Instructor: Dr. Kristin Park
Class Time and Place: MWF 12:50-1:50; Old Main 311; Fall, 2018
Office: Old Main 223
Office hours: MWF 2-3 and by appointment
Contact information: 724-946-7251 (office) or kpark@westminster.edu
Dept. mailbox: In OM 220A, in closet to the left of the main doors

Course Description: This course is an introduction to the growing field of study called the sociology of food. We explore social, cultural and political issues, at the global, national and local levels, around the production, distribution, preparation, consumption and symbolism of food. Your text is focused around the idea of food paradoxes: hunger amidst plenty, eating for distinctiveness and conformity and food sourcing from everywhere and nowhere, to name a few. Choices and outcomes regarding these processes reflect individual and group identities and relationships, access to resources and positions in various social hierarchies. Students also are asked to reflect on the ethics of food processes and policies and their own food choices.

Student Learning Outcomes and Means of Assessment: By the end of the course you will be able to:

1. Describe and analyze how the production, distribution, preparation and consumption of food reflects historical and global influences, social meanings and structural forms and processes (exams, experiential learning projects, term paper);

2. Apply sociological concepts, theories and research methods to food-related issues (exams, experiential learning projects, term paper, mini-assignments);

3. Explain how food insecurity reflects policy decisions and social inequalities at regional, national and global levels (exam);

4. Analyze how historical developments and international institutions and policies affect the global food supply (exams),

5. Evaluate your own food choices through sociological and ethical lenses (mini-assignments, class discussion) and

The course offers Intellectual Perspectives credit in Social Thought and Tradition. As such, the following additional learning outcomes will be addressed: Practice and improve collaborative skills, as well as develop an increased global awareness and demonstrate problem-solving and critical thinking skills.

The course is also a Sociology elective for the International Studies major and minor, and an elective for Sociology majors and minors.

Please share information with me and your classmates about food-related activities in which we might participate!
Course Requirements:

**Exams**: Exam 1: 15%; Exam 2: 20%; Exam 3 20%  **Total 55% of grade.** Exams may include a take-home essay due about a week later.

*Experiential and service learning projects*, reported on in different forms appropriate to the project, and in class presentations: You will choose one topic to be reported on before early Oct and a second topic before early Dec. Choose among the following for a total of two options, or undertake one option in more depth to fulfill the two option requirement. Students taking the course for their International Studies major or minor must use at least ONE of the *options or another international/global option approved by me (10% each project; 20% total of grade). Additional guidelines will be distributed early in the class. The idea is for you to devote between 8 and 10 hours total for your two projects. More detail on the project requirements below will be distributed in class.

**OPTION 1**: High priority: I seek about 9 volunteers for this option, to work on up to four different projects.

If you are free on one of more Saturday mornings during Sept, you are asked to do service learning at the Fresh Marketplace farmers’ market. Runs from 9 am to 1 pm, but if you help with setup would need to arrive between 7:30 and no later than 8 am. Located in downtown New Wilmington, at 129 S. Chestnut Street, in large garage with painted mural, behind Mugsie’s. More detail of specific options will be distributed the first week of class. Depending on the number of hours that you devote to this option, you may be exempt from completing a second option.

[https://m.facebook.com/freshmarketplaceatnewwilmingtoncenter/](https://m.facebook.com/freshmarketplaceatnewwilmingtoncenter/)

If you have continuous Saturday commitments, or for your SECOND OPTION:

1. *Interviewing international students at Westminster or from another campus, or recent immigrants to the US, about their food preferences, diet, food symbolism and reactions to American food (with instructor consultation and approval)*;

2. *Doing participant observation or observation of a genuinely ethnic restaurant (not Taco Bell!) or food festival and informal interviews with owners and/or workers there (with instructor consultation and approval)*;

3. *Volunteering at a local food pantry (options provided in class, *especially on the third Saturday morning of the month. Another option is on the fourth Thursday of the month, mornings or late afternoons, at Prince of Peace in Farrell, PA; you may use these options for both of your projects as they exist throughout the semester)*;
4. Gleaning (helping to harvest “leftover” crops) in a local field (Apple Castle, 277 PA-18, New Wilmington, PA 16142) or Villa Maria farm, 288 Villa Drive, Pulaski, PA; instructor will provide updates on opportunities), with subsequent analysis and reflections.

5. Observe a local Amish-English produce auction, Bent and Dent grocery, Amish Marketplace in Boardman, OH (Thurs through Sat) and/or small grocery store or other food-related sites (with instructor consultation and approval);

(Tri-County Produce Auction): Take Rt. 208 west out of town, toward Pulaski. Go through intersection with Rt. 18. Auction site is immediately on the left, #3238 Rt. 208. Auction schedule: September: Tues, Thurs, Fridays at 9:30 am; October: Tuesdays and Thursdays at 9:30; Thurs Nov 1 and 8 at 9:30. http://tricountyproduce.vpweb.com/

6. Interviewing and/or observing workers in food-related enterprises (e.g. farmers or farm workers, chefs or restaurant workers, workers in food production industries, etc.) (with instructor consultation and approval);

7. Interviewing individuals with distinctive diets, food preferences or food requirements (with instructor consultation and approval);

8. *Describing and doing further research on your experience of food from another culture(s) (e.g. from extensive travel or study abroad, or your own experience)

9. Participating in a meal with the Slippery Rock University (or another) Slow Food chapter (held the last Thursday of each month, from 6-8 pm, this semester) and reflecting on your experience (NOTE: instructor awaiting confirmation of this option).

Another option that you design, discuss with me and for which you receive my approval. This option is highly encouraged!

Term paper: Due Friday, October 12: 20% of grade; 5% for annotated sources; 15% for paper: You will use print and high-quality web sources to research and write a 5-page paper on a food-related topic of your choice that we do not extensively cover in class. Options include eating disorders, the U.S. school lunch or SNAP program, a specific food policy, food issues in a particular country, managing food waste, etc.

International Studies majors and minors must choose a comparative or international topic. You will submit your work in several stages: 1) top two preferred topic choices; 2) annotated sources and 3) final paper.

Mini-assignments (5% of grade): These assignments are intended to give me and you feedback on your comprehension of course material and to apply course ideas. They are graded on a S+ (100), S (85), S- (70) or U (0) scale and together they are worth 5% of your grade. No make-ups are allowed for these assignments, and late assignments are not accepted, except in the case of documented, excused absences. Otherwise, if you miss the class period in which the assignment is completed you will
allowed and encouraged to both double-side print your work or to print on the “other” side of existing work (just cross out what I should ignore!).

**Grade Calculation:** I will use the D2L gradebook for the class. To figure by hand, simply multiply the grade that you earned on a particular requirement by the percentage of the grade that it is worth. For example, if you earned an 80 on the first exam you multiply it by .15 which becomes a 12. A 75 on your term paper is multiplied by .20 for a 15. Do the same for all your other course requirements and add them up and you will have a number that is a percentage of 100. Put in hypothetical values for remaining requirements to reach the 100 total possible points to get a sense of where you stand. *I do not generally give extra credit opportunities.*

**Judicious Use of Email:** We all feel inundated with email correspondence. Sifting through messages takes up my time that is better spent preparing for classes, meeting with students, and grading your work. Thus I ask that you communicate with me via email only for urgent matters that cannot be addressed in person before or after the class period. Also, I only read and respond to email during regular work hours on weekdays.

**Class Cancellation Policy:** If I must unexpectedly cancel class, due to illness of myself or a family member, bad weather or another emergency, please check your email for announcements for the next class period. Sometimes you will be given an assignment to complete using the D2L course page.

**Technology Policy:** I expect you to come to class with the intention of learning. This means that distracting activities including text messaging, replying to emails and listening to music should be put aside at the classroom door. All digital devices must be completely switched off once class begins and remain off for the entire period. If you are found using a digital device for purposes not related to class (e.g. NOT for taking class notes or pulling up the day’s readings on a tablet, which IS allowed) you will be penalized by that class period’s being designated as an unexcused absence for you. Repeated violations of this policy will lower your course grade.

**Inclusion Policy:** Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Ms. Faith Craig, Director of Disability Support Services in 209 Thompson Clark Hall, at 724-946-7192 or at craigfa@westminster.edu.

**Academic Integrity:** There are few greater rewards in life than being a person of good character. Possessing such a character means that you can look yourself in the eye in the mirror every morning and smile back at the face that greets you, regardless of other problems or challenges that you may be facing.

Part of a good character, and central to the purpose and pursuit of any academic community, is academic integrity. Thus all members of the Westminster community, including students, faculty, staff and administrators, are expected to maintain the
highest standards of academic honesty and integrity, in keeping with the philosophy and mission of the College. All members of the Westminster community are expected to be familiar with and to abide by the College policy and procedures described in the 2006-07 Undergraduate Catalog.

Academic dishonesty is a profound violation of this code of behavior. It can take several forms, including, but not limited to, plagiarism, cheating, misconduct, and providing false information. Academic dishonesty breaks the sense of trust that is central to a vital, educational community like Westminster. Dishonesty in any of these forms will not be tolerated. Students who engage in academic dishonesty face the penalties outlined in the College policy. In addition, all violations will be reported to the Office of Academic Affairs. Work that you submit in this class may be submitted to Turnitin.com, a plagiarism prevention service that also provides educational information on how to practice honesty in the conduct of research and writing of papers.

For the purposes of this course, I expect you to do your own work unless collaboration with others is required, allowed or encouraged for a particular assignment. I also expect you to do original work for this course. This means that you may not read texts or submit papers used for another course for the purpose of fulfilling requirements in this course, unless specific arrangements are made with me and you also have the permission of the other instructor.

Behaving with academic integrity also means that you put forth your fair share of effort into group discussions and group work undertaken in the course.

See me if you are unclear about the meaning of any elements of this code.

**Grading Scale:**

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>94 - 100</td>
<td>A</td>
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<td>90 - 93</td>
<td>A-</td>
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<td>84 - 87</td>
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<td>80 - 83</td>
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<tr>
<td>78 - 79</td>
<td>C+</td>
<td>&quot;Satisfactory&quot;</td>
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<td>74 - 77</td>
<td>C</td>
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<tr>
<td>70 - 73</td>
<td>C-</td>
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<tr>
<td>68 - 69</td>
<td>D+</td>
<td>&quot;Passing but Inferior&quot;</td>
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<tr>
<td>60 - 67</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
<td>&quot;Failure&quot;</td>
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**Course Readings:**

Additional readings at D2L Course page

**TENTATIVE COURSE OUTLINE**

**Readings are listed on the day that they are due**

*FS* = *Food and Society* text

*D2L* = *Reading available in named course module at course D2L page*

I. The Introductory Landscape and Theoretical Perspectives

Aug 27 M  Introduction to course

   In-class anonymous assignment: Reflections on Food and You!

29 W  Studying food through a sociological lens

   The sociological perspective and ways of knowing

**In-class activity:** Sharing of your food essays

**Reading:** Review syllabus carefully :)

FS Ch. 1

II. Food for Thought

31 F  The sociological perspective and ways of knowing

   Food and Ethics, Round One

**Reading:** Pollan, Michael, *An Animal’s Place* (*D2L*)

III. Food, Collective Identities and Social Hierarchies

Sept 3 M  Food and Social Change: An Overview

   Food and regional identities

**Reading:** FS Ch. 9, pp. 178-82; Ch. 2 through p. 26

5 W  Food and race/ethnicity, social class and gender

**Reading:** FS Ch. 2, rest of chapter. Lewis, *The Maine Lobster as Regional Icon* (*D2L*)
7 F Food and race/ethnicity, social class and gender

Swenson, Rebecca, *Domestic Divo: Televised Treatments of Masculinity, Femininity and Food* (D2L)

**Video clip:** *The Trouble with Tofu*

**In-class activity:** Brief presentations on **mini-assignment option #1** or **#2** at FS Ch. 2 end (Keep any receipts for reimbursement)

**IV. Food, Leisure and Entertainment**

10 M Food as Spectacle

**Reading:** FS Ch. 3

**Submit top 3 topic choices for term paper, rank-ordered, in hard copy form**

12 W Restaurant workers

**Reading:** Jayaraman, Saru, *The Hands on your Plate* (D2L)

**In-class activity:** Brief presentations on **mini-assignment option #3** or **#4** (NOT from text): 

#3: **1-2 pages of description and sociological and personal reflections on 30 minutes of viewing of any program from The Food Network** (make sure you can access the content you want) [http://www.foodnetwork.com/](http://www.foodnetwork.com/)

#4: **1-2 pages of description, sociological and personal reflections on your experience working in a restaurant**

*Tell me your #1 option for your experiential/service learning project, if not already done*

**V. Food Insecurity in the US and Globally**

14 F Food Insecurity and Hunger in the US

**Reading:** FS Ch. 8 to p.162; pp. 164-68

Peruse website of the Pittsburgh Food Bank to learn of their anti-hunger initiatives: [https://www.pittsburghfoodbank.org/](https://www.pittsburghfoodbank.org/)

**Saturday, Sept. 15:** Experiential learning food pantry option at New Life Bread Basket Program (run by New Life Baptist Church of New Wilmington). Held at Epworth Methodist Church, 805 East Washington St., New Castle. About a 20 minute drive from campus. Park in the lot behind the church and go in the door off the parking lot, down into the kitchen in the basement. Or park at the Sunoco station or the CVS nearby. Volunteers work from about 7:45- noon. **Contact person:** Alice Garcia at 724-342-0903. **Please call in advance, no later than Friday, to tell her that you are coming.**
17 M Food Insecurity in the US

Video: *A Place at the Table*

**Submit annotated sources for term paper, hard copy in class and to D2L**

19 W Global Food Insecurity

**In-class activity:** Discussion of film

**Reading:** FS Ch. 8 pp. 162-64; 169-72

21 F EXAM 1

24 M US Food Insecurity

**Required Guest speaker on Regional Food Security:** Tabitha Reefer, Child Nutrition Outreach Coordinator, Greater Pittsburgh Community Food Bank. **Note: Class meets at 11:40 to combine this class and INQ 111. Location TBA.**

VI. Nutrition and Health

W 26 Nutrition and Health

**Reading:** FS Ch. 4

28 F Nutrition and Health

**Reading:** Schlosser, Eric, *Why the Fries Taste Good (D2L)* (pp. 120-29)

Gadsby, Patricia, *The Inuit Paradox* (D2L)

Oct 1 M Eating Disorders

**Reading:** Derenne and Beresin, *Body Image, Media and Eating Disorders* (D2L)

3 W In-class presentations on Experiential Learning Project #1

5 F In-class presentations on Experiential Learning Project #1

8 M Food Advertising: Branding and Marketing

**Reading:** FS Ch. 5

**In-class activity:** Brief presentations on mini-assignment options #2 or #4: Answer the questions asked in a 1-2 page paper.

VIII. Food Production: The Industrial Food System

10 W Industrial Agriculture: A Critique

**Film:** *Food, Inc.*

**Reading:** Begin FS Ch. 6
12 F Industrial Agriculture

**In-class activity:** Continuation and Discussion of film

**Reading:** Finish FS Ch. 6

*****Final Term Paper due by class time on Friday, Oct. 12******

15 M Industrial Agriculture: A Defense

Alternatives: Amish Agriculture

Read [https://www.nationalchickencouncil.org/ncc-](https://www.nationalchickencouncil.org/ncc-) for a rebuttal to information in the film

**Required mini-assignment B:** Bring 1-2 pages of outlined notes on what you have read, from above, to discuss in class

**Reading:** Ch. 15 “Agriculture” in Kraybill, Donald, Karen Johnson-Weiner and Steven Nolt *The Amish (2015)* (D2L)

17 W Opposing Perspectives: The Food Police

**Reading:** Lusk, Jayson, *The Price of Piety* (D2L)

19 F Industrial Agriculture: Alternatives

Organic and fair trade agriculture

**Reading:** FS Ch. 9 pp. 174-75. Haight, *The Problem with Fair Trade Coffee* (D2L)


22 M **EXAM 2**

24 W Strongly encouraged field trip to Grow Urban Farm in the Mahoning Valley (Youngstown area). Or substitute assignment (to be confirmed)

26 F Living and Eating Mindfully

**Reading:** Hanh, *Every Breath You Take* (D2L)

**In-class activity**

NO CLASS ------ Sat Oct 27 to Tues Oct 30 ------ Enjoy your fall break!
IX. Globalization and Food Production

31 W The Global Food Supply

Reading: FS Ch. 7

In-class activity: Brief presentations on mini-assignment option #1: Answer the questions asked in a 1-2 page paper.

X. Food Production Workers

Nov 2 F Meat packers

Reading: Schlosser, Eric, The Most Dangerous Job (D2L)

5 M Migrant and immigrant farmworkers and food production workers

Guest speaker: Deke Showman (or another representative), Program Supervisor for Migrant Education Program, Northwest Tri-County Intermediate Unit V, Edinboro

7 W Migrant and immigrant farmworkers and food production workers

Reading: Barndt, Deborah, On the Move for Food (D2L)

9 F Catch-up or class based on student interests

**Tell me your option for experiential/service learning project #2, if not already done

XI. Food-Related Social Movements and Collective Action

12 M Food and Social Change

Reading: Ch. 9, pp. 176-78; 182-194

In-class activity: mini-assignment option #4: Answer the questions asked in a 1-2 page paper. You may choose ONE of the following diets: Bible, gluten-free, keeping kosher, low-carb, macrobiotic or raw food.

14 W The Vegan Identity

Reading: Greenebaum, Veganism, Identity and the Quest for Authenticity

16 F Opposing Perspectives: The Food Police

Reading: Lusk, Jayson, The Locavore’s Dilemma (D2L)

19 M The Slow Food Movement

Reading: Leitch, Alison, *Slow Food and the Politics of “Virtuous Globalization”* (D2L). *Skim reading with attention to answering study questions distributed in class*

Peruse website at [https://www.slowfoodusa.org/](https://www.slowfoodusa.org/).

**Wed Nov 21 to Sun Nov 25: No Classes…. Enjoy your Thanksgiving Break!**

26 M Catch-up or class determined by student interests

28 W Class does not meet at scheduled time, but attend **Global Gift Market** on campus, for at least an hour, paying special attention to any food-related projects. No obligation to donate but learn from the displays!

**Mini-assignment C:** Write one page of reflections on the experience and link your ideas to social scientific course concepts

30 F **EXAM 3**

Dec 3 M Presentations on Experiential Learning Project #2

5 W Presentations on Experiential Learning Project #2

7 F Last day of class: your reflections and suggestions

Student evaluations

**FINAL EXAM PERIOD is Tuesday, Dec. 11 from 8-10:30 am. You will share your mini-assignment D with your reflections on U.S. or global food initiatives, ethics and policies.**

**Breakfast will be served!**