades are only useful if they permit the learner to improve his/her performance. That means that you need to know not only what grade you received on an assignment, but why. I will communicate regularly with you by e-mail to report your grade and discuss my evaluation of the assignment with you. The factors that I will use to establish your grade are clearly stated in the course syllabus under the section called "Grading Criteria" for each assignment.

Course Materials

Core Materials. We will provide you with a set of Core Materials for this course. These include a set of six videos (on one video tape) and accompanying manuals. These are: (1) Introduction, (2) Biodiversity, (3) Water Quality, (4) Conserving Soil Resources, (5) Money Matters, and (6) Energy: The Hidden Input.

Required Readings. Most modules will include assigned readings that you can access over the Internet. You are expected to demonstrate familiarity with these readings by using and citing them in your assignments. If you double click on the colored URL for any reading in the course syllabus, your computer will automatically go to the site for you. Note that the readings are listed by topic. If we cover three topics during a module, you will find three sets of required readings and three sets of resources listed under More Information. They will be arranged in chronological order, so make sure you look far enough down the list of resources to find all of them.

More Information. Most modules will also include a list of additional sources of information on the Internet. If you double click on the colored URL for any resource in the syllabus, your computer will automatically go to the site for you. These are places for you to begin to develop your own interests and pursue your own learning objectives. You are expected to pursue information on your own and to let us know about the additional information sources that you have used for each activity during the course. When you find a good source of information for a particular module, whether it is on the Internet or elsewhere, please take the time to post the resource (name of the journal, an Internet site, or whatever) to the Class Forum. Include one or two sentences describing what it is. This will help your colleagues and save time for all of us by sharing resources.

Classroom Resources. Most modules will also contain a list of resources aimed specifically at the classroom and teaching. We have tried to include resources that are appropriate for a very wide spectrum of learners, ranging from primary school through adult learners. While we have listed different classroom resources in each module, most of them contain activities, lesson plans, and other information applicable to most if not all of the topics that we will cover in this course. If you do not find exactly what you are looking for in a specific module, go to some of the other modules and check the classroom resources listed there. The list for each module would simply be too long if we tried to list every resource available under each module. Also note that many of these resources themselves contain links to hundreds (thousands in some cases) of other resources for teachers, parents and students. In short, these are just some places to get started finding classroom resources on the Internet for science teachers.

We're really glad you decided to enroll in Food and the Environment. We look forward to getting to know you over the coming weeks and to hearing what you have to share with us about the important issues that we will be discussing.

Sociology 336: The Sociology of Food

Course Syllabus Spring 2003

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Office hours:
Mon. 4-6
Tues. 2-4

Course Overview

Food is essential to human life, and therefore, is a central part of social life. Yet until very recently, there has been no systematic sociology of food. The social relations involved in the production and consumption of food have been studied in fields such as cultural anthropology, sociology of the family, gender relations, sociology of work, and international political economy. But food itself has not usually been the major focus of these studies. It is only in the last several years that food has come to be seen as an issue to be studied in its own right, and that social scientists have begun to bring together and synthesize these disparate studies and ways of looking at food. This course is designed to advance this process of systematization, and to provide an overview of the emerging field of the sociology of food.

In the first part of the course, we consider the multiple meanings of food. You are what you eat, as the old saying goes: what you eat, how you eat it, and with whom you eat it, all express your sense of self and your relationships to your family and community. We examine the role of food in the construction of ethnic identity, in the display of social class, and in the negotiation of gender roles. We analyze the social construction of ideal body sizes and try to understand the high incidence of eating disorders in contemporary society. And we look at the reasons why people eat meat or become vegetarians. Then we examine fast food, which in many ways symbolizes the way in which the entire food system has been reorganized in the space of a generation, creating a whole range of problems. To get some sense of the scope of the global food system and some of the problems it causes, we look at several different food products and examine how their production and consumption are connected globally. Then we look at biotechnology as it has been applied to food production, and the controversies that has generated. Next, we take a look at world hunger and how it is related to the organization of the global food system. Finally, we look at some recent developments that have arisen in response to the problems created by the global food system: organic agriculture, farmers' markets, and fair trade.

There are five required books for the course, available in the Colby Bookstore:

Alan Beardsworth and Teresa Keil, *Sociology on the Menu: An Invitation to the Study of Food and Society* (Routledge, 1997)

Donna Maurer, *Vegetarianism: Movement or Moment?* (Temple University Press, 2002)

Eric Schlosser, *Fast Food Nation* (Houghton Mifflin, 2001)

Marc Lappe and Britt Bailey, *Against the Grain: Biotechnology and the Corporate Takeover of Your Food* (Common Courage Press, 1998)

Frances Moore Lappe, Joseph Collins, and Peter Rosset, *World Hunger: Twelve Myths*, Second Edition (Grove Press, 1998)

In addition, there are a number of book chapters and journal articles on reserve in the library. A few of these are also available on-line; I've indicated those in the listing below.

This course will be organized as a seminar. One or two students will take responsibility for leading a discussion in each class session. I will send a set of discussion questions to the class on the Sunday night before class. These questions should serve to focus discussions on broad themes that run through the entire set of readings. Students who are leading the discussion that week can propose additional questions or topics if they choose. Each student will also write a major research paper (20-25 pages) due at the end of the semester, on some aspect of the sociology of food. I strongly encourage you to get an early start on this paper; therefore, a one-page statement of your paper topic, along with at least two references, will be due before Spring Break. The final grade for the course will be based on discussion leading and class participation, and on the final research paper.

Course Outline

February 11: Cultural Meanings of Food

Beardsworth and Keil, Chapter 3

Claude Levi-Strauss, "The Culinary Triangle" from *Partisan Review*, 33:586-95, 1966 (Reserve)

Mary Douglas, "Deciphering a Meal," Chapter 16 of *Implicit Meanings* (Routledge, 1975) (Reserve)

Claude Fischler, "Food Habits, Social Change and the Nature/Culture Dilemma," from *Social Science Information* 19(6):937-53, 1980 (Reserve)

Claude Fischler, "Food, Self and Identity," from *Social Science Information* 27(2):275-92, 1988 (Reserve)

Emiko Ohnuki-Tierney, *Rice as Self: Japanese Identities Through Time* (Princeton, 1993), Chapters 1, 7, and 8 (Reserve)

Uma Narayan, "Eating Cultures: Incorporation, Identity and Indian Food," from *Social Identities* 1(1):63-86, 1995 (Reserve; on-line)

- Gaye Tuchman and Harry Gene Levine, "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern," from Barbara Shortridge and James Shortridge (eds.), *The Taste of American Place* (Rowman and Littlefield, 1998) *Ibid.* (Reserve; on-line, in *Journal of Contemporary Ethnography*, Vol. 23, 1993, 382-407)
- Sylvia Ferrero, "Comida sin par: Consumption of Mexican Food in Los Angeles: 'Foodscapes' in a Transnational Consumer Society" from Warren Belasco and Philip Scranton (eds.), *Food Nations: Selling Taste in Consumer Societies* (Routledge, 2002) (Reserve)

This set of readings focuses on the ways in which cultural meanings are attached to certain foods, and how they, in turn are used to express ethnic identities. Beardsworth and Keil provide the introduction for this section. Levi-Strauss, Douglas and Fischler provide classic anthropological statements on the cultural meanings of foods. The remaining four readings provide specific examples of how food is used to express ethnic identities, mark boundaries between ethnic groups, and create group solidarity.

February 18: Food, the Family, Gender, and Social Class

- Beardsworth and Keil, Part II, Chapters 4-5
- Marjorie DeVault, *Feeding the Family: The Social Organization of Caring Gendered Work* (University of Chicago, 1991), Chapters 1, 5, 6
as (Reserve)
- Anne Murcott, "Family Meals – A Thing of the Past?," from Pat Caplan (ed.), *Food, Health and Identity* (Routledge, 1997) (Reserve)
- Gill Valentine, "Eating In: Home, Consumption and Identity," from *The Sociological Review* 47(3):491-524, 1999 (Reserve; on-line)
- Pierre Bourdieu, selections from *Distinction: A Social Critique of the Judgment of Taste*, excerpted in David Grusky (ed.) *Social Stratification* (Westview, 1994), pp. 404-29 (Reserve)
- Alan Warde, Lydia Martens and Wendy Olsen, "Consumption and the Problem of Variety: Cultural Omnivorousness, Social Distinction and Dining Out," from *Sociology* 33(1):105-127, 1999 (Reserve; on-line)

This set of readings deals with the ways in which food is used to express social relationships. Beardsworth and Keil again provide an overview. DeVault focuses on the gendered division of labor around "feeding work" within the family. Murcott takes on the argument that the "proper" family meal is in decline. Valetine argues that there are a wide variety of household types and of negotiated divisions of labor around "feeding work." Bourdieu shows how food choices are used to express social class differences. Warde, *et al.* apply Bourdieu's theory to choices of different types of restaurants.

February 25: Food and the Body

- Beardsworth and Keil, Chapter 8
- Stephen Mennell, "The Civilising of Appetite," from Mennell, *All*

- Manners of Food* (Univ. of Illinois Press, 1996) (Reserve)
- Susie Orbach, "Introduction" from *Fat Is a Feminist Issue* (Berkeley Publishing, 1978) (Reserve)
- Susan Bordo, "Hunger as Ideology," from *Unbearable Weight: Feminism, Western Culture, and the Body* (Univ. of California, 1993) (Reserve)
- Susan Bordo, "Anorexia Nervosa: Psychopathology as the Crystallization of Culture," from *Ibid.* (Reserve)
- Nita Mary McKinley, "Ideal Weight/Ideal Women: Society Constructs the Female," from Jeffery Sobal and Donna Maurer (eds.) *Weighty Issues* (Aldine de Gruyter, 1999) (Reserve)
- John Germov and Lauren Williams, "Dieting Women: Self-Surveillance and the Body Panopticon," from *Ibid.* (Reserve)
- Martha McCaughey, "Fleshing Out the Discomforts of Femininity: The Parallel Cases of Female Anorexia and Male Compulsive Bodybuilding," from *Ibid.* (Reserve)
- Becky Wangsgaard Thompson, "A Way Outa No Way: Eating Problems Among African-American, Latina, and White Women," from *Gender and Society* 6(4):546-61, 1992 (Reserve; on-line)

This set of readings deals with body image and eating disorders. Beardsworth and Keil's chapter introduces the topic. Mennell puts the issue into historical perspective, arguing that control of the appetite is a relatively recent development in Western society. Orbach's book was an early and controversial feminist manifesto on eating disorders. The two readings by Bordo deal with images of the female body as portrayed in the media and their relation to the development of anorexia. McKinley shows how body weight has become an integral part of the societal ideal of womanhood. Germov and Williams consider the role played by women themselves in enforcing this ideal. McCaughey draws a parallel between female anorexics and male bodybuilders in order to understand their motivations. Thompson points out that eating disorders are not just a problem for white women.

March 4: Vegetarianism

Maurer, *Vegetarianism: Movement or Moment?*

John M. Talbot and Michael R. Donihue, "Vegetarianism Among College Students"
Final report on vegetarian study from Soc 271-272

Maurer argues that vegetarianism is more than just a collection of people who don't eat meat; it is a social movement. She presents a history of vegetarianism in the US, discusses why people become vegetarians, and analyzes some of the major organizations that make up the vegetarian movement. She also presents a critical analysis of vegetarianism as a social movement and assesses its potential for creating social change. The other two readings report on a study of vegetarians at Colby that I've been

conducting.

March 11: Fast Food I

Schlosser, *Fast Food Nation*, Introduction and Chapters 1-6
Robin Leidner, "Over the Counter: McDonald's," Chapter 3 of *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life* (Univ. of California, 1993) (Reserve)

This set of readings looks at the fast food industry as an indicator of the way in which the entire US food system has been reorganized over the past 40-50 years. This part of the book provides a history of some of the major fast food chains, especially McDonald's, describes their franchise systems, and their employment practices. It also shows how fast food has changed the way meat and potatoes are produced. Leidner's chapter describes what it's like to work at McDonald's, and how its principles of standardization are inculcated into its managers and employees.

March 18: Fast Food II

Schlosser, *Fast Food Nation*, Chapters 7-10 and Epilogue
Rick Fantasia, "Fast Food in France," from *Theory and Society* 24:201-43, 1995 (Reserve; on-line)
James L. Watson, "McDonald's in Hong Kong: Consumerism, Dietary Change, and the Rise of a Children's Culture" from Watson (ed.) *Golden Arches East: McDonald's in East Asia* (Stanford Univ. Press, 1997) (Reserve)

This set of readings continues our look at fast food. The rest of Schlosser's book shows why meat packing is the most dangerous job in the country, and how the reorganization of our food system has been linked to outbreaks of food-borne pathogens. We then look at the global spread of fast food as exemplified particularly by McDonald's, and the way it has been integrated into local cultures in France and Hong Kong. The article by Fantasia and the chapter by Watson analyze how the McDonald's experience is viewed from within those other cultures.

Paper topic due

March 25: Spring Break

April 1: Production and Consumption in the Global Food System

- Harriet Friedmann, "Changes in the International Division of Labor: Agri-Food Complexes and Export Agriculture," from W. Friedland, *et al.* (eds.), *Towards a New Political Economy of Agriculture* (Westview, 1991) (Reserve)
- William Heffernan and Douglas Constance, "Transnational Corporations and the Globalization of the Food System," from Alessandro Bonanno, *et al.* (eds.) *From Columbus to ConAgra* (Univ. of Kansas, 1994) (Reserve)
- Ian Cook, "New Fruits and Vanity: Symbolic Production in the Global Food Economy," from *Ibid.* (Reserve)
- Mark Edelman, "From Costa Rican Pasture to North American Hamburger," from Marvin Harris and Eric Ross (eds.), *Food and Evolution* (Temple Univ. Press, 1987) (Reserve)
- Theodore C. Bestor, "Supply Side Sushi: Commodity, Market, and Global City," from *American Anthropologist* 103(1): 76-95, 2001 (Reserve)
- Susan Andreatta, "Bananas, Are They the Quintessential Health Food? A Global/Local Perspective," from *Human Organization* 56(4):437-49, 1997 (Reserve)
- Susan Andreatta, "Transformation of the Agro-food Sector: Lessons from the Caribbean," from *Human Organization* 57(4):414-29, 1998 (Reserve)
- William Roseberry, "The Rise of Yuppie Coffees and the Reimagination of Class in the United States," from *American Anthropologist* 98(4):762-75, 1996 (Reserve)
- Michael Smith, "The Empire Filters Back: Consumption, Production, and the Politics of Starbucks Coffee," from *Urban Geography* 17(6):502-24, 1996 (Reserve)

This eclectic set of readings gives you a sense of how the global food system is organized. Friedmann's article provides a theoretical framework. She describes what she calls the second food regime that was in place following World War II, and how this gave way to the current globalized system. Heffernan and Constance describe the role of transnational corporations in this system. The remaining readings analyze the ways in which particular foods are integrated into this system: "exotic" fruits, beef, fish, bananas, and coffee. These readings focus on the connections between the way foods are produced, often in the Third World, and the way they are marketed to upscale consumers. They also focus on the environmental impacts of this global food system.

April 8: Food and Biotechnology

- Lappe and Bailey, *Against the Grain*
- Sydney Landon Plum, "Back of the Bread Is the Flour"

Lappe and Bailey's book describes how food plants are genetically modified using biotechnology and presents the industry's arguments in favor of this development. It then presents a critical analysis of these arguments. Lappe and Bailey argue that the decisions of biotechnology companies are driven more by a desire to increase profits and gain proprietary control over seed supplies than by desires to increase the amount or quality of food being produced. They point out that there are many unanswered questions about the long-term impacts of genetically modified food production, and argue that products must be labeled if we ever hope to answer these questions. Plum's article emphasizes how widely genetically modified foods have already diffused into the US food system.

April 15: Hunger and Famine

Lappe, Collins, and Rosset, *World Hunger: Twelve Myths*

This book offers a radical explanation of the causes of world hunger, and suggests some ways to end it.

April 22: Restructuring the Food System

The
from

of

Michael Pollan, "Naturally," from *New York Times Magazine* 5/13/01

Daniel Buck, Christina Getz, and Julie Guthman, "From Farm to Table: Organic Vegetable Commodity Chain in Northern California," *Sociologia Ruralis* 37(1):1-20, 1997 (Reserve)

Hilary Tovey, "Food, Environmentalism, and Rural Sociology: On the Organic Farming Movement in Ireland," from *Sociologia Ruralis* 37(1):21-37, 1997 (Reserve)

Brad Coombes and Hugh Campbell, "Dependent Reproduction of Alternative Modes of Agriculture: Organic Farming in New Zealand," from *Sociologia Ruralis* 38(2):127-45, 1998 (Reserve; on-line)

Alan Hall and Veronika Mogyorody, "Organic Farmers in Ontario: An Examination of the Conventionalization Argument," from *Sociologia Ruralis* 41(4): 399-422, 2001 (Reserve; on-line)

Derrick Purdue, *et al.*, "DIY Culture and Extended Milieux: LETS, Veggie Boxes and Festivals," from *The Sociological Review* 45(4):645-67, 7. (Reserve; on-line)

Lewis Holloway and Moya Kneafsey, "Reading the Space of the Farmers' Market: A Preliminary Investigation from the UK," from *Sociologia Ruralis* 40(3): 285-299, 2000 (Reserve; on-line)

Marie-Christine Renard, "The Interstices of Globalization: The Example of Fair Coffee," from *Sociologia Ruralis* 39(4):484-99, 1999 (Reserve; on-line)

Douglas Murray and Laura Reynolds, "Alternative Trade in Bananas: Obstacles and Opportunities for Progressive Social Change in the Global Economy" *Agriculture and Human Values* 17: 65-74, 2000 (Reserve)

This set of readings deals with three recent trends that have emerged in response to the problems that have been created by the globalization of the food system: organic farming, farmers' markets, and fair trade. Each of these reactions against the globalized food system has its own problems. The first five articles here deal with the debate over the conventionalization of organic agriculture: whether organic agriculture offers a real, viable alternative to the current system, or whether it is just being incorporated as another part of that system. Holloway and Kneafsey argue that farmers' markets may be more of an upscale market niche than an alternative marketing system. Finally, Renard and Murray and Reynolds find that fair trade in coffee and bananas is caught in a contradiction because it tries to use a market mechanism to promote non-market values.

April 29: Student Presentations

May 6: Student Presentations, continued

May 15: Research Papers due - Late papers will not be accepted!!

Anth. 330 Food for Thought Tannenbaum
MWF 2:10 – 3:00

Fall 2001

Office: Price Hall 11

Office Hours: MWF 9-10:00 or by appointment or chance

Purpose: To become familiar with anthropological approaches to the symbolic and social uses of food, dining, and commensality.

Class Structure: Discussion of readings and research, class presentations, and some eating.

Evaluation:

ESSAYS: Four essays. The first, on why study food? 5% due in class on Monday Sept. 10. The second, an analysis of your date from your first journal using two different theoretical approaches, due in class Oct. 1, 20%. The third, on food, national identity, and morality, due Oct. 26, 20%. The fourth, on food and identity, focusing on both religious/ethnic and personal identity due at final exam, 30%.

You must revise your first two essays. Revisions are due one week after I return your essays: you **must** include your original paper with your revision. Students have the option of revising any of their essays.

All essays **must** include a bibliography that contains all the works cited in the paper, see last page of syllabus for format.

JOURNALS: Five journal assignments, see handout for description, 15%. You will use your food journals in writing your essays.

CLASS PARTICIPATION: 10%. Class participation means doing the reading and research and being prepared to discuss the materials. This includes 10 reading reactions, approximately one per week, due in class on the day the reading is discussed. Late reading reaction papers will not be accepted. See hand out for description.

Writing intensive. This is a writing intensive class. In order to pass the writing intensive portion of the course you need to adequately complete **all** the assignments.

Class attendance is required. You may miss no more than **3** classes without penalty. For each class after your 3, missed without an adequate excuse, your grade will go down one-third of a letter grade; e.g. if you have an "A" but you miss a total of 5 classes, your grade will be a "B+."

Required Texts:

Counihan, Carole and Penny Van Esterik *Food and Culture: A Reader*. New York:

Routledge, 1997
Pilcher, Jeffrey *Que Vivan los Tamales: Food and the Making of Mexican Identity*.
Albuquerque: University of New Mexico Press, 1998.

AND a packet of articles available at Price Hall rm. 1. included articles are marked with *
in the syllabus.

COURSE OUTLINE AND SCHEDULE

I Introduction

Week 1 Aug 29-31

Readings: Pilcher, Preface and Introduction, pp. ix-x, 1-6.
Counihan and van Esterik, Introduction, pp.1-7.

Week 2 Sept. 3 – 7

Readings: Meigs Food as a Cultural Construction; chap. 8 in Counihan & Van Esterik.
*Mintz, Sidney Eating and Being: What Food Means. In *Food: Multidisciplinary Perspectives*, Barbara Harriss-White and Sir Raymond Hoffenberg, eds., pp. 102-115, London: Blackwell Publishers, 1994.
*Schell, Heather Gendered Feasts: A Feminist Reflects on Dining in New Orleans. In *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*, Sherrie A. Inness, ed., pp. 199-221. Amherst: University of Massachusetts Press, 2001.

II Anthropological Approaches to the Study of Food

Week 3 Sept. 10 – 14 **The classics**

Readings: Mead The Changing Significance of Food; chap. 1 in Counihan & Van Esterik.
Barthes Toward a Psychosociology of Contemporary Food Consumption; chap. 2 in Counihan & Van Esterik.

Due Sept. 10: Why study food?

Week 4 Sept. 17 – 21 **Classics, cont.**

Readings: Levi-Strauss The Culinary Triangle; chap. 3 in Counihan & Van Esterik.
Douglas Deciphering a Meal; chap. 4 in Counihan & Van Esterik.
Soler The Semiotics of Food in the Bible; chap. 5 in Counihan & Van Esterik.

Week 5 Sept. 24 – 28 **Classics, cont.**

Readings: Harris The Abominable Pig; chap. 6 in Counihan & Van Esterik.
Freud The Psychoanalytic Study of Infantile Feeding Disturbances; chap. 9 in Counihan & Van Esterik.

III Food and Identity

Week 6 Oct 1- 5 **National Identity**

Readings: Pilcher, Chap. 1 The People of Corn: Native American Cuisine
Pilcher, Chap. 2 The Conquest of Wheat: Culinary Encounters in the Colonial Period
Pilcher, Chap. 3 Many Chefs in the National Kitchen: the 19th Century
Due Oct. 1 Essay on Classics: analyzing food journal from 2 different theoretical perspectives.

Week 7 Oct. 8 – 12 National Identity, cont.

Readings: Pilcher, Chap. 4 The Tortilla Discourse: Nutrition and National Building
*Shapiro, Laura Whoever Knew a Dyspeptic to be a Christian? pp. 127-168. In *Perfection Salad: Women and Cooking at the Turn of the Century* by Laura Shapiro. New York: North Point Press, 1986.

Note: No class Oct. 8, pacing break.

Week 8 Oct. 15 – 19 National Identity, cont.

Readings: Pilcher, Chap. 5 Replacing the Aztec Blender: The Modernization of Popular Cuisine
Pilcher, Chap. 6 Apostles of the Enchilada: Postrevolutionary Nationalism
Pilcher, Chap. 7 Recipes for the *Patria*: National Cuisines in Global Perspective
Pilcher, Epilogue.

Due: Oct. 19 Journal 2 Food and National Identity

Commensality: Dinner at the Humanities Center, date to be arranged.

Week 9 Oct. 22 – 26 Interlude about Cookbooks

Readings: *Appadurai, Arjun How to Make a National Cuisine: Cookbooks in Contemporary India. *Comparative Studies in Society and History* 30(1):3-24, 1988.

*Heldke, Lisa Let's Cook Thai: Recipes for Colonialism. In *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*, Sherrie A. Inness, ed., pp. 175-198. Amherst: University of Massachusetts Press, 2001.

Due: Essay on Pilcher due Oct. 26 in my mailbox by 4:00pm.

Note: No class Oct. 26, I'll be at MARAAS.

Week 10 Oct. 29 – Nov. 2 Cookbook Interlude, cont.

Readings: *Inness, Sherrie A. "Bachelor Bait:" Men's Cookbooks and the Male Cooking Mystique. In *Dinner Roles: American Women and Culinary Culture*, Sherrie A. Inness, pp.17-36. Iowa City, Iowa: University of Iowa Press.

*Berzok, Linda Murray My Mother's Recipes: The Diary of a Swedish American Daughter and Mother. In *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*, Sherrie A. Inness, ed., pp. 84-101. Amherst: University of Massachusetts Press, 2001.

Due Nov. 2: Journal 3 Cookbooks

Week 11 Nov. 5 – 9 Religious/Ethnic Identity

Readings: *Van Esterik, Penny Feeding their Faith: Recipe Knowledge Among Thai

- Buddhist Women. *Food and Foodways* 1:197-215, 1986.
- Bynum Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women; chap. 12 in Counihan & Van Esterik.
- *Tuchman, Gaye and Harry Gene Levine New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern. *The Taste of American Place: A reader on regional and ethnic foods*, pp. 163-184. Barbara G. Shortridge and James R. Shortridge, eds. Lanham, MD: Rowman and Littlefield, 1998.

Week 12 Nov. 12 – 16 **Personal Identity**

- Readings:** *Curtin, Deane W. Food/Body/Person. In *Cooking, Eating, Thinking: Transformative Philosophies of Food*, Deane W. Curtin and Lisa M. Heldke, eds., pp. 3-22. Bloomington: Indiana Univ. Press, 1992.
- Bruch Body Image and Self-Awareness; Chap. 16 in Counihan & Van Esterik.
- Brumberg The Appetite as Voice; Chap. 13 in Counihan & Van Esterik.

Due Nov. 16: Journal 4 Dining and Identity: Pre-History

Week 13 Nov. 19 – 23 **Personal Identity, cont.**

- Readings:** Bordo Anorexia Nervosa: Psychopathology as the Crystallization of Culture; Chap. 17 in Counihan & Van Esterik.
- *O'Connor, Richard A Path into Anorexia: Embodiment and Person/Society Metaphors in Contemporary Culture and American Health and Fitness Movements. Unpublished manuscript. 2001.

Note: No class Nov. 23, Thanksgiving break.

Week 14 Nov. 26 – 30 **Politics of Food.**

- Readings:** Devault Conflict and Deference; chap. 14 in Counihan & Van Esterik.
- *Whitehead, Ann Food Symbolism, Gender Power and the Family. In *Food: Multidisciplinary Perspectives*, p. 116-129, Barbara Harriss-White and Sir Raymond Hoffenberg, eds. London: Blackwell Publishers, 1994.

Due Nov. 26: Journal 5 Dining and Identity: Lehigh Life.

Note: No class Nov. 30th

Week 15 Dec. 3 – 7 **Politics of Food, cont.**

- Readings:** Mintz Time, Sugar, and Sweetness; Chap 25 in Counihan & Van Esterik.
- Lappe and Collins Beyond the Myths of Hunger: What Can we Do?; chap. 28 in Counihan & Van Esterik.

Commensality reconsidered: Dinner at the Humanities Center, date to be arranged.

Final Essay on food and identity due at the final exam.

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READING REACTION PAPERS

You need to do 10 reading reaction papers, approximately one per week. Due in class when the reading is discussed. At the end of each class, I will ask for people who will be reacting to the reading for the next class. You cannot do more than one a week, that is you cannot save up this assignment and do the last ten or decide to do the first ten and not read anything again.

A reading reaction paper is no longer than two typed double spaced pages and contains:

1. Your name.
2. The proper citation for the reading – follow the bibliography format (see below).
3. A **brief** summary of reading – how can you react to it unless you can state what it is that you are reacting to? Note what the author is trying to do, the argument s/he is making and the kinds of evidence the author uses.
4. Your reaction to the reading. Your reaction may be that the article was incomprehensible, a cure for insomnia, the author is completely clueless, or, perhaps, somewhat interesting. These are all acceptable, however, **you must justify your judgement** – why was it boring, what made it incomprehensible, and so on.
5. Any connection to other readings – does it agree with what we've read so far, raise complicating issues, cite the same authors as earlier reading? Obviously, your first readings may not have any connections but this should develop through the semester.
6. A question, problem, or other issue to discuss in class.
7. Bibliography in proper format with the citations for part 5.

Make sure you include all 7 parts.

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ESSAY INFORMATION

Class Mantras:

Use your own words. Do not close paraphrase, that is, change a word or two to so that it is not an exact quote. Rephrase the idea in your own words.

Quote sparingly. Quoting is appropriate in only two contexts: if you are going to argue with the author and you want to make it clear exactly what you are arguing against **or** if you think what the author says is said so well that you cannot improve on it. Do this sparingly – no more than once or twice in an essay. **Do not** rephrase a statement and then put in the quote. This is appropriate for English essays but not here.

Proof read. Read your paper. Using the spell checker is good but not sufficient. Check for: words that are spelled correctly but are not correct, e.g. sea for sea; grammatical errors; incoherent sentences; logical order among paragraphs; correct citation and bibliography style (see below); and that everything you cite is in your bibliography.

Cite. You must cite for every piece of information that you use. Citations are not just for quotes and close paraphrases (besides you're not going to close paraphrase or use a lot of quotes, see above).

Citation format: Cite at the end of the sentence where you use the information. The general style is: (author's last name date colon (no space) space page number). **Note:** the period goes at the end of the citation, the citation is the last part of the sentence. E.g. (Pilcher 1998:47).

Include a Bibliography. All your essays must have a bibliography. Everything that you cite and only what you cite must be in the bibliography.

Follow these formats exactly.

For books:

Pilcher, Jeffrey

1998 *Que Vivan los Tamales: Food and the Making of Mexican Identity*. Albuquerque: University of New Mexico Press.

For chapters from books:

Bishop, Marion

1997 Speaking Sisters: Relief Society Cookbooks and Mormon Culture. In *Recipes for Reading: Community Cookbooks, Stories, Histories*, Anne Bower, ed., pp. 89-104. Amherst: University of Massachusetts Press.

For journal articles:

Appadurai, Arjun

1988 How to Make a National Cuisine: Cookbooks in Contemporary India. *Comparative Studies in Society and History* 30(1):3-24.

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RESEARCH JOURNAL ASSIGNMENTS

Journal 1 What do you eat, where, when & with whom.

The Data:

Starting Sept.3 and continuing through Sept. 14, note everything you eat, where you eat it, when, and with whom.

The Analysis:

What is your normal breakfast, lunch, dinner, snack?

Who did you eat with most often? For what meals? What meals, if any, do you typically eat by yourself? with others? Why?

Do you eat meals in different places -- around your house, in different buildings, different restaurants? Where do you most typically eat each meal? Why?

Are your weekend or holiday [Labor Day] eating patterns different from weekdays? Why?

You define what is "normal" or "typical." Be sure to include your definition of normal or typical.

Data and analysis due in class on Sept. 17.

Journal 2 Food and National Identity

The Data:

1. List what foods you consider to be typically American. For each food on your list, record why you think that food is particularly American.

2. List foods that you think no American is likely to eat. For each food on your list, record why you think that food is something Americans don't eat.

Repeat this with two of your friends – be sure to consult them separately.

The analysis: look at the lists of foods, is there agreement about which ones are American? un-American? And why?

What do these foods have to do with your sense of being American? Is it more important to not eat some foods than to eat others?

Reflect on Pilcher's and Shapiro's arguments about food in terms of nutrition and nationality. Do your "why's" support their argument?

Due in class Oct. 19.

Journal 3 Cookbooks

The Data: Select three different cookbooks, at least one dealing with an ethnic cuisine. Try the public library if you get desperate. Read the preface, introduction, and flip through the rest of the cookbook.

For each book note: when the book was written; intended audience and how can you tell; the author and his/her qualifications; whether the cookbook is sponsored by some group or food related business and how this affects the book; chapters and/or topics; what else does the book include besides food recipes -- menus, table settings, etiquette, house cleaning.

The Analysis: Consider your cookbooks in light of what we have read in class. Do the cookbooks contribute to the construction of national identity, colonialism, gender differences? Provide specific examples from each cookbook that support or contradict these arguments. Do all your cookbooks contribute to the construction of identity in the same ways? Why?

Due in class Nov. 2

Journal 4: Dining and Identity: Pre-history

For each of these mini-histories you need to describe the setting, who attends, who prepares the food, what food is served, and any special activities. Note when the meal occurred.

- A. Pre-history [before Lehigh]. Consult your memory, your parents, and siblings.
1. Using sometime during your elementary school career [note when approximately], describe the following:
 - a. a holiday meal, your choice, identify the holiday.
 - b. a weekday meals -- breakfast, lunch, dinner during the school year and during vacation, do they differ based on whether or not you are in school?
 - c. your birthday and any foods associated with its celebration
 - d. a weekend dinner
 2. Using sometime during your high school career [note when approximately], describe the following:
 - a. a holiday meal, use the same holiday as you did for your elementary school example.
 - b. a weekday meals -- breakfast, lunch, dinner during the school year and during vacation, do they differ based on whether or not you are in school?
 - c. your birthday and any foods associated with its celebration
 - d. a weekend dinner
 3. Are these meals the same or different for both time periods? What changes? Why? What stays the same? Why?
 4. What do these meals and foods say about your ethnic background, religion, and personal identity – as child, teenager, family member, boy or girl? Why? If you think that they do not contribute to your sense of identity, why don't they?

Due in class Nov. 16.

Journal 5. Dining and Identity: Lehigh Life.

For each year at Lehigh, describe a breakfast, lunch, dinner, and special event meal [note what special event]. Describe the setting, time of meal, who attends, who prepares the food, what food is served, and any special activities.

What has changed in dining career at Lehigh? When you eat, where, with whom? How you celebrate special events? Why? What has stayed the same? Why?

Refer back to Journal 2 dining pre-history, how does your eating at Lehigh differ from before? Do meals and eating together mean the same thing? Why, why not?

How does what you eat, where, with whom contribute to your sense of identity as a Lehigh student, as a college student, as a person, as a man or woman, an adult?

Due in class Nov. 26.

SOC 950:
Social Dimensions of Food and Food Safety
Spring 1999

Instructor: Toby A. Ten Eyck (10 Ike)
Office: 433B Berkey Hall
Office Hours: Thursdays, 1-3, and by appointment
Class time: Thursdays, 9:10a - 12p
Meeting Place: 103 Berkey Hall

COURSE DESCRIPTION

While social scientists have long been aware of the role of food in self and cultural identification, a growing concern about food safety calls offers the opportunity to study an aspect of the social environment which is in flux. This course will begin by addressing the economic and cultural aspects of food. Specific food safety concerns will then be reviewed, such as genetically modified foods, irradiation, and pesticides. The final component of the course will consist of developing a perspective from which to combine the first two parts of this course. Students will be expected to contribute to discussions each week, as well as express their views in presentations and papers.

READINGS

Food:

Bell, David and Gill Valentine. 1997. *Consuming Geographies*. New York: Routledge.

Counihan, Carole and Penny Van Esterik (eds). 1997. *Food and Culture*. New York: Routledge.

Fine, Gary Alan. 1996. *Kitchens*. Berkeley, CA: University of California Press.

Various articles (Packet)

Food Safety:

Powell, Douglas and William Leiss. 1997. *Mad Cows and Mother's Milk*. McGill Queens.

Thompson, Paul B. 1997. *Food Biotechnology in Ethical Perspective*. Frederick, MD: Aspen.

Wright, Angus. 1990. *The Death of Ramon Gonzalez*. Austin, TX: University of Texas Press.

Various articles (Packet)

GRADING

Your grade is based on the following:

1. Each week (except where noted) you will turn in a one-page paper in which you will discuss a mass media message concerning a food or food safety topic (newspaper, radio, television, Internet). This paper will be two paragraphs. The first paragraph will be a summary of the popular message. The second paragraph will consist of using the assigned readings to think about the popular message. (10 assignments *at* 5 points each = 50 points – some extra credit built in, as there are 13 weekly assignments on the syllabus)
2. There are two versions of a paper due. The first version will be a draft which I and one of your classmates will read and make comments on. The second draft will incorporate the editorial comments. The first draft is worth 50 points, the second is worth 100 points.
3. The critique you make of one of your classmate's papers will be worth 50 points.
4. Each student is expected to give one 15-minute presentation of class material. This is worth 100 points.
5. Each student is expected to regularly contribute to class discussions. I will keep taps on who is contributing (10 points per class for 10 classes – 100 points)

This gives you a total of 450 points (plus 15 points extra credit) to work for. Grades are based on straight percentage.

90%+ = A

80%-89.99% = B

70%-79.99% = C

A few more things...

All papers, including critiques and weekly assignments, are to be produced on a word processor and double spaced. Do not use folders when turning in papers. Simply staple in the upper, left-hand corner. No weekly assignments will be accepted after the class meets, and you will lose ten points for each day you are late on the other assignments. **NO EXCEPTIONS ON LATE PAPERS**, as you are aware of these assignments at the beginning of the course, and should be working on them ahead of time.

TENTATIVE CLASS SCHEDULE

1/13: Introduction

1/20: *Food and Culture* (Chapters 1-7)

Articles: Ferguson and Zukin. 1995. "What's Cooking?"
Mennell, Murcott, and van Otterloo. 1992. "The Sociology of Food..." Chapter 1

Discussion

Weekly Assignment

1/27: *Food and Culture* (Chapters 8-20)

Articles: Harris. 1987. "Foodways..."
Clausi. 1995. "The Power of Food."

Discussion

Weekly Assignment

Presentation

2/3: *Food and Culture* (Chapters 21-28)

Articles: Levenstein. 1993. "Paradox of Plenty..." Chapter 12
Belasco. 1993. "Appetite for Change..." Chapter 1

Discussion (Lockwood)

Weekly Assignment

Presentation

2/10: *Consuming Geographies* (Chapters 1-4)

Articles: Peltó. 1987. "Social Class and Diet in Contemporary Mexico."
Orlove and Schmidt. 1995. "Swallowing Their Pride..."

Discussion

Weekly Assignment

Presentation

2/17: *Consuming Geographies* (Chapters 5-8)

Articles: Dyson. 1996. "Population and Food..." Chapter 1
Shortridge and Shortridge. 19... "Consumption of Fresh..."

Discussion

Weekly Assignment

Presentation

2/24: *Kitchens* (Chapters 1-4)

Articles: Zey and McIntosh. 1992. "Predicting Intent to Consume..."
Belasco. 1993. "Appetite for Change..." Chapter 8

Discussion

Weekly Assignment

Presentation

3/2: *Kitchens* (Chapters 5-8)

Articles: Gusfield. 1992. "Nature's Body..."

Discussion

First paper draft due

Presentation

3/9: SPRING BREAK

3/16: *Mad Cows* (Chapters 1-5)

Articles: Ten Eyck. 1999. "Shaping a Food Safety Debate..."

Poulsen. 1996. "When Journalism Loses Its Senses..."

Discussion

Weekly Assignment

Presentation

3/23: *Mad Cows* (Chapters 6-9)

Articles: Maney and Plutzer. 1996. "Scientific Information, Elite Attitudes..."

Unklesbay, Sneed, and Toma. 1998. "College Students' Attitudes..."

Discussion

Critique Due

Presentation

3/30: *Ethics of Biotechnology* (Chapters 1-5)

Articles: Sockett. 1993. "Social and Economic Aspects..."

Hagedorn and Hagedorn. 1997. "Issues in..."

Discussion

Weekly Assignment

Presentation

4/6: *Ethics of Biotechnology* (Chapters 6-10)

Articles: Terry and Tabor. 1990. "Consumer Acceptance..."

Hashim, Resurreccion, and McWatters. 1996. "Consumer Attitudes..."

Discussion

Weekly Assignment

Presentation

4/13: *The Death of Ramon Gonzalez* (Chapters Intro - 5)

Articles: Jussaume and Judson. 1992. "Public Perceptions..."

Henson and Traill. 1993. "The Demand for Food Safety..."

Discussion

Weekly Assignment

Presentation

Week of 4/20: *The Death of Ramon Gonzalez* (Chapters 6-10)

Articles: Ippolito and Mathios. 1990. "Information, Advertising...

Frewer, Howard, Hedderley, and Shepherd. 1998. "Methodological..."

Discussion

Weekly Assignment

Presentation

Week of 4/27: Independent Readings (2 journal articles)

Discussion

Weekly Assignment

Presentation

Week of 5/1: Finals

Final Paper Draft Due

SOCIOLOGY 19-2

**THE SOCIAL PRODUCTION OF HUNGER:
FOOD SECURITY IN THE GLOBAL ECONOMY**

Dartmouth College

Summer, 1999

M, W, F 12:30-1:35

Tu 1:00-1:50

113 Silsby

Dist: SOC or INT; *WCult:* NW

As Indonesia struggles to regain its political and economic footing, experts are warning that rice -- not ethnic tension, anger toward the Government or the restive military -- is the biggest threat to stability.

Mark Landler, *The New York Times*, 7 September 1998

Instructor:

Susan J. Thompson

109 Silsby Hall

646-2541

susan.j.thompson@dartmouth.edu

Office Hours: M, W 2-3 & By Appointment

Course Description:

Food security is an essential component of national security. The degree to which a government can provide for the subsistence requirements of its residents can decisively influence the political stability of the country. In Indonesia, for example, there is currently substantial concern that the Asian financial crisis is fueling political instability. It is estimated that 48 percent of the population will not be able to buy a minimum supply of rice by the end of the year. If the economic crisis continues, two-thirds of the population will face hunger next year.

Hunger is poverty's constant companion and results from the persistent shortage of food in the household. Undernutrition is the biological consequence of hunger and the precursor to famine. Hunger transcends national boundaries and a nation's economic condition. It does not require an economic or political crisis for undernutrition to exist. Upwards of 39% of Indonesian children and 45% of Vietnamese children were estimated to be undernourished prior to the current East Asian financial crisis. In the United States, 30 million people are estimated to be hungry and facing undernutrition.

This course examines the socioeconomic basis of food shortages and explores potential remedies through an analysis of the political and economic processes that can lessen or increase people's vulnerability to hunger. The focus is on food security in Asia and the West with readings examining the social organization of food production, food distribution, and food consumption. Topics to be discussed include food self-sufficiency, famines, technology and the Green Revolution, food security policies and programs, subsistence production and hunger, and urban food security.

Required Texts:

- (1) Lester R. Brown, Who Will Feed China?, New York: W. W. Norton & Company, 1995.
- (2) Jasper Becker, Hungry Ghosts: China's Secret Famine, London: John Murray, 1996.
- (3) John Walton and David Seddon, Free Markets & Food Riots: The Politics of Global Adjustment, Cambridge, MA: Blackwell, 1994.
- (4) Graham Riches, ed., First World Hunger: Food Security and Welfare Policies, New York: St. Martin's Press, 1997.

Course Requirements:

I. The class format will be a combination of lecture and discussion. You are expected to attend all classes and to be prepared to contribute to class discussion with questions and comments on the day's readings or on the lectures. One way to prepare for class discussion is to bring a question on the readings/lectures to class with you. Class attendance and participation will constitute 20% of your final grade.

NOTE: Students who wish to take this course for credit in the Asian and Middle Eastern Studies Program must do a term paper focusing on Asia and also must petition the Asian and Middle Eastern Studies Program Steering Committee.

II. Students will research and write a paper of 14-16 pages examining the relations between hunger and the international, national, or local policies currently in place or under consideration that attempt to alleviate hunger or contribute to the perpetuation of hunger. Possible paper topics include, but are not limited to, the Green Revolution in India, urban soup kitchens, a comparison of Indonesia's and Thailand's food security policies, Japanese food security policies during the colonial period, famine in Bangladesh, or the Food Stamp Program in the United States. Your paper will (1) describe in detail the topic you are examining and the policy or policies that redress or contribute to the continuation of hunger, (2) assess the strengths and weaknesses of current explanations for the persistence of hunger (relative to your topic), and (3) critically evaluate the potential success or failure of the policy or policies to alleviate hunger. This research paper will consist of one assignment leading to an analytical paper.

a. The descriptive section of your research paper (approximately 8-10 pages). The descriptive paper will constitute 15% of your grade. The descriptive paper is due July 21st.

b. The final research paper will consist of the rewritten descriptive section and an analytical section and is due August 4th. This paper will constitute 25% of your final grade.

NOTE: Assignments will adhere to the "Style Sheet for Papers" distributed the first week of classes. Failure to follow the style sheet will result in a grade reduction for the assignment.

III. Two essays of approximately 5-6 pages in length. Each essay question will be given out four to five days in advance of its due date. These essays are designed to address conceptual relations that will help integrate the readings, lectures, films, handouts, and discussions. The first essay is due July 16th; the second August 11th. Each essay will count 20% with the two essays constituting 40% of the final grade.

NOTE: I encourage you to discuss your work including preparation for the essays with others, but the final product must be your own. Paraphrasing of other students' work is a violation of the Honor Principle as is plagiarism. Cutting and pasting from web sites is not an acceptable paper.

SPECIAL NOTE: Students with disabilities, including "invisible" disabilities like chronic diseases, learning disabilities, and psychiatric disabilities, who will be taking this course and may need disability-related classroom accommodations are encouraged to discuss with me appropriate accommodations. Students should also stop by the Academic Skills Center in 301 Collis Center to register for support services.

Grading:

Class Participation	20
Descriptive Paper	15
Analytical Research Paper	25
Two Essays	<u>40</u>
	100%

WEEK 1 The Right to Food and Vulnerability to Hunger

WEEK 2 The Social Organization of Food Production and Distribution

WEEK 3 Famine in Asia

WEEK 4 Food Security in Asia

WEEK 5 The Green Revolution in Asia

WEEK 6 Multilateral Agencies and Food Security

WEEK 7 Food Riots and the East Asian Financial Crisis

WEEK 8 "Who Will [Can?] Feed China?"

WEEK 9 First World Hunger

Since Eve gave Adam the Apple, Much Depends on Dinner
Food Discourses: Reading, Writing and Consuming

001-B-13

Writing and Critical Thinking Winter 2000
Mondays and Wednesdays 11-12
office tba

Kyla Wazana Tompkins
office hours to be set
kwazana@leland.stanford.edu
Mailbox in Building 250

Required Texts

The Random House Handbook, Sixth Edition. (New York: McGraw Hill, 1992)

Course Reader

Occasional Handouts.

Your Classmates' Essays.

Web articles

Newspaper articles that you will collect.

It is highly recommended that you buy not only a quality dictionary, but also a thesaurus.

Why take WCT

This is an opportunity to focus on your writing, and to make the improvements that you want to make. Being here does not mean that you are a poor writer: few published writers ever let their work go out into the world without either workshopping it or having it seen by an editor: Everybody's work needs improving.

This is a class in which you will write and re-write four short papers of four to five pages each, having the chance to track your improvement and writing process through additional one page reflective papers. You will also be asked to workshop your writing and read the work of other students in the class in order to learn how to edit and be edited. Each of you will conference with me three times this quarter to intensively workshop your writing, plan your papers and ask any questions you might have.

Additionally we will be reading the work of other writers, many of them more experienced than you or I. By reading their work critically, and hopefully appreciatively as well, we will accrue some insight into their rhetorical tricks and argumentative skills. Alternately we will also learn about what not to do.

Much Depends on Dinner

I have used a quote both from a Cole Porter song and from a book by the anthropologist Margaret Visser to give this course a title. The story of Adam and Eve and the apple makes it clear that the act of eating, of consumption, is and has always been an act loaded with social meaning. Although we think of the literary and intellectual work we do as purely mental, matters of the belly always intrude. There are few historical or cultural movements or moments that cannot be re-framed through the search for and production of food. As we will see, consumption is an act of communication and therefore at the very heart of many acts of writing, reading and thinking. Eating and cooking works as metaphors for many other activities: reading, writing, and speaking among them.

In this course we will work through several essays, some longer than others, some quite short, that provide insight into food and eating in general, as well as particular foods. We are looking to situate these food stuffs into their social and historical context.

I have chosen to teach writing through the discussion of food because everybody has lots of ideas about food. In fact, one might call it the most democratic of art forms: everybody is an expert! So I'm hoping that we are able to enjoy these readings even as they open our eyes to new ways of looking at very familiar objects and acts. If the class wants we might be able to plan a meal or two together, and even make that part of the final assignment.

How you will be graded

There are four papers, worth respectively, 15%, 20%, 20% and 25%.

Class participation will be worth 20%. That means: Show up! Participate! Be prepared for class and put some concerted effort into the work that you do with other students. Your input into other student's essays is an essential part of the class format

Paper format

All papers should be double-spaced, and printed in 12-pt Times New Roman. Your word count should be somewhere between 1000-1250 words. Your name, the date, and the course number should be on the first page of every paper. Margins should be one inch on every side. Number your pages in the lower right-hand corner.

If your paper has been edited by another student before handing in, please also hand in that edited draft. Additionally, you will hand in a one-page reflective paper with every final draft.

Absences and Late Work

You are allowed two excused absences for emergencies with no questions asked. If you miss a third class for any reason other than an act of God, you will lose half of your participation grade. Personally, I don't like enforcing these rules, so let's everyone just show up.

The Honor Code

The honor code requires that you neither plagiarise the work of other writers, nor borrow their ideas without giving credit. Please cite all sources. If you are not sure how to cite, please see me. This information is also available in your writing manual, The Random House Handbook: 6th Ed. Additionally, we will be going over some of the particulars of citation in class.

If you have a feeling that you may have plagiarised, but aren't sure, see me as soon as possible. This is a technical issue to be understood, not a mistake to be criticized, and we will go over the issue together.

Incidentally, we all know that the quarter, and particularly the winter quarter goes by very quickly. If you wish to write a final paper that works in two courses, please speak to me. The point is to do the work you do to the best of your abilities: quality over quantity. However your paper must reference what we have read and discussed in this class.

Disabilities

Please let me know if you have any disabilities that will affect your performance in class, or your access to the information or resources that you need. I will get informed about your needs and to make sure that you have the resources to get everything you require from our class.

Syllabus for Winter Quarter

Week One Introductions/Appetizers
Goals of the course, getting acquainted

January 5th

Assignment: Personal/Descriptive Essay. **Draft due next class.**

Second assignment/non-writing assignment: bring in clippings of food articles from one week of a newspaper's run. Clip all of the articles - recipes, articles on famine, dieting, and so forth. **Please complete your collecting by January 24th.**

Week Two The Personal Essay: Finding Something to Say/Limiting the Subject/Voice.
Food As Communication

January 10th

Reading: Ruth Reichl. Excerpt from Tender At The Bone.

Due: Two copies of the first draft of personal essay. Trade with one of your classmates.

Reading Critically/Recognizing Assumptions: Getting an Overview and Analyzing the Text/Voice

January 12th

Reading: Alice B. Toklas. The Alice B. Toklas Cookbook. Susan J. Leonardi. "Recipes for Reading: Summer Pasta, Lobster a la Riseholme, and Key Lime Pie" in PMLA: Publications of the Modern Language Association of America, New York, NY. Article in: vol. 104 no. 3, 1989 May, 340-347. **(to be handed out)**

Due: Edited copy of classmate's personal essay to be workshopped in class.

**FIRST ASSIGNMENT PLUS REFLECTIVE PAPER DUE ON FRIDAY
JANUARY 14TH BY NOON IN MY MAILBOX IN BUILDING 250. PLEASE
INCLUDE THE COPY OF YOUR PAPER THAT YOUR CLASSMATE
EDITED, PAPER-CLIPPED TO YOUR OWN.**

Week Three – Reading Critically and Recognizing Assumptions: Journalistic Food Narratives and Food As Tourism. Food as a global issue.

January 17th

NO CLASS.

January 19th

Reading: Rena Diamond. "Become Spoiled Moroccan Royalty for an Evening: The Allure of Ethnic Eateries." Bad Subjects, Issue # 19, March 1995. Downloaded for free off of the web. <<http://www.eserver.org/ns/19/default.html>>. "Exploring the Art of Criticism" from Dining Out: Secrets from America's Leading Critics, Chefs, and Restaurateurs.

Assignment: Second essay: For next class, when you bring in your clippings, please prepare a summary of the ways in which food comes up as an issue in your clippings.

What are the current food issues that are affecting the world? What issues affect the world and what issues affect the U.S.? Be prepared to discuss your findings and to hand in your short paper for editing. **4 pages: due next class. Please underline the thesis statement(s) in your paper.**

TEACHER/STUDENT CONFERENCES THIS WEEK TO DISCUSS FIRST PAPER.

Week Four – Formulating and Refining Thesis Statements/Editing and Rewriting.

January 24th

Readings: newspaper clippings. Please bring the file of your clippings into class.

Due: Second essay draft. We will be workshopping essays and discussing thesis statements. Revise for next class and hand in.

January 26th

Reading: "Mindful Mindless Bodies" Katie Simon. Bad Subjects.

Issue #43, April 1999. Downloaded off of the web: < <http://eserver.org/bs/43/>>

FINAL SECOND ESSAYS PLUS REFLECTIVE PAPER DUE IN MY MAILBOX IN BUILDING 250 BY NOON ON FRIDAY JANUARY 28TH. PLEASE HAND IN ANY EDITED DRAFTS.

Week Five – Gender and Food

Note: this is a heavy reading week, so no writing is assigned, outside of class. Please take advantage of this to read these articles carefully and thoroughly.

January 31st

Reading: Susan Bordo. "Hunger As Ideology"

February 2nd

Reading: Carol Bynum-Walker "Fast and Feast: The Historical Background" from Holy Feast and Holy Fast: The Religious Significance of Food to Medieval Women.

Assigned: Summarize the way in which Susan Bordo or Carol Bynum-Walker discuss the meaning of food and eating (4-5 pages)

Week Six – Race and Consumption
Paragraphs

February 7th

Reading: Susan Bordo and Carol Bynum Walker. continued.

Due: Draft of third essay: trade with a classmate.

February 9th

Reading: From Imperial Leather. "Soft Soaping Empire: Commodity Racism and Imperial Advertising." Anne McClintock.

Due: Edited draft of classmate's third essay: workshopping in class.

SECOND CONFERENCES THIS WEEK: DISCUSSING WORK IN PROGRESS AND PLANNING FOR FINAL ESSAY.

Week Seven - The Paragraph/Beginnings and Endings
Individual Food Stories

February 14th

Reading: "Sugar" in Elizabeth Kowaleski-Wallace's Consuming Subjects: Women, Shopping and Business in the Eighteenth Century; Roland Barthes. "Wine and Milk"; "Steak and Chips"; "Ornamental Cookery" in Mythologies.

Due: Third essay plus one-page reflective paper.

February 16th

Reading: "Tea" in Elizabeth Kowaleski-Wallace's Consuming Subjects: Women, Shopping and Business in the Eighteenth Century.

Assigned: Fourth paper: topics to be decided by students.

Week Eight – The Argumentative Essay

February 21st

NO CLASS: MAKE-UP CLASS TO BE DECIDED BY CLASS, AS WELL AS MOVIE OPTION.

February 23rd

Reading: "Eating the Other: Desire and Resistance." bell hooks. from Black Looks. Race and Representation.

Week Nine – Strategies of Development/Proof/Building your argument

February 28th

Reading: "Eating Animals" by Carol J. Adams. from Eating Culture.

March 1st

Reading: "Food, Feminism and Performance Art" Deborah R. Geis in Eating Culture. Ron Scapp and Brian Seitz, eds.

FINAL STUDENT CONFERENCES THIS WEEK.

Week Ten - Final week.

March 6th

Readings: wrapping up from the quarter. Film option discussed here.

March 8th

Final essays due, including one page reflective paper and edited draft.

Honors Seminar – 7135-3310
The Ecology, Ethics, and Economics of Food
Spring 2003 – TTH 12:15, McAlister 303

Dr. Allison B. Wallace
450-3629; McAlister 302-A
Tue. 1:30-3, Wed. 1-3, and by appt.

The fundamental importance of food for maintaining human life and health generally goes without saying. What's less often considered is food's significance to us culturally and environmentally, from production to distribution and from preparation to consumption. This course will explore human eating practices--throughout history and around the globe--as significant points of intersection for three crucial aspects of human cultures and environments: our **ecological connections** to particular habitats, our **ethical** beliefs, and our **economic behaviors**. To this end, we will explore both the natural and social histories of many specific food items, and we will also ponder numerous aspects of food and its production not ordinarily considered by American consumers, most of whom have been conditioned to think about little more than price, taste, and (to a limited extent) nutrition.

Texts

Much Depends on Dinner: The Extraordinary History and Mythology, Allure and Obsessions, Perils and Taboos of an Ordinary Meal, Margaret Visser. NY: Macmillan, 1986.

Cooking, Eating, Thinking: Transformative Philosophies of Food, eds. Deane W. Curtin and Lisa M. Heldke. Bloomington and Indianapolis: Indiana UP, 1992.

Fast Food Nation: The Dark Side of the All-American Meal, Eric Schlosser. NY: Perennial, 2002.

A good college dictionary

Other materials on reserve or handed out as assigned.

Attendance is mandatory. Although illness and emergencies do arise, excessive tardiness and absenteeism will adversely affect your final grade in the course.

Participation

This is a seminar; the Greek root of that word translates "seed." It is a place and space in which we plant and tend seeds – but not just *my* seeds, or my ideas. Those of our authors and those that the readings inspire in you are equally and often more important. But since none of us is a mind-reader, oral **discussion in class is going to be key to our success** in sharing and planting our seeds. If you are a quiet type by nature, this will be a challenge for you – but don't expect me to let you side-step it. If you are extroverted and talkative, then your challenge is going to be letting others in on the conversation.

Once during the semester, you'll get a special chance to participate in creating the syllabus, in a sense. That is, you will choose a food item – something ordinary and familiar to most Americans – to research and then you'll teach the rest of us about it in a brief oral report. You'll also bring to us a small sampling of the item you researched – for example, a couple of bananas sliced on a plate, or a carton of milk poured into individual serving cups, that kind of thing. More about this later.

Additionally, you'll get several opportunities throughout the semester to **lead discussion for a given class**. You will not know ahead of time whether it's "your day." Thus it's crucial to come to class *prepared*, fully *expecting* to be called upon to lead. I am not doing this just to make your life difficult; rather, the idea is to aid your learning, because we always learn better material that we are prepared to teach to others. **Twice** during the semester, if necessary, you may "pass" when I call on you to lead with no penalty; an absence automatically counts as a "pass."

Reading Journal

To prepare for each class meeting, you'll need to do two things: read the assignment specified on the syllabus, and respond to it in writing. Your journal entry for any given day is **due to be handed in that day**, and should consist of **two parts**: a brief summary of the author's thesis (with attention to his or her perspective or slant on the topic), followed by a response of your own. This response doesn't have to be just about agreeing or disagreeing – it might also include thoughts about what the reading made you reflect upon, or what point(s) you think the author overlooked (if any), or what concerns the reading raised for you, etc.

Each entry should be 1-2 pages long if typed, 2-3 pages long if handwritten, and each should be of thought-full quality. I will return them as soon as possible; when I do, you need to keep them organized in chronological order in a notebook, to be handed in at the end of the semester.

Grades

Participation	30%
Reading journal	30%
Research paper/presentation	40%

Plagiarism is the unauthorized and undocumented use of another's words or work, be it written by a published author or a friend. Any instance of plagiarism will result in an F for that assignment and possibly the course; cheating of any kind could result in suspension or dismissal from the Honors College and UCA.

Please refer to the Student Handbook for information on UCA's Sexual Harassment Policy and other university policies.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135.

Course Outline

Note: MDD = *Much Depends on Dinner*; CET = *Cooking, Eating, Thinking*; FFN = *Fast Food Nation*; (h) = handout

Jan.

T 14 Dumanoski, "Consuming the Sun, Touching the Earth" (h)

TH 16 Curtin, "Food/Body/Person," 3ff. in CET
 T 21 excerpt from Plato's *Phaedo*, 24ff.; Chernin, "Confessions of an Eater," 56ff.; both are in CET

Jan., continued

TH 23 Bordo, "Anorexia Nervosa: Psychopathology as the Crystallization of Culture," 28ff. in CET
 T 28 MDD chapter on corn; excerpt from Buffalo Woman's Garden, 270ff. in CET
 TH 30 Ch. 2 of FFN

Feb.

T 4 Ch.3 and 4 of FFN
 TH 6 Ch. 5 and 6 of FFN
 T 11 Ch. 7 and 8 of FFN
 TH 13 Ch. 9 of FFN
 T 18 MDD chapter on chicken
 TH 20 Ch. 10 of FFN
 T 25 Epilogue and Afterword of FFN
 TH 27 Curtin, "Recipes for Values," 123ff. in CET

Mar.

T 4 Dogen's "Fushoku-Hampo (Meal-time Regulations)," 153ff.; Singer, "Becoming a Vegetarian," 172ff.; both are in CET
 TH 6 Berry, "The Unsettling of America" and "The Ecological Crisis as a Crisis of Character" (h)
 T 11 Berry, ""The Ecological Crisis as a Crisis of Agriculture" and "The Agricultural Crisis as a Crisis of Culture" (h)
 TH 13 Leon, "Eating for the Environment"; Pollan, "When a Crop Becomes King" (h)
 T 18 Frances Moore Lappe, "Food, Farming, and Democracy" (h)
 TH 20 Pollan, "How Organic Became a Marketing Niche and a Multibillion-Dollar Industry – Naturally" (h)

(Spring Break)

Apr.

T 1 Pollan "Desire: Control/Plant: The Potato" from *The Botany of Desire* (h)
 TH 3 Marc Lappe, "Tasting Technology: The Agricultural Revolution in Genetically Engineered Plants" and Arntzen and Chalmers, "The Risks and Rewards of Biotechnology" (h)
 T 8 Heldke, "Food Politics, Political Food," 301ff. in CET
 TH 10 Shiva, "A Worldview of Abundance" (h)
 T 15 MDD chapter on lettuce
 TH 17 Shiva, "Development, Ecology, and Women," 336ff. in CET

T 22 Berry, "Conserving Communities" (h)
TH 24 Berry, "The Pleasures of Eating," 374ff. in CET

Final Exam Day: Presentations and Research Paper Due

History 400: Research Seminar
Food, Self, and Society

Fall 2002

Instructor: Sydney Watts, Ryland 326

Class Meetings: Tuesdays 3:45-6:25 in Ryland 421

Office Phone: 289-8339

E-mail: swatts@richmond.edu

Office Hours: Mondays 10-11 am, Thursdays 1:30-3 pm and by appointment

Course Description and Objectives

The history of food is as much a history of people as a history of edible things. It is part of the human experience as well as historically contingent. All humans must eat to survive. Yet humans (unlike animals) not only have developed the means to cultivate food, but also have gone to great lengths to discover new tastes and develop new cuisines. As an object of human subsistence, food and the industry surrounding its production and distribution have assumed a prominent place in the economy and politics of the day. An abundant and healthful food supply has always been a primary concern of monarchs, administrators, and heads of households. Dietary choices vary from place to place and have changed over time, governed by religious beliefs and personal preferences as much as historical shifts in commonly held attitudes and cultural norms. In sum, to say: "We are what we eat" is to say that our food habits are both a social construction and a reflection of the self.

This research seminar gives history majors an opportunity to explore (both independently and collectively) various historical approaches to the topic of food and identity from both European and American contexts. The aim of this course is to introduce you to the methods and sources as a guide to defining and pursuing your own research project based upon a clearly stated historical problem. The final product of this seminar is an original, written work of research, twenty-five pages in length.

Required books:

Massimo Montanari, *The Culture of Food* (Blackwell, 1996)

Brillat-Savarin, *The Physiology of Taste* (Penguin, 1994)

Rudolph M. Bell, *Holy Anorexia* (University of Chicago Press, 1985)

Donna Gabaccia, *We are what we eat. Ethnic food and the making of Americans* (Harvard U. Press, 2000)

Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin 1990)

Belinda Davis, *Home Fires Burning: Food, Politics and Everyday Life in World War I Berlin* (Chapel Hill: University of North Carolina Press, 2000)

Warren Belasco, *Appetite for Change: How the Counterculture Took on the Food Industry* (Cornell U. Press, 1993)

These books are available at the Campus Bookstore and are on 24-hour reserve in Boatwright Library. You will need to bring all assigned readings to class with you for discussion.

I also recommend buying a copy of A Short Guide to Writing about History by Richard Marius and Melvin E. Page. This text will help you enormously with specific questions about how to write a research paper.

I am available for a conference whenever you would like help to want to pursue a question we've touched on in class. Please feel free to call or e-mail me for an appointment.

Course Requirements

I. Attendance

Attendance is required at all meetings of the seminar and individual meetings with me in the second half of the semester to discuss your drafts and final papers. For every unexcused absence (an absence without a Dean's excuse) **your grade will be lowered by one full grade**. Since there are no exams, class participation is the only way to show me that you have done the reading. Remember that a successful seminar is one where the discussion advances collectively. It depends upon *everyone's participation* in raising questions, proposing hypotheses, identifying problems, and clarifying formulations. For this give-and-take to be fruitful, everyone's insights and questions are needed and respected.

II. Foundation Readings

During the first half of the semester, we will be exploring a variety of topics in the history of food. The secondary reading for that week will provide the foundation for this research seminar; it will allow us to see how historians have examined the history of food from a various perspectives and help us define historical problems in this field of study. Students will be expected to have read the texts closely, paying close attention to the approach, the use of sources, and what the author is trying to prove or demonstrate. Similarly, when it is time to give oral presentations of your research, each seminar participant will be expected to respond with questions and comments for the presenter. Your active participation in these discussions is expected and the quality of your participation will account for 20% of your final grade.

II. Sources and Methods Presentation

Along with the foundation reading, each week one or two students will be asked to examine a specific set of primary sources related to the week's topic, and give a critical review of the research and interpretive methods associated with these sources. You should confer with me at least one week before the presentation with some examples of primary sources that correspond to the topic for that week. And then a day before you present to review the major points of your presentation. **You are free to select sources from any area in Europe or America from the early modern through the modern periods.** Each student will prepare an annotated bibliography of these sources and distribute copies to each seminar participant. The bibliography will be the basis for your fifteen-minute oral presentation given at the end of that day's class. The annotated bibliography and the presentation will account for 15% of your final grade.

III. Research Paper

The final product from this course is a well written and thoroughly researched, 25-page paper using primary and secondary sources. You must choose a topic that is entirely original and based upon a rich set of primary source material. In order to accomplish this task successfully you will need to start your research early and begin to narrow your topic as soon as possible. Your presentation of sources and historical methods is a good place to begin selecting your topic. The syllabus includes very strict deadlines for proposals, drafts and oral presentations. These will be 15% of your final grade. Please pay close attention to these dates and plan your time accordingly. There will be severe penalties for any late assignments. Your final paper will account for 50% of your final grade.

Foundation Readings: Themes and Sources

August 27th – Introductions

Lecture Presentation: Historical Problems in Food History

Slide Presentation: Food Cultures around the Globe: France, Vietnam and Thailand

September 3rd – Alimentary Regimes from the Greeks to the Modern Era

Seminar Reading: Massimo Montanari, *The Culture of Food*

Library Presentation: Researching Primary and Secondary Sources on Food

September 10th – Classical Culinary History: 18th-Century France

Seminar Reading: Brillat-Savarin, *The Physiology of Taste*

Student presentation: Gastronomical classification and cookery

Suggested sources: Cookbooks and guides to household management, dictionaries and encyclopedias

**September 17th – Identity I: Religious Fasting and Food
Abstinence**

Seminar Reading: Rudolph Bell, *Holy Anorexia*

Student presentation: Individual food habits and the construction of the self

Suggested sources: diaries, memoirs and letters

September 24th – Identity II: Foodways in 19th-Century American Society

Seminar Reading: Donna Gabaccia, *We are what we eat*

Student presentation: Food migration and ethnic foodways

Suggested sources: Travel literature, financial records, immigration historical records

**October 1st – The History of Sugar from the West Indies to
Britain**

Seminar Reading: Sidney Mintz, *Sweetness and Power*

Student presentation on collective food habits and the social life of food

Suggested sources: Market studies, advertising, workers' accounts, import/export records

October 8th – Food and Politics during Wartime

Seminar Reading: Belinda Davis, *Home Fires Burning*

Student presentation: Food provisioning and food safety

Suggested sources: Industrial regulations, government records, scientific research

October 15th – Fall Break

October 22nd – Food Habits and Social Movements

Seminar Reading: Warren Belasco, *Appetite for Change*

Student presentation: Consumer protest and food policy

Suggested sources: Newspapers, magazines, state/local regulation, and political tracts

Guided Research

During the next four weeks we will not be meeting as a class. Use this time to work independently and also to meet with me for individual consultations on your papers. For every assignment due during this period, *you must make an appointment with me to pick up your graded work.*

October 29th – **2-Page proposals and preliminary bibliography due by 5 pm**

November 5th – **Introduction and paper outline due by 5 pm**

November 12th – **Draft of first half of paper by 5 pm**

November 19th – **Draft of full paper by 5 pm**

Presentation of Seminar Papers

November 26th – **Oral Presentations and Discussion of Papers.** Group A.

December 3rd – **Oral Presentations and Discussion of Papers.** Group B.

Syllabus for Sociology 288
SOCIOLOGY OF FOOD

Professor Bill Whit
Office Hours
T,Th 1:30-4. 2165 Ausable
Phone 331-3198 (Phone Mail)
EMail: WHITW@GVSU.EDU

Winter, 2003
Class Hours: M 6-8:45.
EC 423

Sociology 288: Sociology of Food

Considers how values and ideas are socially constructed. A focus on the relationship between food and society. A multidisciplinary analysis which examines food production, distribution, and consumption historically and cross-culturally. Includes nutrition, social eating disorders, religious proscriptions, food and poverty, fast food and world hunger.

Course Objectives:

By the end of the course, students should be able to do the following:

Explain how different social institutions at different historical periods acquire and distribute food.

Evaluate historical and contemporary eating patterns for health and social well-being.

Explain the historical and contemporary social and social/psychological basis of eating disorders.

Analyze the consumption of food as constructed to form social boundaries.

Explain how religions use commensality to increase social solidarity.

Demonstrate the environmental, nutritional and cultural bases of national and regional cuisines.

Relate industrialization to food production and consumption.

Explain the role of profit as generated by food oligopolies in influencing national nutrition patterns and creating world hunger.

Identify and explain the significance of selected successful experiments in food production and consumption.

Course Assignments:

Complete the readings by the dates assigned.

Visit and write a two page summary of your experience at a "soup kitchen."

Participate actively in class discussion.

(Optional, 2 bonus points each. Out to dinner with class members at Bombay Cuisine Indian Restaurant, Sunday buffet brunch.

\$10. Visit to Farmers's Markent. One page write up on each.

Attendance: Your regular attendance is required. After one missed class, your class participation grade is down one grade for class missed. Only medical and death written documentation are exceptions. You are responsible for everything that goes on in class, including new or changed assignments.

If you have a disability that will require special accommodations in this course, please contact the Office of Academic Support in 200 STU. The OAS will assist me in providing the necessary accommodations in order to enhance the learning environment for you. If you have already done so, OAS will provide you with a letter that describes your specific needs and the necessary accommodations. Please bring that letter to my attention as soon as possible, and prior to the due date of the first course requirement.

Grading

Harvest Health Paper 5%

Degage Paper* 10%

Ethiopian Meal 5%

First Exam 25%

Final Exam 30%

Class Participation 20%

Mexican Meal 5%

* A trip to a "Soup Kitchen" is a required part of this course. Omission of this element will result in an incomplete grade.

Required Texts

CC Counihan, Carole M. (Ed). ~ ig ~ ~ ~ READER. New York: Routledge, 2002.

ES Schlosser, Eric. ~ ~ Nation. New York: Perennial, 2001.

MN Nestle, Marion. ~ Politics. Berkeley: U. Calif. Press, 2001.

WH Lappe, Frances Moore, Joseph Collins, Peter Rosset. World - Hunger: 12 Myths. New York: Grove Press, 1998.

Recommended Reading

William C. Whit. ~ ~ Society:! Sociological Approach. Dix Hills, New York: General Hall Inc., 1995

January 6

Introductions and Review of Syllabus

Video: Babette's Feast.

Questions about Food and Culture, Religion, Art, Human Interaction, Physiology

January 13.

Perspectives on Food, Culture and Society

Raising Critical Questions About Food and Society. Social constructionism, functionalism and political economy perspectives inform our sociological perspectives. Through social constructionism we explore the manner in which shared food practices bind some social groups and exclude others. Further, we elaborate the loose relationship between the quality of the food served and eaten and the quality of the relationship in which the food is enmeshed. Further, refusal to eat another's food (most extremely in anorexia nervosa) generates very problematical dynamics. From a functional and political economy perspective, we demonstrate how the world socio-economic system affects cuisine, satiety and world hunger. And we raise important questions about whether industrially produced fast food and junk food are nutritionally functional for the physiological and cultural life of contemporary societies.

Reading Assignment:

CC "Introduction" 3-14
Hess Ch. 2, "A Taste for Y2K." 15-22. Mintz, Ch 3, "Eating American." 23-34
Siskind, Ch 5, "The Invention of Thanksgiving" 41-58
Belasco, Ch 6, "Future Notes: The Meal in a Pill" 59-74.
Roseberry, Ch 12 "The Rise of Yuppie Coffees in the United States: The Reimagination of Class in the United States" 149-170.

January 20

Food History of Consumption/Culture Reading Assignment:
CC Bentley. Ch. 13. "Islands of Serenity: Gender, Race and Ordered Meals During World War II. 171-192.

Whit. Lecture: Materialist and Idealist Interpretations of

Food and Culture. Food and Boundry Maintenance.

Video:

Rabbi Lewis: Jews and Food
Food and Judaism (United Tastes of America)

SUNDAY BRUNCH, JANUARY 26 at Bombay Cuisine, 1450 Robinson Rd.,
See in Eastown. 12 O'Clock Noon. \$10 (plus tip). (2 points extra
credit on final grade).

January 27

Food and (sub)Culture

United Tastes of America (Videos)
Native American Italian Chinese

Mexican Meal at Supermercado on Chicago Drive and Nagel (SW)

February 3

Food and Signifying Identity: Soul Food

Reading Assignment:

Whit, "Soul Food as Cultural Creation."
CC Zafar. Ch 19. "The Signifying Dish: Autobiography and History
in Black Women's Cookbooks." 249-60.
Beoku-Betts. Ch. 21. "We Got Our Way of Cooking Things" Gullah.
277-294.
Counihan. Ch 22. "Food as Women's Voice." 295-304,

VIDEO - "Soul Food"

Pass out nutrition data on vegetarianism.
Assign Trip to Harvest Health (Corner Eastern and Burton, SE)

February 10

Vegetarianism

Reading Assignment:

Whit and Cuhran, "The Wholistic Health Food Movement"
Whit. Charts from ~ ~ Society: ~ Sociological Approach Maurer.
"Becoming a Vegetarian"

Video: Johathan Robbins Lecture
Vegetarian Meal at Ethiopian Restaurant
(5 Stores East of Diamond on Fulton, SE) February 17

Eating Disorders

Reading Assignment:

CC Brumberg. Ch 15. "Continuity and Change in Symptom Choice: Anorexia."

Video: Maurey Povitch.

Eating: Women and Food February 24.

Student Questions preparatory for Mid Term Exam.

MID TERM EXAMINATION.

(Bring Blue Books).

SPRING BREAK

Fast Food and Industrial Oligopoly Capitalism

March 10

Reading Assignment:

ES Schlosser, *Fast Food Nation* (Entire)

MN Nestle, Ch. Starting Early, Ch. 9 "Pushing Soft Drinks."

Video:

Fun Foods

Obesity

March 17

Reading Assignment:

MN Nestle, *Food Politics*. Introduction, Ch. 1-3

CC Kane, Ch~ "Who Deserves a Break Today, *Fast Food, Cultural Rituals, and Womens' Place.*" 315-324. Watson. Ch 26.

"China's Big Mac Attack." 347-358.

Discussion of Alternate modes of conceptualizing Fast Food.

Video: "Chicken Real" "Fast Food Women."

March 24

March 24

Reading Assignment:

MN Nestle, ~ Politics. Chs 4-7.

Video: "Hamburger I, McProfit."

"Hamburger II, Jungleburger."

Prepare for Soup Kitchen Experiences (scheduling)

HUNGER: WORLD AND DOMESTIC

March 31

Reading Assignment:

WH Lappe', World Hunger: ~ Myths. Intro, Chs. 1-6.

Video: "The Politics of Food."

The Moore-Lappe, Collins Model: World Hunger and World Agriculture

Reports of Domestic Hunger - Soup Kitchen Experiences.

April 7

Reading Assignment:

WH Lappe' World Hunger: ~ Myths. Ch. 7-12

CC McDonald (James). Ch. 27. "NAFTA and Basic Food Production: Dependency and Marginalization on Both Sides of the US/Mexico Border." 359-384.

Whit - Typology of Analyses of World Hunger

Speaker on Hunger in West Michigan

Assignment to Farmer's Market

ALTERNATE MODELS AND SUCCESSES

April 14

Reading Assignment:

CC Friedman. Ch 25 "The International Political Economy of Food." 325-346.

Wells. Ch 30. "Growing Food, Growing Community: Community Supported Agriculture .401 -408.

Slow Food (passout)

Audiotape: Wendall Barry. "In Defense of the Family Farm." Whit, Slides of Cuba's Food and Agriculture System Speaker on Slow Food

Food and Culture: Identity and Locality in Taste

Spring Term 2003

Kyoto Center for Japanese Studies

Merry Isaacs White

Tuesday 4-5:20; Thursday 1-2:20

Foodways, culinary history, personal, social and cultural identity and the experience of taste are the objects of inquiry in this course. Using perspectives drawn from anthropology, sociology, history and other disciplines, the course treats foods as both direct and emblematic foci for identity, national development, globalization and social change. Special attention will be given to Japan, and to the Kansai region, as locations of cultural and culinary diversity and identity.

Procedures, Activities and Requirements

This course combines lectures and readings in the scholarly literatures with field work and team projects to demonstrate how cultural history and participant-observation can be combined in an interdisciplinary approach. Food studies are well developed both in the classical disciplines and in new interdisciplinary programs and we are well situated to take advantage of wonderful primary and secondary source materials and analyses. We are without question well situated in Kyoto to explore the city and other areas in Kansai to see how an examination of foodways illuminates questions of political and social change, gender and class distinctions and ethnic diversity. We will thus learn to question assumptions of homogeneity, "tradition" and "authenticity" in what are considered "Japanese" cuisine - and culture.

We will have group field trips but also individual opportunities for data and experience-collecting.

The Fine Print

In addition to regular attendance and participation in class I will assign two papers during the term, team fieldwork in addition to class trips, and a final report from each team. There will be a final examination. Each week's readings must be completed during the week of the assignment and class discussions will include these works. There will be no extensions granted for papers or reports. You are responsible for being responsible that is, for providing source citations and clear attributions of works used, and for NOT using paraphrased or direct borrowings from the work of others. I use a very broad definition of plagiarism and hope that you will demonstrate sensitivity to this issue.

Field Work

During the term we will have several class trips to food-related sites in the Kansai area. You will also be asked to keep a fieldwork journal that includes more ordinary visits to food establishments you make on your own or with your team. I will provide directions for this journal. You would do well to carry a notebook with you, jot down menu items of interest, and generally be alert in markets, kombini and other food locations to what is offered and how. We will also eat out, so be prepared for adventures!

In addition as a team member you will work on a specific term-long project with your group. Again, I will give suggestions for these projects and help with your progress over the term. My strongest advice is to start NOW with this project so that it doesn't fall to the bottom of the term and cause frantic catch-up activity then.

Part One: Setting the Table: Food in the Social Sciences

Week of January 6: Food in history and politics

Sidney Mintz, "Food and Eating: Some Persisting Questions"
"The Old and New World Exchange"

Rachel Laudan, "Birth of the Modern Diet"

Claude Levi-Strauss, "The Culinary Triangle"

Marvin Harris, "Good to Think or Good to Eat"

Week of January 13: Cooking Culture: Ethnicity and Identity

Marvin Harris, "The Abominable Pig"

Tuchman and Levine, "New York Jews and Chinese Food: The Social Construction of an Ethnic Pattern"

Harvey Levenstein, "The American Response to Italian Food: 1880-1930"

Week of January 20: Gender and the Domestic Kitchen

Banana Yoshimoto, Kitchen (entire)

Yoko Kirishima, "Revolution Begins in the Kitchen"

M. White, "Women, Food and Identity Construction: Role Attenuation and Elaboration in Japan"

Katarzyna Cwiertka, "How Cooking Became a Hobby"

Part Two: Foodways in Asia

Week of January 27: Origins and National Identities:
China

Lin Yutang, "The Chinese Cuisine"

Jonathan Lipman, "Chifanle Meiyou": Have You Eaten?"

Eugene Cooper, "Chinese Table Manners: You are How You Eat"

FIRST PAPER DUE

Week of February 2: Other Asian Taste Markers

Cheng Sea-ling, "Eating Hong Kong's Way Out"
Boudewijn Walraven, "Bardot Soup and Confucians' Meat": Food and Korean Identity in global context
Kim, article on Kimchi

BEGIN TEAM FIELD WORK PROJECTS

Week of February 9: (Thursday only) History of Japanese Foodways

Naomichi Ishige, *The History and Culture of Japanese Food*, pages 45-139
Michael Ashkenazi and Jeanne Jacob, *The Essence of Japanese Cuisine*, pages 37-83
Nishiyama Matsunosuke, "Edo-Period Cuisine"

Film: Full Moon Lunch

Week of February 17: Meeting at the Table: Histories of Contact and Transformation

Naomichi Ishige, "Changes in the Modern Age" pp. 141-217
Katarzyna Cwiertka, "Domesticating Western Food in Japan: a Comparative View"

Week of February 24: Culinary Globalization in the Postmodern World

Ashkenazi and Jacob, pps. 84-138
Cwiertka, "Culinary Globalization and Japan"
Theodore Bestor, "How Sushi Went Global"
Tamura Shimpachiro and Kishi Asako, "The Impact of Technology on the Japanese Diet"
Elizabeth Andoh, "The Japanification of American Fast Food"

Film: The Colonel Comes to Japan

Week of March 3: Chinese and Japanese and "hyphenated" diets: movement and localization of food identities

Rachel Laudan, excerpts, "The Food of Paradise"
Patrick Leong, "Graveside Picnics"
David Masumoto, "Of Turkey and Sushi", "Gochisoo and Brown Rice Sushi"

Renqiu Yu, "Chop Suey: From Chinese Food to Chinese-American Food"
David Wu, "Improvising Chinese Cuisine Overseas"
Cwiertka, "Eating the Homeland: Japanese Expatriates in the Netherlands"

SECOND PAPER DUE

Week of March 10: The Rules and Aesthetics:

Construction of the Spiritual (and National) Food

Ashkenazi and Jacob, pps. 139-187.

Cwiertka, "A Note on the Making of Culinary Tradition"

Kumakura Isao, "Table Manners Then and Now"

Film: Tampopo

Week of March 17: Kaiseki and Tea as Japanese Icons

Kumakura Isao, "Tea and Japan's Culinary Revolution"

Haga Koshiro, "The Wabi Aesthetic Through the Ages"

Dorothy Kalins, "Kaiseki Modern"

Visit to wagashi maker

Week of March 24: Marketing and Trend Creation, or, Why did they all eat Tiramisu?

M. White, "Ladies who Lunch: Young Women and the Domestic Fallacy in Japan"

George Field, "Are Eating Habits No Longer Japanese?"

Collect materials on the Iron Chef, other television cooking shows, and magazine and bookstore collections of recipes, including magazines devoted to men's cooking

Week of March 30 (Last Week of Classes): Tourism and the Creation of Meibutsu

Jennifer Callans, "Craving for Edible Souvenirs"

George Lewis, "The Maine Lobster as Regional Icon"

Calvin Trillin, "New Grub Streets"

Field work on tourism: If This is Kyoto, we must be eating.....

Reports on team fieldwork: group presentations

NS 380 Food Systems and Human Nutrition
Spring 2002, 3 credits

T Th: 10:10 – 11:25 a.m. 261 Warren Hall

Instructor: Jennifer Wilkins, PhD RD, Division of Nutritional Sciences, 305 MVR Hall;
phone: 255-2730; email: jlw15@Cornell.edu. Off. Hrs.: T Th: 2-4 p.m.

Teaching Assistant: George Smith: Division of Nutritional Sciences, 352 MVR Hall;
email: gbs24@cornell.edu; phone: 4-8949. Off. Hrs.: W 11:10-12:10.

Office Professional: Aleta Coggin, 306 MVR Hall, phone: 5-2142, email:
afc23@Cornell.edu

Required Texts (available at the campus store)

Nestle, Marion. Food Politics: How the Food Industry Influences Nutrition and Health.
Berkeley and Los Angeles: University of California Press: 2002.

Schlosser, Eric. Fast Food Nation: The Dark Side of the All-American Meal. New York:
Houghton Mifflin: 2002.

Barndt, Deborah. Tangled Routes: Women, Work, and Globalization on the Tomato
Trial. Hanham, MD: Rowman & Littlefield Publishers, Inc.: 2002.

Koc, Mustafa, MacRae, Rod, Mougeot, Luc J.A. and Welsh, Jennifer. For Hunger Proof
Cities – Sustainable Urban Food Systems. Toronto, CA: International Development
Research Centre: 1999.

Course Overview

Whether we think about it or not, we all participate in the food system – everyday and often, several times each day. This course is designed to introduce students to a broad range of topics and issues related to the food and agriculture system – the interrelated set of processes by which food is produced (grown, raised, harvested, or caught), transformed by processing, distributed for purchase, consumed, and eventually discarded. Students will gain an appreciation of the forces that are changing the food system and how their daily food choices influence and how the food system influences food choices and health. In this course, students will explore the social, environmental, economic and policy implications of the production, distribution, preparation, and consumption of food. Through reading and assignments the course provides opportunities for food system analysis using tangible, real world examples.

Students will also develop a new concept of “food citizenship” and gain an appreciation of the multiple implications their everyday food choices have on their own health, the natural environment, near and distance communities. Students will deepen their awareness of the inter-relationships between our food system and major chronic diseases affecting the U.S. population.

Prerequisites

Students should have at least one semester of nutrition, horticulture, or food science prior to the course: in lieu of this previous course work, students must seek permission of the

instructor. The course is expected to provide a context that will enrich the learning experience in advanced courses, particularly in nutrition, horticulture, food science, city and regional planning, or rural sociology.

Course Structure

NS 380 is intended primarily as an undergraduate course, though graduate students will find this a useful analysis of the food system. This class combines a lecture/discussion format. All students are expected to attend the class sessions and to actively participate in the discussions. Study questions will be distributed to facilitate class discussion of the readings. Since the food system exists in our everyday experience, students will be provided opportunities to share observations, stories, and news articles with relevance to the food system. Occasionally, optional seminars that are related to the course material may be announced, and students will be encouraged to attend these as their schedule permits.

Course Requirements

Students are expected to read the weekly readings, FOR THAT WEEK. Participation in class discussion is encouraged (indeed, it is factored significantly into the final grade), even during lectures, and reading helps students to contribute to and understand what is being debated.

There will be two Preliminary Exams, in-class [1st: Thursday, February 20; 2nd: Tuesday, April 8]; a Food Product Analysis (written report and oral presentation); and a Food Citizenship Essay due on Thursday, May 8th.

Grading: prelims are worth 20% each, food product analysis 20%, food citizenship essay 20% and class participation is worth 20%.

Food Product Analysis: The purpose of this project is to understand the food system that is “imbedded” in a common food product. The opportunity exists to critically examine the sustainability of that system and to gain an appreciation of how that food system is obscured to consumers in the marketplace. Students will choose a common food product, perhaps one that you eat often by February 4. This can be a whole food (an apple, eggplant, or egg for example), or it can be multi-ingredient product that has undergone some processing (e.g. fruited yogurt, canned soup, juice drink or a multi-grain cereal). A multi-ingredient processed product will likely yield a more complex set of processes and food system steps. Next, students will decide which aspects of the food system they will focus on and submit a short plan (1-2 paragraphs) for this analysis by Mar 6. The Food Product Analysis Plan will include: name of product, primary questions you plan to pursue, the sources you will consult and how you plan to complete the analysis. As you can imagine this project could take many different shapes. The focus could be on the source(s) of each ingredient, the energy used in transportation, social aspects of production and processing, global reach or any other topic or topics you choose. The report should be 10-15 pages in length including any graphs or tables. In order to benefit from the range of different analyses that will be conducted, students will give 10 - 15 minute presentations of their food products during the last two weeks of the semester.

Written reports are due on the day of the oral presentation.

Food Citizenship Essay: The word citizenship refers to being a member of a community. Citizens have rights and privileges as well as social obligations and responsibilities. Citizenship can refer to doing one's part to serve the community and to enhance a community's social relations and protect natural spaces within and surrounding the community. The word often brings to mind taking actions, engaging with other for the purpose of betterment for the whole. The purpose of this essay assignment is to provide students with the opportunity to explore how the concept of citizenship can be applied to the way we eat – what we choose for breakfast, lunch and dinner – twenty-four seven. Length: 5-7 pages.

Course website: <http://courseinfo.cit.cornell.edu/courses/NS380/>

All course information will be provided via the course website, including Adobe pdf files of support materials for lectures and book discussions. The website is continually updated, and students will be responsible for regularly consulting the website for information. While most of the readings for the semester will be posted on the website at the start of term, students should expect some changes.

COURSE SCHEDULE

~ Week 1: Jan 20-24 ~

T Introductions and course overview

Th Understanding the Food System and our connection to it. What are the issues?

Class profile and implications

Readings:

- Berry W. 1989. The Pleasures of Eating. *The Journal of Gastronomy*. 5(2): Summer/Autumn.
- Sobal J, Kahn LK, Bisogni C. 1998. A Conceptual Model of the Food and Nutrition System. *Soc. Sci. Med.* 00(0):1-11.
- Harmon A, Harmon R and Maretzki A. 1999. The Food System: An Introduction. Chapter 1 in The Food System – Building Youth Awareness through Involvement. The Pennsylvania State University, College of Agricultural Sciences.

Optional (on reserve):

- Orr DW. 1991. Prices and the Life Exchanged: Costs of the U.S. Food System. In Understanding the True Cost of Food: Considerations for a Sustainable Food System. Symposium Proceedings. March, Washington, D.C.

~ Week 2: January 27-31 ~

T The Food System and Sustainability – Trends and Limits

Readings:

- Tansey G and Worsley T. 1999. Food and the Biosphere. Chapter 2. in Tansey G and Worsley T. *The Food System – A Guide*. Pp 9-23.
- Blank SC. 1999. The End of the American Farm? *The Futurist*. 33(4): 22-27.
- Eating Oil – Food in a Changing Climate. 2001. A Sustain/Elm Farm Research Centre Report. December.
- Lyson T. 2000. Moving Toward Civic Agriculture. *Choices*, Third Quarter: 42-45.

Websites:

- U.S. Census of Agriculture.
- Farmland Preservation.
- Highest risk areas for farmland loss.

On Reserve:

- Pirog R, Pelt RV, Enshayan K, Cook E. 2001. Food, Fuel, and Freeways: An Iowa perspective on how far food travels, fuel usage, and greenhouse gas emissions. Leopold Center for Sustainable Agriculture. Iowa State University, Ames, IA.

Th Linking Dietary Guidelines, Food Guides with Local and Global Food Systems

Readings:

- Gussow J. 1999. Dietary Guidelines for Sustainability: Twelve Years Later. *Journal of Nutrition Education*, 31(4):194-200.

- Herrin M and Gussow J. 1989. Designing a Sustainable Regional Diet. *Journal of Nutrition Education*, 21(6):270-275.

Optional (on reserve):

- Gussow J and Clancy KL. 1986. Dietary Guidelines for Sustainability. *Journal of Nutrition Education*, 18:1-5.
- Duxbury JM and Welch RM. 1999. Agriculture and dietary guidelines. *Food Policy*, 24(2-3).
- Tippet KS, Cleveland LE. How Current Diets Stack Up – Comparison with Dietary Guidelines. 1999. Chapter 3 in Elizabeth Frazao (editor), 1999. America's Eating Habits: Changes and Consequences. Agriculture Information Bulletin No. 750. 484 pp. www.ers.usda.gov/publications/aib750/
- Christian Peters C, Bills N, Wilkins J, and Smith RD. 2002. Vegetable Consumption, Dietary Guidelines and Agricultural Production in New York State – Implications for Local Food Economies. Department of Applied Economics and Management, College of Agriculture and Life Sciences, Cornell University. R.B. 2002-07

Websites:

- USDA Food Guide Pyramid. <http://www.nal.usda.gov:8001/py/pmap.htm>
- Food and Nutrition Information Center. <http://www.nal.usda.gov/fnic/Fpyr/pyramid.html>
- The fifth edition of Nutrition and Your Health: Dietary Guidelines for Americans, a joint publication of the Departments of Health and Human Services and Agriculture, released on May 30, 2000. <http://www.health.gov/dietaryguidelines/>
- Dietary Guidelines for Americans, 1980 to 2000.

~ Week 3: February 3-7 ~

T Nestle, Marion. 2002. Food Politics. Part 1. Chapters 1-3. Pages: 29-94.
**** FOOD PRODUCT CHOICE DUE - TUESDAY, FEBRUARY 4 ****

Websites:

- Center for Disease Control, National Center for Health Statistics. <http://www.cdc.gov/nchs/>
- CDC, NCHS. Healthy People 2010. <http://www.cdc.gov/nchs/hphome.htm>
- Berkeley Center for Weight and Health. <http://www.cnr.berkeley.edu/cwh/>

On Reserve:

- Lang T, and Rayner. (Eds). Why Health is the Key to the Future of Food and Farming. A Report on the Future of Farming and Food. Available on course website in pdf format.

Th Nestle, Marion. 2002. Food Politics. Part 2. Chapters 4-7. Pages: 93-171.

On reserve:

- Spake, Amanda. 2002. A Fat Nation. U.S. News & World Report. August 19.

~ Week 4: February 10-14~

T Nestle, Marion. 2002. Food Politics. Part 3. Chapters 8-9. Pages: 173-218.

Websites:

- Coca Cola nutrition information. <http://www2.coca-cola.com/ourcompany/environment.html>
- http://www.sdcs.k12.ca.us/board/reports/2002/br.020910/E1a_execsumm.pdf
- Nutritional content of a Coke:
<http://www.geocities.com/Heartland/4269/nutrition.html>
- How Coke fits into a healthful diet: <http://www2.coca-cola.com/ourcompany/health.html>
- Citizens' Campaign for Commercial-Free Schools:
<http://www.scn.org/cccs/morecccs.html>

Th Nestle, Marion. 2002. Food Politics. Part 4. Chapters 10-12. Pages: 219-294.

~ Week 5: February 17-21 ~

T Nestle, Marion. 2002. Food Politics. Part 5. Chapters 13-15. Pages: 295-374.

Th ** FIRST PRELIM - THURSDAY, FEBRUARY 20TH **

~ Week 6: February 24-28 ~

T Someone Out There is Growing For You: But Who?

Guest Lecture: Clete Daniel, Professor, Collective Bargaining Program, Law and History, ILR Phone (w): 607-255-6691; 286 Ives Hall; ced6@cornell.edu

Readings:

- Daniel, Clete. 1981. The Erosion of Agrarian Idealism. Chapter 1 in Bitter Harvest: A History of California Farmworkers, 1870-1941. CU press, 1981.
- Daniel, Clete. 1981. In Search of a Peasantry. Chapter 2 in Bitter Harvest: A History of California Farmworkers, 1870-1941. CU press, 1981.

Th Fast Food Nation, Eric Schlosser (Ch 1-4)

~ Week 7: March 3-7 ~

T Research Methods for Conducting Food Product Analysis

Location: Mann Library Computer Lab

Readings:

- To be announced

Th Fast Food Nation, Eric Schlosser (Ch 5-7)

**** FOOD PRODUCT ANALYSIS PLAN DUE MARCH 6 ****

~ Week 8: March 10-14 ~

T Trends in Food Retailing

Guest speaker: Debra Perosio, Department of Applied Economics and Management

Readings:

- Hitt, Jack. 1996. "The theory of supermarkets." The New York Times Magazine (March 10): 56-61, 94, 98.
- Kahn BE and L McAlister. 1997. Grocery Revolution: The New Focus on the Consumer. Chapter 1. Ravages of Change, pp. 3-6; Chapter 2. The Broader Revolution, pp.7-12.

Th Fast Food Nation, Eric Schlosser (Ch 9-10)

~ March 15 – 23 ~ HAVE A GOOD SPRING BREAK

~ Week 9: March 24-28 ~

T Tangled Routes, Debra Barndt. Chapters 1-2, pages 7-81

Th Tangled Routes – Debra Barndt. Chapters 3-5, pages 82-164

~ Week 10: March 31-April 4 ~

T Genetic Engineering – Foods, in the Market Place, Issues and Controversies.

Guest Speaker: Clint Nesbitt, Department of Communication, GE)-PIE Project

Readings:

- Position of The American Dietetic Association: Biotechnology and the future of food. (1995). JADA, 95:1429-1432.
- Altieri MA and Rosset P. Ten reasons why biotechnology will not ensure food security, protect the environment and reduce poverty in the developing world. AgBioForum 2:(#3&4) Summer/fall 1999. (www.agbioforum.org)
- McGloughlin M. Ten reasons why biotechnology will be important to the developing world. AgBioForum 2:(#3&4) Summer/fall 1999. (www.agbioforum.org)
- Altieri MA and Rosset P. Strengthening the case for why biotechnology will not help the developing world: A response to McGloughlin. AgBioForum 2:(#3&4) Summer/fall 1999. (www.agbioforum.org)
- Debate Steams over GM Golden Rice. Environmental News Network, April 4, 2001

Th Tangled Routes – Debra Barndt. Chapters 6-8, pages 165-end

~ Week 11: April 7-11 ~

T ** SECOND PRELIM - TUESDAY, APRIL 8 **

Th For Hunger Proof Cities, Koc and McRae, Parts 1-3, pages 11-83.

~ Week 12: April 14-18 ~

T For Hunger Proof Cities, Koc and McRae, Parts 3-5, pages 84-154.

Th For Hunger Proof Cities, Koc and McRae, Parts 6-8, pages 157-224

~ Week 13: April 21-25 ~

T Food Product Analysis Reports

Th Food Product Analysis Reports

~ Week 14: April 28-May 2 ~

T Food Product Analysis Reports

Th Remaining Food Product Analysis Reports

**** COURSE EVALUATION ****

**** FOOD CITIZENSHIP ESSAYS DUE, THURSDAY, MAY 8 ****

The Global Politics of Food and Agriculture
Politics 60 / Spring Semester 2000
Mondays 1:15-4:00 p.m.

Professor Heather L. Williams
Carnegie 9
telephone x73088
hwilliams@pomona.edu

office hours: Thursday 1:00-3:00

co-teaching this semester:

Rebecca Belletto '00
telephone x76407

Course Description:

An enduring paradox in world politics is the fact that hunger, food riots, and malnutrition are perennial problems, despite the fact that farmers around the globe produce more than enough to feed the world's population. Placing that contradiction front and center, this course will explore the evolution of food systems around the world. Readings will address the interplay among states and growers from a historical-sociological perspective, examining the impact of state centralization, new forms of economic organization, and evolving technology on the production and distribution of food. Key to this course will be analysis of land distribution, finance, urbanization, and trade regimes. The course will also examine how environmental problems affect farms around the world, and various ways that producers and governments attempt to address such problems. The course will also examine current issues in agricultural science and economics, and will engage debates about genetic engineering, international patent law, and intellectual property.

Requirements:

This will be a challenging course with a heavy reading load and a final term paper or take-home examination (=40%). Students will also be expected to lead class discussion once during the semester (=20%). Weekly reading loads will vary between 150 and 250 pages, and the seminar will be dependent on students having done at least 8 to 10 hours' work prior to each class. Therefore, plan to set aside an evening or two a week, or a full day to prepare. In-class participation, plus attendance at the conference "Biotechnology and Beyond" on February 18-19, will be crucial to success in the course(=20%). Finally, a 5-7 page midterm will be due April (=20%).

The following books can be purchased at Huntley Bookstore:

Michael Ableman, Cynthia Wisheart, Alice Waters, *On Good Land: Autobiography of an Urban Farm* (Chronicle Books)

Luke Anderson, *Genetic Engineering, Food and Our Environment* (Chelsea Green)

Robert Bates, *States and Markets in Tropical Africa* (University of California Press)

William Cronon, *Nature's Metropolis* (Norton)

Peter Donner, *Latin American Land Reforms in Theory and Practice* (U. Wisconsin Press)

David Goodman and Michael Watts, eds. *Globalising Food* (Routledge)

Sidney Mintz, *Sweetness and Power* (Viking)

Mark Reisner, *Cadillac Desert* (Penguin)

James Scott, *The Moral Economy of the Peasant* (Yale)

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (Oxford U. Press)

January 24: Introduction to the class

January 31: Food, Labor and Value

Upton Sinclair, *The Jungle*

February 7: State, Peasant, and Market

James Scott, *The Moral Economy of the Peasant*

February 14: Market and Farmer

William Cronon, *Nature's Metropolis*, especially pp. 1-148

February 21: Market and Farmer II

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s*

February 28: City and Countryside

Robert Bates, *States and Markets in Tropical Africa*

March 6: Land Reform

Peter Donner, *Latin American Land Reforms in Theory and Practice*

March 20: Re-making Production: Collectivization and Taxation

James Scott, *Seeing Like A State*, parts 1 and 3

Charles Tilly, "Food Supply and Public Order in Modern Europe" [ERES]

March 27: Global Food, Global Finance

Marty Strange, *Family Farming: A New Economic Vision*, pp.13-77 [ERES]

Wayne Cornelius and David Myhre, *The Transformation of Rural Mexico: Reforming the Ejido Sector*, chapters one and three [ERES]

William Hefferman and Douglas H. Constance, "Transnational Corporations and the Globalization of the Food System," in Bonanno et al, eds., *From Columbus to ConAgra: the Globalization of Agriculture and Food* [ERES]

Lawrence Busch, "The State of Agricultural Science and the Agricultural Science of the State," in Bonanno et al, eds., *From Columbus to ConAgra: the Globalization of Agriculture and Food* [ERES]

April 3: Field Trip

Michael Ableman et al, *On Good Land: Autobiography of an Urban Farm*

Christopher Cook, "The New Farm Crisis: Scenes from the Corporate Countryside," *In These Times*, June 13, 1999 [access through Lexis/Nexis]

Joel Bleifuss, "'Organic' With a Corporate Twist," *In These Times*, February 22, 1998 [access through Lexis/Nexis]

April 10: Biotechnology and its Critics: guest appearance by Heather Elliott, Boalt Law School

Luke Anderson, *Genetic Engineering, Food, and Our Environment*

The Economist, "Genetically Modified Food," (June 19, 1999); and "In defence of the demon seed," (June 13, 1998) [ERES]

April 17: The End of the Road? Transforming Landscapes and Confronting Natural Limits

Mark Reisner, *Cadillac Desert* (try to read as much as you can, especially chapters 1, 12, and the epilogue; but to get the most out of the book, we may split up chapters and have students summarize major points in each)

April 24: Consuming Transformations

Sidney Mintz, *Sweetness and Power*

May 1: Final Thoughts: Toward A Critical Perspective on Globalized Agriculture

"Hungry Profit," *Monthly Review*, July 1998

Syllabus A/PL - 330
AGRICULTURAL ETHICS
Spring 2000

I. General information

3 credits, traditional grading only

8 to 9:15 AM Tuesday and Thursday Eddy Hall Room 8

No prerequisites

Instructors. The course will be taught by Professors Zimdahl and Speer

Robert L. Zimdahl, Professor

Dept. of Bioagricultural Sciences and Pest Management

491-5179 (office) 568-7325 (home)

rzimdahl@agsci.colostate.edu

111 Weed Research laboratory, Office hours by appointment

R. Lee Speer

Department of Philosophy

222 Eddy Hall

491-1787

lspeer@vines.colostate.edu

Office hours by appointment

II. Objectives

Many regard agriculture as the most important human activity, the activity that makes life possible. Agriculture is the source of our food and most of our fiber and provides employment for many of the world's people. Agriculture is the most important and largest human interaction with the environment. Because of its importance, size, and dispersion, agriculture unavoidably interacts with the social, political, economic, and most other realms of human activity.

Agricultural education has emphasized learning to do things that increase food and fiber production. This course will examine the values underlying agricultural practice and students will be encouraged to learn and think about agriculture's values.

Agriculture is under attack from many quarters and its practitioners lack knowledge of their ethical foundation and are often unable to articulate and defend their values. This course is designed to bring clarity to the debate surrounding some agricultural issues and explore the ethical dimension of operative values. In one semester, no course can examine every ethical issue in agriculture. The issues selected are important to Colorado agriculture and their presentation will enable students to pursue other important issues.

The course will enable identification of value conflicts and provide a framework for their discussion. Students should develop the ability to understand their own and opposing views of ethical issues and be able to articulate and defend their views and the values they represent. Students who complete the course should be able to define and interpret basic concepts in ethics and ethical decision making and be able to use these concepts in discussions of contemporary agricultural issues.

Specific course objectives:

1. To learn how to use basic concepts in ethics and ethical decision making
2. To learn about and discuss some agricultural ethical issues.
3. To appreciate the complexities value conflicts create for decision making.

III. Instructional method

There will be lectures but they will not be the dominant mode of instruction. Students will be expected to complete writing and reading assignments on time and come to class prepared to ask and discuss questions about the topics discussed in class and the assigned reading. The instructional objective is not to convince students that a particular argument is correct but to help develop skills of analysis so arguments can be evaluated. To do this all must participate and be willing to challenge and be challenged. Ethical argument and philosophical analysis are not easy things to do. Regular attendance and reading are essential to success in this class. The dominant instructional technique will be questioning and dialogue, not lecture. Participation is expected. Students uncomfortable with this style should seek out one of the instructors for discussion soon after the class begins.

IV. Required texts

Blatz, Charles V. ed. 1991. Ethics and Agriculture: An anthology of current issues in world context. Univ. of Idaho Press, Moscow, ID. 674 p.

Selected readings will be distributed or otherwise made available.

V. Grading

A. Midterm examination - March 2 = 20 %
The examination will be dominantly an essay exam based on lecture, discussion, and reading

B. Quizzes = 10%
There will be undetermined number of unannounced short quizzes (ie. one or two questions) given. The likelihood of a quiz will depend in part on the level of preparation and participation that was evident during the previous class.

B. Five short (1 to 2 pages, single spaced) papers that take a position on an issue discussed in class or in the reading, prior to the due date. = 50 %

First paper due February 10
Second paper due February 29
Third paper due March 28
Fourth paper due April 11
Fifth paper due May 2

Papers are due on the announced date. Ten percent will be deducted from the grade of papers submitted late. Papers submitted more than one week late may not be graded.

D. Final content-oriented examination = 20
Total = 100%

VI. Writing a paper

Papers should be a maximum of 1 to 2 single-spaced pages. Each paper must deal with the ethical dimensions of an agricultural that has been discussed in class and the reading prior to the paper's due date. Students are invited to discuss the topic they have selected or selection of a topic with Professor Zimdahl or Professor Speer.

Warning: Saying "I don't like it", or "it is true to me" are not sufficient. Reasons must be provided for judgments (like or dislike) and they must be backed with evidence and good arguments. To do an adequate job on these papers you must allow sufficient time to study articles and arguments carefully, think about them, develop your criticisms, and organize your essay into a coherent, consistent, and complete work. Conversations with one of the instructors is encouraged and should help.

VII. Class Schedule

Each topic shown below will be covered but the time allocated to each will depend on student interest and discussion. Specific reading assignments are included for each topic. Additional topics may be added if students are interested and time permits. Other reading may be added for particular topics. Some time at the end of the semester may be devoted to presentation of term papers and review.

Order of lecture/discussion topics		Required Reading
Date	Topic	Required Reading ¹
Jan 18, 20	Introduction to ethical theory and thinking	pp 1-47
Jan 25, 27	Is there objective truth in ethics?	
Feb 1, 3	Pesticides	pp 426-433, 434-442 Lehman, H. 1993. Values, Ethics, and the use of Synthetic Pesticides in Agriculture
Feb 8	"My Father's Garden"	
Feb 10, 15, 17	Natural resources, and the environment	pp 353-374 White, L. 1967. The Historical Roots of Our Ecological Crisis. Science 155: 1203-1207
Feb 22, 24, Feb. 29	Farm animal welfare and animal rights	Sec. III B Singer, P. 1976. All Animals are Equal Regan, T. 1985. The Radical Egalitarian Case for Animal Rights
Mar. 2	Midterm examination	
	March 4 to 12 - Spring break	
Mar 14, 16	Saving the family farm	Sec. II A Goldschmidt, W. 1998. The Urbanization of Rural America
Mar 21, 23	Sustainability	
Mar 28	Sustainability	

¹ When only page numbers or sections are listed the reading is from Blatz, C.V. 1991. Ethics and Agriculture. U. of Idaho Press. All other readings may be handed out or made available at the Morgan library reserve desk.

Mar. 30	Water (Dr. Robert C. Ward - Dir. CO Water Res. Res. Inst.	Reisner, M. 1986, Cadillac Desert, Intro. Pp. 1-14.
Apr. 4, 6		Sampat. P. 2000. Groundwater shock. World-Watch 13 (1):10-22.
Apr 11, 13 18, 20, 25	Agricultural research and biotechnology	II C Rollin Bad Ethics, Good ethics Rollin Send in the Clones
Apr. 27	Foreign agricultural assistance	Sec. IV B
May 2		
May 6	Conclusion	

Activities, Exercises, Projects, and Papers

Please answer 2 of these essay questions. Be as neat and succinct and well-organized as possible.

1. Give an overview of how major foods are transferred from continent to continent in the 16th century. Give at least 10 examples.
2. Choose any 50 year period in the past 3 centuries (be specific) and explain how technological developments affected the food supply, preparation and consumption.
3. Explain how and why culinary fashions change. Use concrete examples drawn from the lectures as well as your own experience.
4. Please interpret the recipe below. It is from François Pierre La Varenne, *Le Cuisinier François*, 1650. What is the significance of the ingredients used, the mode of preparation and its presentation?

Asparagus with cream

Cut them very small and use only the green tips. Fry them with butter or very fresh melted lard, parsley and shallots, or a bundle of herbs. After that let them cook on the stove a little with very fresh cream, and serve, if you like, with a little nutmeg.

A Global History of Food MIDTERM 2002

Please answer two of the following essays as succinctly and lucidly as possible. Be creative, give me your own ideas, and above all be neat. If you have time at the end, identify the recipe, its author and tell me a bit about the civilization that produced it.

1. How and why do religions create explicit food prohibitions? Compare and contrast two of the following: Judaism, Hinduism, Islam and Christianity.
2. Describe why cultures with a powerful court and social mobility also develop complex culinary traditions. Use concrete examples drawn from the lectures and be explicit about what the cooking of these cultures was like.
3. Explain the delicate relationship between population and resources according to Thomas Malthus. Do you think the historical record supports his thesis up to the year 1500?
4. What are the most important features of the major and minor agricultural revolutions? Focus on the Fertile Crescent, Han Dynasty China, Medieval Islam and Europe after 1000.

Torta ex Cammaris Tempore Ieunii (Crayfish Pie for Lent)

Pound in a mortar the good parts of boiled crayfish. Next take almond milk with rose water sieved, or a broth of peas or white chickpeas. Grind up raisins and five figs. Finely mince parsley, marjoram and chard. Add cinnamon, ginger and sugar. Mix it all and pound well with pike eggs so that it will cook solid. Put it in a well greased pie plate with a lower and upper crust. After it's cooked, sprinkle on sugar and rose water. This dish harms all parts of the body.

TAH 73 Geography of Food and Wine
Department of Tourism and Hospitality
Kingsborough Community College

City University of New York

Course Information: Section D01C, TWTh 10:20 – 11:20, U118
Instructor: Babette Audant, Office Hours after class and by appointment.

Final Project

Your final project will be an in-depth look at a national or regional cuisine and culture. The written part of the project (3-5 pages double spaced, not including recipes) will follow the general guidelines below. We will discuss the oral presentations in class.

This is a suggested model for your project. Feel free to change the model—just make sure you are completing all parts of the final project.

1. Information about the country or region you are researching: What are the geography and the climate like? What kind of outside influences (immigration, colonization) affect the cuisine? What about this country or region interests you?
2. Main ingredients/staple foods
3. Flavor profiles: this should include spices, herbs, sauces, condiments that help define this cuisine.
4. Produce: what is grown in this country/region? What fruits and vegetable are essential to the cuisine? How are they used?
5. Meat and fish: What is raised in this country/region? Are there any “wild” foods? What are the most popular types of fish and meat?
6. Give some examples of national dishes. Provide recipes.
7. Give some examples of holiday foods. Provide recipes.
8. How is the cuisine affected by religion, cultural beliefs, and superstitions?
9. Beverages: what do people drink?
10. Describe what the typical meal structure is during one day in this country/region. When are meals eaten? What is typically eaten for each meal? Who eats together? How is the food served at the table?

Oral Presentations (6-8 minutes)

This will be your chance to share what you have learned with your classmates. Use visual aids, or actual food, explain a special holiday meal, or talk about something that makes this cuisine distinct. Above all, make it interesting, and have fun.

Charlotte Biltekoff

Food as Culture
Assignment for 6/21
Eating the Other

Arrange to go to a restaurant with at least 2 of your classmates in search of culinary Otherness. In other words, go to a restaurant where you can be culinary tourists according to Long's definition.

Instructions for your group field work:

- Review Long's essay and bring a list of Long's 5 strategies for presenting and exploring new foods to the meal with you. During your meal look for and discuss how the restaurant uses these strategies to negotiate edibility, palatability, familiarity and exoticness in its presentation of new foods. Either during or after your meal have someone write down very concisely what examples of each strategy you have found.
- During or after your meal, discuss how each of your perspectives on your shared experience of culinary tourism are different. Long writes that "our own perceptions of the Other are uniquely our own." (CP 189) How are each of your perceptions unique and why?

Instructions for your journal entry:

- After your meal, and before class on the 21st write a journal entry that, in the style of Heldke, both tells the story of your experience of "eating the other" and analyzes it. Think through Long, Heldke, and Bentley to frame, explain, and assess the significance of your experience.

Charlotte Biltekoff

6/12 Eating Identity

Summer 2002

Topics for paper 1 (Due at the beginning of class on Monday 6/17)

Choose one of the following questions to respond to in an essay of no less than 3 and no more than 4 pages.

Direct your essay to an audience made up of Brown students who wanted to take this class but could not – they are interested in the material but have not read any of the texts that you are referring to.

A.

At the end of her essay on the lunch box as ideological state apparatus, Anne Alison asks, “Could not women subvert the political order by redesigning the obento?” (Alison, CP p. 67)

Write an essay that:

- Explains the relevance of this question. (Who cares? Why is the issue of subverting or supporting the rules associated with food significant?)
- Presents an answer to this question. (Your thesis)
- Supports your answer using the ideas of at least three different authors (including Alison).

You will be more persuasive if you consider (and refute) the counter argument.

B.

In their chapter, “Food Risks, Anxieties and Scares” Alan Beardsworth and Teresa Keil ask, “Should we predict a slide into ever deepening gastro-anomy, or should we anticipate the emergence of a new, stabilized nutritional order?” (Beardsworth and Keil, CP p. 158)

Use your knowledge of the of function of gastronomy (the rules, norms, and meanings associated with food and acting as constraints upon food habits) to:

- Explain the relevance of this question. (Who cares? Why does it matter whether food rules decay or re-emerge?)
- Answer this question. (Your thesis)
- Support your answer to this question using the ideas of at least three different authors (including Beardsworth and Keil).

You will be more persuasive if you consider (and refute) the counter argument.

Charlotte Biltekoff

Eating Identity

Summer 2002

Topics for Paper 2 (**Due at 12:30 on Friday 6/28**, location T.B.A)

Please note the following changes to the course schedule:

Paper 2 due date is changed from 6/26 to 6/28.

Paper 3 proposal due date is changed from 7/1 to 7/3. You must start thinking about and working on your proposal well in advance of this date. Instructions will be handed out Monday 6/24

Topic for paper 2

Lisa Heldke presents a critical perspective on culinary tourism in her reflections on eating ethnic, where she considers that cooking and eating ethnic foods might make her a "cultural food colonialist" and suggests that eating ethnic gives culinary adventurers no claim on another culture and may even represent domination and exploitation. (Heldke, CP p.216-217) Lucy Long, however, says that, "A more optimistic interpretation sees culinary tourism as the willingness of humans to experience the cultural worlds of other people." (Long, CP p.195). Susan Kalcik suggests a similar interpretation in the last line of her essay where she writes, "By ingesting the foods of each new group, we symbolize the acceptance of each group and its culture." (Kalcik, CP p.282)

What do you think?

Your essay (3-4 pages) should look at one or more specific examples of culinary tourism and present an argument about which of these perspectives explains it most persuasively and why.

Your examples, or case studies, might come from your field work, from screenings (*Yum, Yum, Yum*, *Big Night*, and "Cross Country Cooking"), or elsewhere. For instance, one or more scenes from the movie *Big Night* could serve as your examples.

Kalcik, Long, Heldke and Bentley should be particularly useful in supporting your argument. Remember, in order to make a strong argument in favor of one of these perspectives, you must explain why it is stronger than the others. (This is what I mean by considering the counter argument).

If you choose to argue in support of a perspective that navigates between these perspectives (rather than choosing one over the other) you must be very specific about when and under what circumstances each of the perspectives is more persuasive. Be very specific and try not to avoid stating clear and well supported opinions by adopting a position of compromise.

Guidelines for Service-Learning Option: The Political-Economy of Food

FOOD & CULTURE (ANT1100)
Fall Semester 2002
TU - TH 11:10-12:35/ MAR 428A

Professor: Barrett Brenton, Ph.D.
Office: St. Johns Hall, Room 444G
Office Hours: TU-TH 1:00-2:30, or by appointment.
Office Phone: 718-990-5662
E-mail: brentonb@stjohns.edu

OBJECTIVES: As an alternative to the Food & Culture Project I encourage everyone to complete a Service-Learning (S-L) option. Your primary objective is to take part in a service-learning experience that emphasizes the political-economy of food production and consumption in the context of providing community-service. This will be facilitated greatly by the diversity of opportunities available to you in the New York City area. You will explore issues that revolve around how anthropology helps to understand the biocultural dimensions of the relationship between food and such social problems as racism, sexism, and socio-economic inequality. In other words, you will explore your experience in an academic context of debates surrounding approaches to observing and addressing the political-economy of food with a focus on hunger. The overall goal of your service-learning program is to critically reflect by way of a journal your understanding of nutritional anthropology as experienced during a period of approximately **20 hours** of community-service. The foundation of your reflections will be based on your reading of *Sweet Charity?* By Janet Poppendieck, one of the required readings for the course. To do so you will be expected to confront your own diverse views on food and culture. Try to pick an area of service that interests you from the onset. This will make the experience more enjoyable, rewarding, and memorable to yourself and those with whom you work.

SETTING UP YOUR S-L EXPERIENCE: Your options for service-learning placement are open as long as you can demonstrate to me that your experience is relevant to the course. I strongly recommend that you choose **health care, hunger or environmental action** related S-L environments since they can be most clearly related to course content and goals. You will need to provide me with a one paragraph description of your service-learning environment and how you propose to integrate this 20 hours of experience into the project objectives by **October 8, 2002**. To check out and sign up for S-L opportunities please contact the Service-Learning Office in the University Center, Room 24 G,I,J. They can also be reached at (718) 990-1364; servicelearning@stjohns.edu. You should do this by no later than **October 4, 2002**. See the list below for a summary of deadlines.

WRITE-UP: You must keep an ongoing personal log/journal of your experience. See S-L handout for additional details on content and form. For example, the importance of providing both objective/descriptive and subjective/critical perspectives in your writing is crucial. At the end of your service you will need to summarize your journal into an approximately **10 page paper**. While writing your summary keep in mind the objectives detailed above. This write-up must be typed, standard double-spaced, and have a font size of either 11 or 12 point. I will be happy to read over your journals and provide comments before you turn in the final version. Please note that the writing center is also available to aid you as well. The project will count for 20% of your final grade. It is due on **December 10, 2002**. Papers will not be accepted after this date and will be given a failing grade.

SERVICE-LEARNING DEADLINES:

- 9/5/02-10/4/02** -Visit the Service-Learning Office in the University Center, Room 24 G,I,J to find out more about S-L opportunities and how to sign up. They can also be reached at (718) 990-1364; servicelearning@stjohns.edu.
- 10/3/02** -Visit the Service Fair from 10:00 a.m.-2:00 p.m. (includes an Activity Hour) Marillac

Terrace A to meet with representatives in-person from different agencies that offer S-L opportunities.

10/8/02 -A one paragraph description of your service-learning environment and how you propose to integrate this experience into course objectives is due to me. I also need to sign a S-L approval form for you.

12/10/02 -Your journal summary is due in class on this date with no exceptions. Anyone handing in a paper after this date will receive 0% for the S-L option.

12/3-12/10/02 -Be prepared to present a 5 minute summary of your service-learning experience to the class.

FOOD AND CULTURE RESEARCH PROJECT GUIDELINES

FOOD & CULTURE (ANT1100)

Fall Semester 2002

TU - TH 11:10-12:35/ MAR 428A

Professor: Barrett Brenton, Ph.D.

Office: St. Johns Hall, Room 444G

Office Hours: TU-TH 1:00-2:30, or by appointment.

Office Phone: 718-990-5662

E-mail: brentonb@stjohns.edu

PROJECT DESCRIPTION: Food is not just a biological necessity. In all societies, in many diverse ways, food and eating are also culturally important. The study of Human Foodways-- what people eat, how they procure and prepare their food, where and how they eat food, how food is used in rituals or special occasions, and what people think about their food practices--can help us understand a great deal about the social organization, economics, politics, and beliefs of a society. In doing this research project, you are going to try and understand and explain how food reflects a history of cultural diversity in American Foodways. One of the major objectives of this assignment is to have you take part in "doing" nutritional anthropology. This project requires that you conduct your own ethnographic interviews of at least five individuals and write up your results into a 8-10 page paper, typed, double-spaced. This project will count for 20% of your overall course grade and is due in class on December 10, 2002.

THE ETHNOGRAPHIC INTERVIEWS: You will need to interview at least five people for this project. Explain to your interviewees or consultants what the assignment is about. Be sure that you have their *informed consent* to conduct the interview. Arrange a time and place for relaxed, informal interviews. Each will probably take about an hour to complete. During the interviews, be sure to take detailed notes. If you plan on using a tape recorder, ask your consultant's permission beforehand.

The focus of your interviews should be on the relationship of food to identity. In most cases this will be the relationship that the consultants have with food at home. This can clearly cross-cut issues of ethnicity, gender, class, and age. Your interviews should revolve around some of the following questions:

- Who makes the decision as to what is eaten in your household?
- Who does the task of acquiring food? Cooking? Serving Meals?
- What are the typical methods of preparing foods?
- What determines where you do and do not eat?
- What are important customs or table manners that are followed on a daily basis when eating?
- What uncommon foods (that is, rarely eaten) or dishes are used only for ritual or special occasions? Why?
- What family traditions call for formal eating situations?
- Are there foods that you identify with your family heritage? What are they?
- What decisions go into what foods you do or do not eat?
- What classes or types of food do you like or dislike? Why?
- Do you know where your food comes from (beyond the grocery store that is)?

These questions are only a partial list for you to get started. I leave additional ones up to your own creativity and related to the focus that your paper takes.

WRITING YOUR PROJECT PAPER: Although your sample size is small it will be rich in qualitative information. The theme of your paper should address the diversity of American Foodways. Your focus may be on issues of ethnicity, gender, class, and/or age. It is up to you to

decide what focus you take on the paper but it should be clear in the write-up and in your decision to interview specific individuals. Be sure to compare and contrast the views of the individuals you interviewed. You do not need to include the verbatim text transcribed from each interview in your paper. However, occasional quotes from the interviews should be included to justify your comments. Finally you must critically reflect on how your own views of food and eating relate to what your consultants told you. Again, your paper should be 8-10 pages typed, double-spaced. It will be **due in class** on Tuesday, **December 10, 2002**. Late papers will not be accepted.

Janet Chrzan

Debate for October 5, 1999

IS CARBOHYDRATE, PROTEIN OR FAT THE CRITICAL LIMITING RESOURCE?

Three teams of three will be given five minutes each to argue that either carbohydrates, fats, or proteins are the critical limiting resource during the evolution of the hominid diet. Afterwards, we will discuss the various arguments as a class. Materials that support each argument are available in the bulk pack. In addition, each group has been given these additional articles:

Carbohydrate:

Ritenbaugh and Goodby: Beyond the thrifty gene: metabolic implications of prehistoric migration into the new world

Allen and Cheer: The non-thrifty genotype

Protein:

Good: Limiting factors in Amazonian ecology

Oomen: Interrelationship of the human intestinal flora and protein utilization

Fat:

Leonard and Robertson: Evolutionary perspectives on human nutrition
(in bulk pack)

Abrams: The preference for animal protein and fat: a cross-cultural survey
(in bulk pack)

Anthropology 184
Janet Chrzan
Assignment #1
Due February 2,2000
2 – 3 pages, double spaced

Visit an Ethnic Food Market

Your assignment is to visit an ethnic market and, using the readings from class, write an analytical statement about what you observe. Any kind of ethnic market is acceptable: the purpose of this assignment is to encourage you to go to one of these markets. By analytical I mean to write a descriptive statement about what you see and what you think might be the food habits of the folks who shop at the market. Then, using the readings on ethnicity from your reader, discuss and analyze your observations. I simply want to give you a reason to enter and observe a market that caters to folks who might eat different foods than a “fully acculturated American”, if there is such a creature. What are your expectations, or pre-conceived notions, of such a market? Do your observations match your expectations from the readings?

Anthropology 184
Food and Culture
Assignment #6
Janet Chrzan
3 pages, double spaced
Due Wednesday, April 19th

Food Advertising

For this assignment you will analyze an example, or several examples, of food advertising from the print media. As Deborah Lupton states in Food, the Body and the Self, “Food products, as commodities, are marketed to differentiate them from their competitors. Advertisements and packaging seek to create an image around the food stuff into which consumers can fit themselves, and which is not necessarily related to its nutritional properties, its taste or its form” (p. 24). The industrial food business is heavily dependent on persuading consumers to purchase value-added (processed) products – you will rarely see advertisements for fresh, unprocessed green peas, for instance - and the current American structure of time schedules for working families (and individuals), personal desire to decrease time spent cooking, and habituation to processed foods create a perceived need and acceptance of various food products. For many families and individuals, the bulk of their diet is made of foods that are partially prepared – from Birdseye frozen pasta-vegetable blends to Ragu spaghetti sauce. And the producers are constantly advertising to persuade YOU to purchase their product to the exclusion of others. How do they do this? What are their strategies, and how do they manipulate cultural ideology to induce the American consumer to buy?

Questions to address in your analysis include: What kind of product is it and how does that influence the rhetoric of the advertising message? Who is the intended audience? What are the symbols, metaphors and cultural icons used to persuade the consumer to purchase? What assumptions are the advertisers making when they utilize particular aspects of cultural knowledge?

You may choose to do an extended analysis of one particular example of advertising, or may compare and contrast several. If you choose the latter route, I suggest that you remain within the same food category – for instance, comparing a beer advertisement with one for pasta sauce would not be pertinent, but comparing two different brands of beer or beer and wine advertisements would. Also, you may want to consider the

“demographics” of various types of print media – some magazines are targeted to the professional middle class (such as Gourmet, Conde Nast Traveler, etc.) while others are designed to appeal to the working or lower middle class (Women’s Day, Parade Magazine). These disparate audiences are reflected by a difference in the food items advertised as well as the rhetoric of those advertisements.

In addition to your essay you will prepare a two-minute (no more!) discussion about your advertisement to present to the class. Given that your original essay is three pages, you should consider that one and one-half pages of double-spaced text will take approximately two minutes to read to the class.

Assignment Five – Personal Food Meanings

Janet Chrzan

Due April 5, 2000

3 pages, double spaced

Write an essay about your own food usage and dietary patterns. Using the three-day record you generated earlier this semester (and any other daily records you might choose to employ) write an essay about what you think about food. How do you think about your dietary habits? What motivates you to eat what you eat, and how do you feel about those motivations? What do you think about food in general? Does your diet conform to an idea of an ideal – or even to notions of a ‘good diet’? Why or why not, and what is your ‘good’ diet? Where do these ideas about ‘good’ and ‘bad’ food come from and how are they articulated by our culture? What cultural elements contribute to your understanding about food behaviors and patterns?

Assignment #3
Janet Chrzan
2-3 pages, double-spaced
Due February 18th, 1999

GUNG HAY FAT CHOY!

Chinese New Year begins on February 15th... it will then be the year of the Rabbit. Your assignment is to find out about Chinese New Year:

- What does it mean?
- What do people do during it?
- What are the important symbols?
- What do people eat during it?
- What does this food mean to them?
- How has this food been transformed during the process of immigration?
- How do families celebrate?
- How do communities celebrate?

An interview with someone who celebrates Chinese New Year will probably be necessary; find out how they celebrate this holiday... how does their family celebrate it... does that conform with their ideas of how the Chinese community celebrates? What are their ideas of a 'typical' Chinese New Year's celebration?

Hints: You might want to do a web search or look up books in the library to find some background information . Then I recommend asking Chinese-American friends how their families celebrate; if this is not possible, visit Chinatown here in Philadelphia and ask questions of merchants and restaurateurs. For instance, if you go out to dinner somewhere you might want to ask your waiter if the restaurant is having a New Year's banquet and what it means.

Assignment # 4
Embodiment
Janet Chrzan
Due March 22, 2000

This assignment consists of three parts and is due, IN CLASS, on March 22nd. It is designed to illustrate the discussions about embodiment and food use in Debra Lupton's book Food, the Body, and the Self.

Part 1: Food Art. Remember when you were in kindergarten and you pasted macaroni on a piece of construction paper? Well, we're going to do something similar here. Your assignment is to create a piece of art that means something to you about how you EXPERIENCE food. Your art can be any medium, but must be made out of food or represent food to some extent. For instance, a sculpture made of food or a painting of food, or a collage of food pictures and food items, etc. I would much prefer that you use food in your art – the idea is to promote thinking about embodiment and that would best occur if you really have to confront the medium. Obviously, your art must be small enough to be carried to class (see Part 3) and ideally will not cost too much (it's better to use macaroni than caviar....).

Part 2: A one-page written description of what your art means to you and why you chose to create that particular form of art/food synthesis.

Part 3: A 2-minute presentation, IN CLASS, about your art. You MUST limit your presentation to two minutes... and you will be timed. This presentation can be the same as the essay for Part 2 but be sure to practice it ahead of time to make sure that it is 2 minutes or less!

Assignment #3
3 pages, double-spaced
Janet Chrzan
Due March 8, 2000

The Structures of Food

This assignment has two parts. One of these elements will be used again for another assignment as well...

Part 1: Keep a three-day food diary using (as a template) the attached handout. Try NOT to do a 'recall' – or a listing of the food events and amounts at the end of the day. The recall will bias your record! Just keep your paper with you and write down the foods, amounts, and events as they occur. Accuracy will help you when you write your essay. Also, make sure that you include one weekend day because we eat differently on the weekdays and weekends.

Part 2: Using the readings for this week, our discussions in class and your food diaries discuss food as a system of cultural structure. Analyze the readings as well as your habits to discuss the strengths and weaknesses of the readings. Does structure exist? To what purpose? How do you identify it? Is this a valid means to explore a food system? Why or why not? How is the structure of a food system tied to other aspects of cultural structure or function? Is there a particular reading or theory that seems to describe the connection best? Why or why not?

Hint: in addition to the food diary you might want to write down (for yourself) the last holiday meal you enjoyed so you can think about how your everyday and special meals are related. Your holiday meal will, of course, be a recall, but that can't be avoided. Think about how a holiday is structured in terms of place, time and people...

When you give me your assignment please attach a photocopy or computer copy of your dietary record. Please keep a copy of it for yourself as well since it will be used for another exercise later in the semester.

The questions posed above are examples... you can write about what you want but analysis of the readings and your diet is necessary. The better and more thoughtful your analysis, the higher your grade.

Janet Chrzan

Assignment - A three-day food diary

Instructions: Keep a food diary for three days. They should include one weekend day, but do not have to be consecutive. The following format is a suggestion only - you may have different eating patterns. Please include all the information asked for (food eaten, portion size, time, where, and with whom). Portions sized should be estimated, such as: a sandwich with two slices wheat bread, two slices deli ham (thin cut), one slice American cheese, one teaspoon mustard. While we will not be analyzing this record for nutrients, I want you to keep a record that COULD be analyzed. Pretend you are participating in a metabolic study and are motivated to be as accurate as possible! You probably won't be able to fit it on this form – I've provided it as a template only.

FOOD EVENT	FOOD EATEN	PORTION SIZE?	TIME	WHERE	WITH WHOM?
BREAKFAST					
SNACK					
SNACK					
LUNCH					
SNACK					
SNACK					

DINNER					
SNACK					
SNACK					
SNACK					

Janet Chrzan

Group Projects
In-class presentations November 16th and 18th
Written proposal due December 9, 1999

The group proposals will consist of three sections: a background and statement of problem section, a methods and project design section, and a bibliography. The proposals will be presented in class as if you were presenting them for a competitive grant. In other words, you will do your best to convince your audience (which you may envision as the granting agency) that your proposal is the one they ought to fund. You may use any techniques you desire – slides, PowerPoint presentations, audio-visual aids, pictures, maps, props, etc. You are not required to utilize technical aids, however - enthusiasm and logic will enhance your persuasive capacities more than anything else will! Also, you must present your proposal as if you were the only one the agency was seeing – in other words, you could not refer to any of the other proposals in your presentation, either positively or negatively.

Your proposals may consist of a design for retrospective or prospective study of an issue or may be an intervention model. If the latter is chosen it should include an assessment module with methods for determining the extent of the problem and a clear intervention design which permits ongoing assessment of success variables.

Background/Problem section:

This should be 3-4 pages (double-spaced) and provide a description of the issue the and extent of the problem, an anthropological discussion of the area/people/culture in relation to the problem, background variables of importance to the problem (such as the ecology and biology of the issue) and a persuasive argument why the problem should be solved.

Study Design and Methods section:

This section should provide the design of the study or solution, the methods by which it shall be assessed or conducted and the justification for using those particular methods. If you are accomplished in statistics you may wish to include calculations for numbers of subjects needed (n) but statistical analyses or projections are not required. A flow chart of the design might be useful. 3-4 pages.

ANTH 322 - Food and Culture
Dr. Carole Counihan
Fall 2002

Quiz #3 – Take-home (5 points): Write a 200-300 word essay that makes three main points about food and male identity in Italian-American culture based on Harvey Levenstein’s “The American Response to Italian Food 1880-1930” (#7 in Food in the Usa: A Reader) and Tucci and Scott’s (1996) film Big Night. **Due October 10, 2002**. (It would be a good idea to rent Big Night over Fall break and watch it again if you have time).

Viewing Guide for Big Night

Directed by Stanley Tucci and Campbell Scott and written by Joseph Tropiano and Stanley Tucci, Big Night (1996) tells the story of two Italian immigrant brothers, Primo (chef) and Secondo (manager) and their efforts to make it on the Jersey Shore in the 1950s with their Italian restaurant called *Paradise*. “Primo is old world, serious, artistic, and unyielding in his belief and practice of authentic Italian cuisine. Primo hates America. Secondo is caught between his loyalty to his brother and his desire to be successful in America. Secondo has learned to drive, deals with the bank, accommodates the customers, and hates Italy. Secondo says of Italy, it is ‘nothing but history.’ Secondo makes a last ditch effort to save *Paradise* by staging a feast for Louis Prima, a famous Italian singer and bandleader during the period. This scheme was suggested by Secondo’s competitor and “friend,” Pascal, who runs a very successful Italian restaurant down the street.” (Williams 2002).

<u>Actors</u>	<u>Characters</u>
Stanley Tucci	Secondo
Tony Shalhoub	Primo
Isabella Rossellini	Gabriella
Ian Holm	Pascal
Minnie Driver	Phyllis
Marc Anthony	Cristiano
Campbell Scott	Bob
Allison Janney	Ann
Liev Schreiber	Leo
Pasquale Cajano	Alberto
Gene Canfield	Charlie
Tina Bruno	Ida

1. How does the film’s message about food and the Italian immigrant experience compare with Donna Gabaccia’s We Are What We Eat and Levenstein’s “The American Response to Italian Food”?
2. What does the film say about art vs. profit in cuisine?
3. How does the film signify relationships between the brothers through food?
4. What does the film use food to say about male identity? female identity?
5. How are male-female relationships defined through food?
6. How do the brothers use food “to speak and to mean, as well as to do?” (Weismantel 1998:7).

7. What are similarities and differences between Big Night and Like Water for Chocolate, especially in food symbolism and gender roles?

8. Is Big Night a feminist film?

Dr. Carole Counihan
Food and Culture

Central Market Fieldwork Assignment

There has been a one week extension in the due date of the research paper. **Papers must be handed in no later than the beginning of class on Tuesday, November 19** unless you make other arrangements with me personally via email. I will be leaving immediately after class on 11/19 for the American Anthropological Association Annual Meeting. I will return your papers to you on Tuesday, November 26 and revised versions are due on Tues., December 3.

In lieu of class, you are to do a ten point extra credit fieldwork assignment at Lancaster's 121-year-old Central Market which is located at the intersection of King and Queen streets in Lancaster. Parking is available at meters on King St. or in the Parking Garage on Prince and Orange Streets which gives free parking if you validate your ticket at any stand in market.

Directions from MU: Take George St. to the Millersville Pike to Manor Ave. Pass the Manor Shopping Center and keep going about a mile into town. Manor Ave turns into King St. You'll come down a big hill and pass Prince St. Take your next left onto Queen and your next left onto Orange St. Pull into the Parking garage on your right. Walk across Orange St. and down the Alley to Market. Bring your blue ticket and get it stamped when you buy something.

Central market is open every Tuesday, Friday, and Saturday from 6 am until 2 pm. It is also open Wednesday, Nov. 27, the day before Thanksgiving. You may attend any market day between now and Thursday, December 5, when you must hand in a one-page typed double spaced summary description of your visit which addresses the question: What did you learn about Lancaster from your visit to Central market? You should use the fieldwork methodology of participant-observation which means you hang around market soaking things up, participate in its activities of shopping and eating, and then write up your observations and insights as soon as possible after the experience.

While visiting the market, do the following:

1. Observe the foods in market--types of foods? fresh or processed? from how many ethnic traditions? cost? quality? How many foods are locally produced? locally farmed?
2. Observe the people in market: the vendors, shoppers, and others--what is their age, class, race, ethnicity?
3. Observe the social interactions in market--among and between vendors and shoppers.
4. Be adventurous and experiment with a food you've never tried before!

Thanksgiving Assignment

For ten points extra credit, please write a short description of your Thanksgiving celebration and your summation of the significance of Thanksgiving in your family and culture. Your paper should be 1-2 pages (300-800 words), typed double spaced, with particular attention to describing the meal. Please write about the following topics and anything else you think is relevant to food and culture.

1. The meal setting
 - when
 - where (home, someone else's home, restaurant)
 - who and how many present: family, other guests: race, class, age, gender
 - composition
 - blessing or grace said? by whom, what said, thanks? God mentioned?
 - the emotional tone of the event
2. The food (meat, vegetables, starches, fruit, dessert, bread, drinks?):
 - courses and their contents
 - who procured foods
 - who made dishes—certain people make certain things?
 - homemade vs. store-bought items
 - special family recipes
 - significant food traditions or rituals
 - innovations this year
3. Division of labor
 - who did what (cooking, carving, serving, cleaning up, watching TV, playing games, etc.)
 - gender and age/generation distinctions?
4. Pre or post meal significant events
 - evening before Thanksgiving
 - Thanksgiving morning
 - Thanksgiving night
5. Your summation of the significance of Thanksgiving in your family and culture

Viewing Guide for Like Water for Chocolate

Like Water for Chocolate (Como Agua para Chocolate, 1991) was made by Mexican director Alfonso Arau using the screenplay by his wife Laura Esquivel based on her best-selling novel. The film is set in the border region of Piedras Negras, northern Mexico, just across the Rio Grande from Eagle Pass, Texas, during and after the Mexican Revolution. It begins in the present of the early 1990s, but most of the film takes place in the past with a short first scene in 1895, a long middle scene starting in 1910 in the midst of the Mexican Revolution, and a final short scene in 1934. The film focuses on women's struggle for freedom against authoritarian family practices and traditions. It tells the story of Tita, youngest daughter of Mama Elena, condemned by family tradition never to marry and to take care of her mother. She becomes the family cook, instructed by the Indian servant Nacha, yet falls in love with Pedro, who agrees to marry her oldest sister Rosaura after Mama Elena tells him Tita can never marry. Throughout the film food is a language that constructs relationships. Think about how the film reflects and/or refutes some of Jeffery Pilcher's claims in ¡Que Vivan Los Tamales: Food and the Making of Mexican Identity (University of New Mexico Press, 1998).

Director and Producer: Alfonso Arau. Screenplay: Laura Esquivel (based on the novel by Laura Esquivel). Directors of photography: Emmanuel Lubezki and Steve Bernstein. Editors: Carlos Bolado and Francisco Chiu. Music: Leo Brower

Cast

Tita, youngest daughter	Lumi Cavazos
Pedro, Tita's lover	Marco Leonardi
Mama Elena, the mother	Regina Torne
Rosaura, oldest daughter	Yareli Arizmendi
Gertrudis, middle daughter	Claudette Maille
John, the doctor	Mario Ivan Martinez
Nacha, the Indian cook	Ada Carrasco
Chencha, the Indian servant	Pilar Aranda
Esperanza, daughter of Rosaura and Pedro	Sandra Arau
Alex, John's son	Andres Garcia Jr.
Sergeant Treviño	Joaquin Garrido
Juan Alejandro, Gertrudis's husband	Rodolfo Arias
Paquita Lobo	Margarita Isabel
Tita's great niece, the narrator	Arcelia Ramirez
Aunt Mary, John's aunt	Brigida Alexander

1. Does food in the film convey the culinary nationalism that Pilcher says grew up post-revolutionary Mexico?
2. How does Tita use the traditional domain of women--the kitchen--and symbol of their servitude--cooking--as sources of power?
3. What relationships do the three sisters and their mother have to food and through food to each other?
4. In what ways does the film rebut or confirm Pilcher's claims about women's roles with food and Mexican national identity?
5. How does food portray ethnic relations in the film, including those between mestizos and Indians, and between Mexicans and Anglos?
6. Is this a feminist film?

Book chapter recipes

January	Christmas Rolls
February	Chabela Wedding Cake

March	Quail in Rose Petal Sauce
April	Turkey Mole with Almonds and Sesame Seeds
May	Northern Style Chorizo
June	A Recipe for Making Matches
July	Ox-Tail Soup
September	Chocolate and Three Kings' Day Bread
October	Cream Fritters
November	Beans with Chile Tezcucana-style
December	Chiles in Walnut Sauce

SOC 230 SOC. OF FOOD AND EATING
Alice Julier Spring 2000

REACTION JOURNAL ASSIGNMENTS

Most of these reaction journal assignments will be three to four pages long. There will be around twelve different assignments. They are generally informal but directed responses to the readings. Some of the assignments ask you to gather data (like your food diary) – in most cases it will be helpful to do this in advance of doing the reading and writing your response. I prefer the journal to be typed, but will accept legible handwriting. I will collect the journal three times during the semester, on the following dates:

February 24th (assignments 1 – 4)

March 30th (assignments 1-8)

Finals Week

In reading the journals the first two times I will try to provide some commentary on what you've written. I encourage you to treat this as a conversation and respond to my comments, amplifying or redirecting what you originally wrote. The journal entries will receive a check, check plus, or check minus for the first two times – to give you a general idea of how you're doing. The entire response journal will receive a grade the final time that I collect and read it. This is a rough list of what we'll do.

1. Mary Douglas and the Meal Diary assignment.
2. Sidney Mintz and Analyzing Food-Related News
3. Industrial Food and Individual Choices – Survey
4. McDonaldization/ Corporate Food Chain – Observing at Fast Food Places and Supermarkets
5. The Politics of Breastfeeding
6. Domestic Life -- A Generational Culinary Biography (interviews)
7. Doing Gender, Race and Class – Cooking for Family
8. Response to *Through the Kitchen Window* -- Avakian
9. Eating Problems – Analyzing the discourse of the body and food
10. Eating the Other (Race, Ethnicity and Nationality) – Text Analysis of Cooking Sources (books or magazines)
11. What is American Cuisine?
12. Responses to Group Presentations.

GATHERING DATA

Here is the data you need to gather for particular assignments. This list will allow you to do the work at your own pace, preferably well in advance of the actual assignment

1. (ASSIGNMENT #2) Pick a particular newspaper to read for a week. Clip or photocopy all of the articles you can find that deal with food in one way or another, not just in the headline. Do a thorough reading of the paper each day because food-related information may be a secondary or incidental part of various news stories. Using a week's worth of news, try to construct some categories for the types of food-related items you've found.
2. (ASSIGNMENT #3) Construct a short (five or six questions) survey about food choices. You will be standing outside a supermarket or food store and asking people to fill it out, so we need to keep it brief. You can either let people fill it out, or you can stand with a clipboard and fill it out while the person talks. (If you ask people any demographic information, please be very general – you'll scare them off with too many detailed questions about income and such. I'll hand out a sample survey in class.) As they leave the supermarket, you are asking people about what they buy and why. Broad categories of questions include: Are there any food items you buy on a regular basis? Are there particular brands you prefer? Why? How did you discover this (bread, etc) was better than other ones? What made you decide to buy the specific items you bought today? Do you shop at this store regularly? Why – convenience, quality, routine are some suggestions and prompts? Distinguish between necessities and luxuries or treats.
3. (ASSIGNMENT # 4) Spend an hour observing at a fast food restaurant. Describe the front and back stage, customer and worker interactions, environment, and so on. See if you can find observations that fit with Ritzer's characteristics of McDonaldization. Spend another hour at a supermarket. **Immediately** after observing the supermarket, spend at least an hour, perhaps two, writing down what you observed. Try to be as detailed as possible. Imagine you are doing this for Mary Douglas's Martian Anthropologist who has no preconceived ideas about what buying food entails.
4. (ASSIGNMENT #6) Do a culinary biography of three generations of a family. Who did the cooking in each generation? Who did the shopping, the preparation, and the clean up? Who did they cook for? What kinds of foods did each generation enjoy? Where did each of the people who did the primary cooking learn this skill? Were any recipes passed down? Any generational conflicts about eating styles, foods, etc? What kinds of nutritional information is/was important to each generation? What cookbooks or magazines were used? What kinds of eating out did each generation do? Use in-person or phone interviews to gather as much of this information as possible. (You can use your own family of origin or someone else.)
5. (ASSIGNMENT #7) Interview someone who is the main food person for their family. Using DeVault's questions and frameworks, gather as much information as you can about the kinds of visible and invisible domestic food work that goes on in this household and about its relationship to "doing" gender, race, and social class.
6. (ASSIGNMENT # 10) Choose two cookbooks or four issues of a cooking magazine. Analyze the contents – characterize the following: ingredients, types of dishes, cooking methods, presumed audience, nutritional information, language that describes or situates the recipes. How well would you say these texts embody Alan Warde's "antinomies of taste?" What representations of ethnicity, race, or nationality are presented?

Sociology 230 Spring 1997
Alice P. Julier, Instructor

Research Paper: Expectations and Guidelines

This handout should allay at least some of your fears and concerns about the research paper. Even those of you who have never written a research paper or a paper of this length should find it a manageable task using the process outlined here. Your paper will be constructed in a sequence of phases that will, I hope, make it less of a singular, monumental task. I encourage each of you to meet with me about your work at some point during the semester -- I will definitely be providing you with written feedback along the way, but you may find it equally beneficial to discuss the paper in person.

Your main goal will be to explore some issue related to food and eating in greater depth than what will be discussed in class. This allows you to choose from a broad range of topics -- The objective is for you develop an idea and apply some of the conceptual frameworks of sociology to your exploration of that issue. (So, for example, if you were interested in a particular ethnic group and whether they maintain traditional eating patterns in mainstream American culture, you would want to draw upon sociological definitions of culture, ethnicity, and community.)

Some requirements: As a **guideline**, fifteen to twenty pages. The paper itself should be in standard manuscript form (see a style handbook -- footnotes and bibliography in MLA or APA format) -- please see me if you need help with this. Make it: typed, single-sided, no binders, title page with the title of your paper, your name, the course name and the date on it. If you do original research, I would like an Appendix with a copy of any of your additional research materials on it (survey, interview guide, coding sheet for TV/movies, a sample of your observational notes).

What do I mean by research? Research can include:

- ∑ Analysis of a short questionnaire or survey that you design and administer.
- ∑ A thorough literature search on a specific topic (not just a report, but a critical assessment of how this issue has been examined in general.)
- ∑ A few in-depth interviews on one particular issue
- ∑ Participant observation (for example, I go to a lot of potlucks and dinner parties for my research...)
- ∑ Textual analysis of fiction, movies, television, or magazines.
- ∑ Critique of previous research on a particular topic and proposals for directions of future research
- ∑ Analysis of secondary data from census or marketing sources

On a separate page, there is a list of preliminary ideas to get you thinking about the possibilities that exist: however, you are certainly not limited to the ideas that I generate! I will, however, read your proposals and suggest modifications or adjustments.

Sequence

1. Proposal. I know it's hard to say what you are interesting in after one day in class -- certainly for many of you, the issues that really strike you will mostly likely emerge as the semester progresses. However, I do think you will find it rewarding to pursue one issue throughout the semester even if it's not the one that, in the end, really excites you. (after all, expertise is a good thing to have no matter what the topic is.) Bear with me and do your best to generate an idea that you will be willing to read and write about for fourteen weeks.

- (a) I will ask you to do some brainstorming/freewriting, of the kind we started in class, but with more direction and greater detail. (see attached sheet) You may also want to skim over the readings for the course and take a better look at the ones you find the most interesting -- these may prove to be the starting point for your research ideas.
- (b) Then, you will be asked to propose your research idea in a more formal manner -- sketching out in more detail specific kinds of information. The proposal should address some of the following:
 - ∑ a paragraph or two that unpacks the general topic of the paper -- identify the major issues, the groups of people addressed, and any public debates regarding it.
 - ∑ a short discussion about the kinds of information you think you will need: what type of data you will try to get? (interviews, data, TV/movies/texts) what type of documentation will fill out your knowledge? (library research)
 - ∑ finally, think a little about how this topic lends itself to sociological exploration? (may not be able to answer this fully in the proposal, but it's a good idea to get your preliminary guesses down on paper and see how they evolve over the semester)

When I return your proposals to you, I will probably give you some directed suggestions about what to read, about how to create an interview guide or survey, or sample forms for analyzing TV programs or movies.

2. Bibliography and Other Preliminary Materials: On February 18th, we will meet with Robin Kinder from Neilson Library, who will point you in the right direction to find the additional materials you will need. Even if you are doing a project that requires the collection of data, you will, in all likelihood, need to get a sense of what, if anything, has already been written about the issue. (Your paper should include some sort of summary of this literature.) What I would like to see is a list of sources with some brief annotation for the ones that you feel are most relevant to your issue. This would include journal articles and books. If you are planning on doing textual analysis of fiction, movies, television, or other print media, I would like to see a list of your potential source material. If you are doing a survey or in-depth interviews, at this time you should provide me with a draft of the interview guide or questionnaire you think you will be using.

3. Tentative Outline: By this time, you should have read your preliminary materials and/or begun collecting your data. A number of ideas from the readings should stand out

to you. I will offer you some samples of how to organize the materials -- you may also want to meet with someone from the Center for Academic Development -- but what I would like is an outline that describes what you think your paper will cover and what the main issues you will address. (Remember, this is preliminary and you are not tied to it in any way -- it's just a way of getting control over the material early on).

4. Draft: At this point, I would like to see a draft of your paper -- by draft I mean a fully developed piece, something you would turn in for a grade. There may be some circumstances where you don't quite have all your information yet (waiting for a particular source or interview) and will need to leave that part of your paper rather sketchy, but for the most part, you want it to feel almost complete -- this doesn't mean this will be the exact version you turn in at the end of the term (in fact, I expect revisions based on peer and instructor feedback). We will do some peer responding and I will write comments on the draft and get it back to you.

5. Final Draft: due at the end of the semester. I may ask that all the previous materials be turned in with the final draft. Between the draft and the final version, you are welcome to talk to me more about your work and if necessary, I may even agree to read another draft for you before the final version.

How to Write Your Proposal Or, Oh My, I Need A Topic

This series of writing exercises* is designed to help you find direction whether you have a good idea of what you want to research or if you haven't a clue. The writing is meant to be short and informal -- take approximately 20 minutes for each directive; don't fuss over it or "correct" your thoughts. You may feel like you are rambling on about unrelated topics and that's fine. This writing may or may not end up being directly useful (i.e. good paragraphs or ideas to lift completely) to your paper, but I do believe it will help you find a starting point. Please do this in your Food Journal.

1. First Thoughts: what we started in class, but only in more depth. Just put down, as fast as you can, all the thoughts and feelings you have about potential topic(s) -- they shouldn't just be elaborated thoughts for a paper, but rather your feelings, memories, experiences that lead you to be interested in this issue. In this particular case, write nonstop for the full twenty minutes. If you need to, let yourself argue or debate the merits of one idea over another.

2. Prejudices: even before reading or researching your topic, write about what all your biases are about this issue. If it isn't clear to you what your prejudices or preferences are, look through what you've already written to see what point of view or assumptions might be revealed there. Then jump with both feet INTO that point of view and write it in as prejudiced a way as you can. You aren't trying to think carefully, you're trying to let your own prejudices run rampant without censorship so you can see more clearly what they are. (Later on this will help you see the difference between your biases and your genuine argument...)

3. Stories: Try to record as many as quickly as you can, in a shorthand, thumbnail sort of way. Dredge up different details that relate to this topic in your memory (it can be personal, observational, cultural -- "I read this magazine yesterday and..."). Stories and events that intrigue you in connection with your topic will end up useful to you later. If you have trouble with stories, think about scenes: stop the flow of time and take still photographs -- what moments, sights and sounds related to this topic stick in your mind?

4. Dialogue: Perhaps you have two or three conflicting feelings about the topic rather than one clear prejudice. Give each of these feelings a voice and have them start talking to each other. If you're more set in your preconceptions, pick two speakers and let them talk to each other -- they don't necessarily have to be people who are in direct opposition to each other. It's sometimes helpful to pick people whose opinions are not completely obvious to you and try to give them voice. The main principle of dialogue writing is that you don't have to know ahead of time what a person is going to say. Try to keep as conversation rather than essay-like debates. Getting two people arguing on paper will naturally produce arguments, assertions, supporting reasons and evidence -- even before you've done your research. (This one is, however, a good exercise to do again once you've got your information.)

* taken almost directly from Peter Elbow's Writing With Power.

Some possible ideas for paper topics (please do not feel limited by my paltry imagination. I am open to almost any ideas as long as we can mutually find a way to make it sociological.)

- ∑ Workers in food industries: issues of power and culture
- ∑ Discourses of food -- analyses of cultural trends on television shows
- ∑ Comparing the construction of nutritional discourse in women's magazines to gourmet food magazines.
- ∑ Who shops/buys in supermarkets, kitchen or gourmet foodstores.
- ∑ Interviews with regulars at different coffee shops. (gender, race, class.)
- ∑ Analysis of eating patterns of ethnic minority in dominant culture.
- ∑ Food rituals related to celebrations: religious or non?
- ∑ Men and cooking: how do they learn? when do they do it?
- ∑ Analysis of the development and marketing of fat substitutes.
- ∑ One aspect of organic food movement (cooperative farms, organic products)
- ∑ Restaurant culture: exploring workers, patrons, owners.
- ∑ "Food rules" for different demographic groups (i.e. compare age cohorts)
- ∑ Ethnic or racial identity and food patterns (do whites have identities related to food?)
- ∑ Historical analysis of the development of some type of food.
- ∑ Relationship between childhood experiences and adult food patterns.
- ∑ Analysis of medical and nutritional advice on one particular food topic.
- ∑ Impact of marketing on local and regional practices (what happens when Gumbo becomes nationally available?)
- ∑ Cooking schools as social organizations, socialization of cooks.
- ∑ The proliferation of different ethnic cuisines (frozen enchiladas...)
- ∑ The construction of taste in relation to social class.
- ∑ Wine knowledge as class-based discourse.
- ∑ Food preferences in families: how does negotiation occur?
- ∑ Food in institutional settings (nursing homes, schools, workplaces)
- ∑ Impact of some recent food technology on people's behavior.
- ∑ Advice to parents about nutrition and diet for children.
- ∑ Ethnography of vegetarians, cooking clubs, dining hall interactions.
- ∑ Life history interviews with people who have particular eating patterns.
- ∑ Gifts of food -- meaning and purpose.
- ∑ Some aspect of the Animal Rights movement.
- ∑ Food writers and restaurant critics.
- ∑ Movies -- food, sex and taboos.
- ∑ The development of physical spaces: kitchens and eating establishments.
- ∑ Recipes and cookbooks -- women's groups, church cookbooks, specialty groups, food on the WEB.

Foodways Seminar
3/19/03
Third Session

Renee Marton
Center for Immigrant Education and Training
LaGuardia Community College

Food and Cultural Power: From French Onion Soup to Sancocho:

As an idea for a diversity-in-the-classroom-exercise: use the daily lesson plan to discuss current culinary “dominance” in foodservice. This is a way of beginning a discussion of personal versus political power, or the influence of an entrenched ethnic majority over a newer immigrant minority, and why this even matters. However, let us not forget that the primary goal is to keep the students motivated and involved in the class.

James Boyd, a philosophy teacher, said it succinctly: "How does one navigate through the diversity of world religions when students come to the classroom with a variety of attitudes, ranging from curiosity and existential thirst to suspicion and even hostility toward anything other than what they have been brought up to believe?"

Whether you teach cooking or religion, the issues are the same. How does one keep student motivated and actively involved in the subject? How can one personalize the subject enough to bring the student “into it,” and not lose sight of or lose time preparing for the goals of the course itself?

I teach “new Americans” an introductory course in Western style foodservice, as part of a program for immigrants learning to speak English, as well as learning the vocabulary and techniques of the Western (i.e. French based but American) commercial kitchen.. The majority of the students (all adults) usually come from various Latin or Asian backgrounds, although there is always a smattering of other ethnicities (Thai, Lebanese, for example).

The underpinnings of Western foodservice are based on the French model of culinary knowledge, terminology, skills and preparation. Because of this, I feel that I must explain to the students why they must learn certain French terms, even as they are still learning English as a second language. This can be very confusing to the students.

I have developed an exercise, as a way of starting class, to get everyone “in the mood,” and focused on the day’s lesson. For example, in a class on soups, I ask the students to tell me about soups from their country of origin, and/or soups they might be likely to prepare. From this we move into a discussion of cultural comparisons, starting with soup and ending with my comments on cross-cultural culinary comparisons, and why they are required to learn the French based model... Of course, not all the students respond, but of

those that do, we get a conversation going, to which all students listen. . Once the issue has been personalized, even if not for every student, there is a higher level of motivation to continue with the daily lesson and the students stay “actively involved,”

Suffice it to say that the contrast between what they students know and think is important from their own cultures and what they are learning in foodservice class often leads to a discussion of why the French/Continental based model is dominant in Western foodservice and what this means in terms of “food power” in the marketplace, the history of restaurants and “cuisine” (in Western foodservice), the availability of uncommon (up to now) products such as cassava and plantain and why this is the case. Needless to say, this is very incomplete, and just touches on the subject. But it is a way to get the students to think about the connection between the foods they eat at home and the foods they prepare at school in preparation for jobs in U.S. foodservice, and the connections between the two, within the framework of political power and culinary dominance. Finally, no attempt is made to place a cultural value on these comparisons.

GEOG 579: Geography of American Foodways
Barbara G. Shortridge
University of Kansas
bshortri@ku.edu

Essay Assignment Five
Due December 6
500-750 words, double spaced

Thanksgiving Essay

I would like you to reflect on a singularly American holiday--Thanksgiving. You may write about the one you experienced in 2002, a past one that you remember vividly, or one for which you only have vague memories. Of course I would like to read about the food that was consumed, but more importantly, in this case, is a description of the festive nature of the event. What does your family (or other living unit) do to make this a special day? Or is it not a special day? That's equally interesting if you go counter to the wild advertising and public promotion of this event.

Remember, you're telling a (true) story. You might want to consider some of the following aspects in putting it together:

How many meals did you eat that day and when? Is this different from your regular schedule?

Where did your family gather? Biggest house? Best cook?

How many guests were there and were they segregated by gender and age as far as function? Did the children eat in the kitchen?

Who cooked the food? Who carved the turkey?

Were there special dishes of food that were brought out only for this occasion (for example, homemade pickles or Aunt Betty's Cranberry Salad)? How about the other "dishes"? China, silver, crystal, white tablecloth, and a flower arrangement? Or was it at the kitchen table using paper plates?

Were any alcoholic beverages served? Is this important to the group?

Other than eating, what other activities characterized this day?

Geography 579: Geography of American Foodways

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Second essay assignment
Due September 27, 2002

Childhood Food Memory

Tell a food story about something that happened to you between 2 and 15 years of age. Your food focus could be on a family event such as a birthday party or a family reunion, an early cooking experiment, or a family vacation with unusual food. Students last year, for example, wrote about camp experiences, cookie baking with a grandmother, and a father-son standoff over uneaten lima beans. Save the Thanksgiving stories for later in the semester.

Dialogue and humor are acceptable, but not necessary. You may consult parents or others if you need a few details to flesh out the story.

Typed, double spaced, 500-750 words.

Include a title.

Make sure you proofread it and/or use spell check if you cannot spell.

Have fun remembering and being creative in your writing.

Geography 579: Geography of American Foodways
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First essay assignment
Due September 13, 2002

Food Diary

For the next two weeks I want you to write down on the attached forms everything you eat, even between meal snacks. Include drinks as well. Since it is difficult to recall what you ate even after 24 hours, I suggest that you sit down at least once a day to do your entries. As you can see from the forms, I am interested in when you ate and where you were in addition to the actual foodstuff.

When you're far enough into this project to have had your consciousness raised, then you can start composing a one-page (about 250 words, double spaced, typed) essay about your diary. You are looking for patterns in your personal food consumption and things that may explain your behavior. For example, do your food habits change on weekends? How many times per week do you skip a meal? Is your consumption for these two weeks unusual for some reason (poverty stricken, company, illness, etc.)? How many non-meat meals did you have during the period? Do you think what you have eaten the last weeks is representative of your current age or have you always eaten this way? You may address only some of the above topics and definitely may add more. Your analysis is dependent upon what you think is important.

We also will have a class discussion about your food diary findings on September 13. As I said in the beginning of the class, I think there's some utility in examining the personal in order to extrapolate to the population at large.

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Essay Assignment Three
Due Friday, October 4

Impressions of a Farmers' Market

For this project I want you to act as an observer at a food event--a farmers' market that is accessible to you. Observation is a traditional social science and folklore technique to gather qualitative information and impressions. Then I want you to write an essay (400-700 words) about your findings. Of course, you may orient this essay as you wish, but some suggestions include:

- look at interactions between seller and buyer
- profile either of the above two groups
- discuss the products being purchased
- determine what makes this such an extraordinary social setting
(compared with other food retailing)

My intention is for you to observe, but you may want to be a participant-observer as well and do some informal interviewing and maybe even buying. I suggest you identify yourself as a student at KU working on a class assignment if you actually try to get information out of people. You should, however, be able to overhear conversations as you browse among the stalls and still not be too intrusive. You can be obvious about your mission (clipboard) or cool (but make notes immediately afterwards before you forget details).

Lawrence Farmers' Market is on Vermont Street between 10th and 11th. It is open Tuesday and Thursday 4-6:30 and Saturday (the day with the most vendors) 6:30-10:30 a.m.

Please note in your essay when and where you observed. A crude sketch map of the market's layout sometimes helps descriptions.

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Fourth essay assignment
Due November 15, 2002
500-750 words

Restaurant Review

Since we're going to start talking about restaurant settings and service styles next week, I want you to actually eat at a restaurant of your choice (where depends upon how much money you have in your pocket) and observe the activity around you. You are there as a participant observer to gather information. You may conduct your research with others in tow, but don't get too diverted.

I'd like you to put your findings in the form of a restaurant review. You may even award stars (or some other rating system). Make sure you include restaurant name, kind of establishment, and date you ate there. Issues you may address could include how you were greeted, cleanliness, quality of service, how long you had to wait for your meal, decoration/ambiance, presentation format, menu offerings, and tastiness of food. Was there any entertainment value in the experience? Did you ever get to see the kitchen or its staff? Would you recommend the restaurant to a friend? What is this restaurant doing right (for its price range) and what could it do better?

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(Assignment used in previous semesters)
Due date: October 15
500-750 words

States Look at Themselves Essay

I'm asking you to do a close reading of the tourist promotional materials produced by a state to attract visitors and money. I'm providing the packets of information and you may choose among those that are available. If after opening the envelope you find nothing of interest to you about food, you may exchange the materials for those from another state.

Since a substantial amount of tourist dollars is spent on food, what has the state (or its public relations/marketing department) done to convince you to linger awhile and taste the state culture? Look for restaurant ads (the directories themselves probably aren't too useful), food festivals or other special events, or pictures of people having fun while eating. Pay attention to foodstuffs (eg. fisherman holding a fish) and prepared foods (the same fish cooked in a skillet or on a plate). Is there a symbolic food or menu for the state? I'll give you some examples from Louisiana and South Dakota in class.

Your written analysis may include quotes as appropriate or a xerox of an illustration if you think it helps to explain your point. Include something about what the state could have done better. If they have done an exceptional job of enticing you to eat, praise that too.

Please return all the promotional materials to me; I want to use them for another class.

TERM PAPER INSTRUCTIONS

Geog 579: Geography of American Foodways

Barbara G. Shortridge

University of Kansas

Fall 2002

One of your requirements in this course is to produce an original term paper on a subject of your choice. The paper represents 25 percent of your grade. I'm asking you to turn in a one-page proposal on October 25 telling me what your topic will be and what sources you intend to use. This is my way of pushing you along and besides I want to make sure that your topic is viable. I am, of course, most willing to talk with you about problems and ideas. That's why I'm here.

This project will be presented in two ways:

Classroom presentation to your peers (and me)

Fifteen-minute oral presentation

Three-four students per class period starting December 2

(sign-up sheet to follow).

This is a pretty informal group so expect questions and interruptions.

Graphics and/or props are welcome. If you need help making overheads, handouts, or whatever, let me know. Do you need any audio-visual equipment?

Preliminary reports are OK. Just make sure you have enough to talk about. Perhaps ideas from the class will redirect your project for the final paper.

Term paper to be turned in by Friday, December 13 at 5 p.m.

I expect a document of at least 2500 words (between ten and twelve pages of text) plus survey forms, tables, and maps, if appropriate. If you need to go over fifteen pages, I'll read it. Those of you who are interviewing, doing a survey, or some other qualitative technique may end up on the shorter side. Those who are doing a library-based project should be on the longer end. You may use the web for some aspects of the latter kind of paper (with appropriate citations including author, address, and date accessed), but I also insist that you visit a library. For example, some of you may work with some specific companies. Merely visiting their web page is not enough. You need to do more.

Typed, double spaced, with citations and bibliography, if appropriate. I expect that the scientific style (Smith, 2000, (and pages if a direct quotation)) with a list of references at the end is easiest for this project, but I won't object to endnotes (superscript number in text) and bibliography. Just be consistent throughout.

I do not expect professional graphics; hand-drawn maps and tables are

fine.

If you can't find me, you may slide the paper under my office door in 221 or put it in my mailbox in 220.

No abstract.

Both presentations should include:

1. The problem/issue you are pursuing. You do not need to state this as a formal hypothesis. Why does it interest you?
2. Your methods of collecting information (e.g., you asked people in person what they think about X, e-mailed a sample of people from North Dakota, etc.) For some of you this will be a large part of your paper (creation of the methodology).
3. Any conclusions you have reached.
4. Interpretation of results
5. Critique of your research. If you had another semester to work on this, where could you go with the topic? What were the things you did right? Which things were impossible to analyze or were complete dead ends?

I hesitate to say this (it may get me into a lot of trouble), but it is all right if you do not actually reach any good conclusions or find the definitive answer to what is puzzling you. This is a research paper. Even though we all have the best of intentions and diligently pursue the quest while doing research, sometimes we end up with no results or at least none that are significant. The emphasis in this paper is on the chase, not necessarily the results. You would need more time than a semester to produce a polished product.

I think some of the most interesting things I've heard in the presentations are the asides or perceptions of something the researcher did not set out to investigate. Feel free to include these as well. You are allowed to speculate even though you have no hard evidence, but just a gut feeling.