

**Sociology 482/582**  
**The Global Politics of Food**  
**Fall Semester, 2009**  
**Mondays, 5:00 p.m. – 7:40 p.m.**  
**221 Stewart Hall**

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**Office Hours:** Mondays 1:00 p.m. – 3:00 p.m.; Tuesdays & Thursdays 9:30 a.m. – 10:45 a.m.;  
12:30 - 2:30 p.m.; and by appointment

**Course Web Site:** <http://web.stcloudstate.edu/teore/Food/FoodPolitics.htm>

In the coming weeks, you will find that this course relies heavily on **communication**. This syllabus is provided to you as a means of beginning and facilitating this process. In the following pages, I share some of the bases for my teaching philosophy as well as my expectations of you in this course. *Please be sure to read this over very carefully.*

This semester we will examine the various sociological and political dimensions of food. Atkins and Bowler note, “the study of food is rather like a ‘barium meal’ for X-raying social, political, economic and cultural issues, a kind of marker dye for broad structures and processes. In this sense food is the bearer of significance, as well as a material object of consumption.” (*Food in Society*. 2001:vii) In sum, in this course food will serve as a mechanism through which we will examine larger structural issues in society. As we examine the questions “Where does our food come from, and how does it get to our tables?” we become aware of how little knowledge we have of the processes involved in producing and distributing our food. As Barndt notes, when we examine these questions, “we open a Pandora’s box...whose hands have planted, cultivated, picked, packed, processed, transported, inspected, sold, and cooked it?” (*Tangled Routes*. 2002:2) How do these processes relate to structures of power and inequality? How is our disconnect from food and processes of production, consumption, and distribution impacted by as well as reflected in our disconnect from the communities within which we live? We will explore these and many other questions this semester.

Keep in mind that this is a seminar. More than other courses, a seminar depends on the steady work, commitment, and engagement of all participants. Seminars can be engaging and thought-provoking spaces. In order for that to occur, we all need to participate equally and respectfully through, first, thoughtfully reading the material for each week (do not to come to class without doing the readings), and second, listening and speaking in class. You will find that the greater your participation in this class, the more your educational and social experiences this semester will be fully enriched.

My expectations in this seminar are that everyone will attend all class sessions and everyone will participate in each class discussion. Additionally, I would expect to see those who are more talkative making space for and encouraging those members who are typically quieter. Similarly, I would hope to see those who are typically quieter take opportunities to voice their ideas. I encourage you to view this course as a place to build community through conversations relevant to the study of the politics of food.

**The following are our objectives for this term:**

1. To explore the social meanings and the structural relations of power regarding the production, distribution, preparation and consumption of food.
2. To develop a sociological understanding of the structure of a globalized, industrialized agriculture and food system and the impacts on farmers, consumers and communities.
3. To examine the organization of a global food system that links the production and consumption of food; particularly how it generates abundance for some and famine for others.
4. To acquire knowledge of current responses to social problems regarding food and agriculture.
5. To develop a better understanding of how sociological concepts, theories, methods, and findings can be applied to the study of food.
6. To further our appreciation for the value of sociology and sociological perspectives in examining our world.
7. To develop an appreciation for the multiple ways in which sociology can be applied.

Perhaps the most important element of this course is critical thinking. To think critically means:

**First**, we must identify and challenge assumptions. We should try to identify the assumptions that are at the foundation of the concepts, values, beliefs, and behaviors that we deem important in our society. Having identified these assumptions we need to then explore their accuracy and legitimacy, considering whether or not what we take for granted does indeed reflect the realities that we experience.

**Second**, to think critically we need to be aware of our place and time in our culture. When asking questions about aspects of our culture we need to be aware of our own standpoint—the position from which we are asking these questions. In other words, we need to be aware of our own location at a particular intersection of culture and history, and how that is impacted by our own race/ethnicity, social class, sex/gender, sexuality, ability, age, etc. and how that in turn influences the questions we ask as well as the answers we accept. Our standpoint also influences what we see as “normal” or “ordinary” behavior. This relates to the concept of enculturation—immersion in our own culture to the point where we assume our way of life is “natural” or “normal”. Because we are so enculturated into our own societal standards and practices we often assume that they are the only options and, as a result, we are unaware of alternatives. Furthermore, as a result of this lack of awareness we often view those who have other cultural standards or practices as behaving in a strange or unnatural manner.

**Third**, when thinking critically we need to imagine alternative ways of thinking. In doing so, we must examine the assumptions that are at the foundations of our ideas and ways of behaving. Considering alternatives to current ways of thinking can often provide us with new insights about widely accepted ideas.

**Fourth**, to think critically one must develop a reflective analysis. Such an analysis requires that we be skeptical, not in the sense that we don't believe anything we see but rather that we question what are seen as fixed belief systems now that we know there are possible alternatives to these beliefs. A reflective analysis requires that we challenge dominant ideas as well as popularly held notions regarding solutions to social problems.

Thinking critically frees us from personal, environmental, and institutional forces that prevent us from seeing new directions. Furthermore, as critical thinkers we are no longer passive recipients of knowledge and

products of socialization. Rather, after thoughtful scrutiny and continuously asking questions we become active participants in arriving at our own ideas and commitments. As a result, our ideas are based on a solid and informed foundation, all the while keeping in mind that we may still be wrong. When we face challenges to our ideas we will be better prepared to provide justification for and evidence in their support.

As you will come to notice, a fundamental aspect of this course is to think critically about food in society. When teaching this course, my object is not to negate your belief system and provide you with a new one, but rather to provide you with an environment that allows you to think critically about the attitudes and opinions you have been given. By doing so, it is my expectation that you will develop a belief system that you can claim as your own. I will continually push you to challenge yourself. Thus, I ask you to understand and comprehend the material presented to you and to think about how it either challenges or reinforces your ideas of how the world works.

### Course Books

**There are five required texts for this course:**

- Ozeki, Ruth L. 1998. *My Year of Meats*. New York: Penguin Putnam Inc.
- Pham, Andrew X. 2000. *Catfish and Mandala*. New York: Picador USA.
- Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press.
- Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side of the All-American Meal*. New York: Houghton Mifflin Company.
- Sinclair, Upton. 2003 (orig. 1906.). *The Jungle*—Uncensored edition. Tucson, AZ: See Sharp Press.

The books may be purchased at the SCSU Husky Bookstore or at Campus Book and Supply. In addition to these texts, additional readings will be available on the course web site. Books for this course will be available on reserve at the Miller Center as well. ***Please note that readings may be assigned in addition to those listed in the course schedule and reading list.***

### Course Requirements

**Please Note: A passing grade in this course requires successful completion of each component of the course requirements.**

Your final grade will consist of the following components:

Class Facilitation .....	10%
Food Example .....	10%
Field Trip .....	10%
Novel Paper .....	15%
Class Participation .....	15%
Semester Research Project .....	40%

### Class Facilitation

The first component of your final grade requires you to help facilitate class discussion once this semester. To prepare for this facilitation you will need to come to class the week prior to the week you facilitate with at least five questions for critical thinking and discussion. These questions will relate to the readings and/or topic of your assigned week. You will then need to come to class on the week you are assigned prepared to facilitate a discussion on the reading/topic for at least one hour of the class. I will aid you in this facilitation. This assignment is worth 10% of your final grade. Greater detail on this assignment will be discussed in class. A sign-up sheet for this assignment will be distributed in class.

### Food Example

You will note that the syllabus includes a variety of familiar and not so familiar examples of food to illustrate the concepts and issues being addressed. At one point in the semester you are required to bring food to class. This should be food that others can sample, but you do not need to bring enough to feed a meal to the entire class. When bringing your example, be prepared to explain why you brought the food that you did to the class. In addition, you will submit a 2 to 3 page, double-spaced critical reflection of either the production, distribution, or consumption of the food item. This assignment is worth 10% of your final grade.

### Field Trip

There are four field trips planned for this class:

- Field Trip 1: Tour of St. Paul's Farmer's Market, Saturday, September 12<sup>th</sup>. Depart SCSU @ 6:30 a.m.
- Field Trip 2: Tour of Gold'n Plump Poultry Processing Plant, Friday. Date and time to be announced.
- Field Trip 3: Putting the St. Cloud State University Community Garden "to bed" Saturday, October 17<sup>th</sup>. Meet at the garden site @ 8:00 a.m. (tentative date & time)
- Field Trip 4: A "slow food" tour of Minneapolis and St. Paul, Saturday, November 7<sup>th</sup>. Depart SCSU @ 7:30 a.m.

In addition, there is a possibility of another field trip:

William Keller's Organic Grass-fed Beef Farm: Date and time to be announced.

Please note that the dates and times of all of the above field trips are subject to change. I will do my best to provide final dates of field trips as early in the semester as possible. You are required to participate in at least two of these field trips. This assignment is worth 10% of your final grade. Additional details will be discussed in class.

### Novel Paper

There are two novels and one memoir assigned for this course (*The Jungle*, *My Year of Meats*, and *Catfish and Mandala*). Each offers insightful commentary on food, "American culture," and the like. While we will discuss these texts at several points in the semester, you will need to select one of these on which you will write a 5-page paper. The schedule of due dates is as follows:

<i>The Jungle</i>	October 5 <sup>th</sup>
<i>My Year of Meats</i>	October 19 <sup>th</sup>

Details of the paper assignment will be distributed later in the semester. This will be a graded assignment and is worth 15% of your final grade.

**Class Participation**

An additional portion of your final grade will be based upon your attendance at and your participation in each class. Attendance is mandatory in this class. Each time you are absent I will deduct 4 points from your final grade. Three (3) or more absences will result in an 'F' for the course. Consistently arriving late will also detract from your grade. If for any reason you need to miss class, please let me know. Please also see my expectations for participating in a seminar on page one of this syllabus. This component of your grade is worth 15% of your final grade.

**Semester Research Project**

A major portion of your grade will be based on a semester research project. This project has several components:

Project Proposal	10%	Due: September 21 <sup>st</sup>
Literature Review	15%	Due: November 2 <sup>nd</sup>
Final Commodity Chain Chart	15%	Due: November 23 <sup>rd</sup>

This research project will require you to select a food item (something that humans consume) and examine its "commodity chain"—the network of labor and production processes that go into producing a particular food commodity. In addition to your individual research projects, our goal as a class will be to make the information that we gather both available and useful to those outside of this class. To that end, we will construct a web page as a class that will serve as a "clearinghouse" of information on the politics of food. Details of this project, as well as each component, will be distributed in class. Each of these will be graded assignments worth a total of 40% of your final grade.

Please note that graduate students and those doing senior project will be responsible for doing work in addition to this final project. More details of this assignment will be discussed in class.

**Late Policy**

I do not accept late papers. Assignments are due at the beginning of the class period on the date indicated in this syllabus.

**Some Final Notes**

I encourage you to make use of my office hours. They are devoted to you so don't feel as if you are disturbing me when you come by. If they are inconvenient for you, please feel free to set up an appointment with me.

I know that the above rules and regulations may seem like a bit much, and it may appear that this class is more structured than you thought. This syllabus is provided as merely a guideline for how this course will be run. I ask all of you to feel free to give me feedback about this course. It is important that this learning experience be multidirectional; that we learn from each other. This cannot happen unless we all participate.

### Course Schedule and Reading List

Assigned readings are listed directly below the weekly topic. On some weeks there are many readings listed as required reading. Don't panic. When there are numerous readings listed, they are relatively short. Please be aware that this schedule is tentative and subject to change. Additional readings may be assigned in class.

**Reading Key:** *Fast Food Nation* = **FFN**

*The Omnivore's Dilemma* = **OD**

Additional Readings = **AR**

#### Theme I: Approaches to the Study of Food

There have been many influences in the study of food. This section of the course will provide an overview of some of these approaches and explain why it is important to study food.

#### Week of August 24<sup>th</sup>: Course Introduction—Why Study Food?

##### Required Reading:

1. Read the syllabus carefully so that you understand my perspectives, expectations, goals, and your responsibilities.

#### Week of August 31<sup>st</sup>: Theoretical Approaches to the Study of Food

##### Required Reading:

1. "Introduction: Our National Eating Disorder" p. 1-11 **OD**
2. Beardsworth Alan & Teresa Keil. "Sociological Perspectives on Food and Eating" from *Sociology on the Menu: An Invitation to the Study of Food and Society*. (p. 47-70) New York: Routledge, 1997. **AR**
3. Atkins, Peter & Ian Bowler "A Background to Food Studies" from *Food in Society: Economy, Culture, Geography*. (p. 3-17) New York: Oxford University Press, 2001. **AR**
4. Belasco, Warren. "Food Matters: Perspectives on an Emerging Field" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 2-23) New York: Routledge, 2002. **AR**

Field Trip 1: Tour of St. Paul's Farmer's Market, Saturday, September 12<sup>th</sup>. Depart SCSU @ 6:30 a.m.

## Theme II: From Seed to Fruit; Calf to Cow: The Production of Food

This section of the course will examine the political economy and ecology of the production of food. As you will come to find, there is a significantly complex diversity of trends regarding food production. We will examine several of the factors that influence these trends, as well as the impact of food production on the eco-system, genetically modified organisms (GMOs), organic farming, and other ethical issues regarding food production.

### Week of September 14<sup>th</sup>: Government Policies and Food Regulation

#### Required Reading:

1. "Introduction" p. 1-10 **FFN**
2. "The Founding Fathers" p. 13-28 **FFN**
3. "Your Trusted Friends" p. 31-57 **FFN**
4. Shiva, Vandana. "The Hijacking of the Global Food Supply" from *Stolen Harvest* (p. 5-20) Cambridge, MA: South End Press, 2000. **AR**
5. Friedman, Harriet. "Remaking 'Traditions'" from Barndt, Deborah (ed.) *Women Working the NAFTA Food Chain* (p. 36-60) Toronto: Second Story Press, 1999. **AR**
6. Nestle, Marion "Influencing Government: Food Lobbies and Lobbyists" from *Food Politics: How the Food Industry Influences Nutrition and Health* (p. 95-110) Berkeley: University of California Press, 2002. **AR**

### Week of September 21<sup>st</sup>: Capital, Agriculture, & State Intervention

#### Required Reading:

1. "The Plant: Corn's Conquest" p 15-31 **OD**
2. "The Farm" p. 32-56 **OD**
3. "The Elevator" p. 57-64 **OD**
4. "Success" p. 91-107 **FFN**
5. "Cogs in the Great Machine" p. 149-166 **FFN**
6. Lindner, Lawrence. "Fat of the Land" *Eating Well*, Summer 2002:15-21. **AR**
7. Solkoff, Joel "Farmers Don't Live Here Anymore" from *The Politics of Food* (p. 7-17) San Francisco: Sierra Club Books, 1985. **AR**
8. Floegel, Mark. "From Elsie to the Corporate Cow" *Eating Well*, Fall 2002: 36-37; 75; 77. **AR**
9. Greider, William. "The Last Farm Crisis" *The Nation*, November 20, 2000, Vol. 271(16):11. **AR**
10. Egan, Timothy. "The Seeds of Decline" *New York Times*, Sunday, Dec. 8, 2002, Section 4:1,3. **AR**

Project Proposal Due September 21<sup>st</sup>.

### Week of September 28<sup>th</sup>: Food Processing and Manufacturing

#### Required Reading:

1. "The Feedlot: Making Meat" p. 65-84 **OD**
2. "The Processing Plant: Making Complex Foods" p. 85-99 **OD**
3. "The Consumer: A Republic of Fat" p. 100-108 **OD**
4. "The Meal: Fast Food" p. 109-119 **OD**
5. "Behind the Counter" p. 59-88 **FFN**
6. "Why the Fries Taste So Good" p. 111-131 **FFN**
7. "On the Range" p. 133-147 **FFN**
8. "The Most Dangerous Job" p. 169-190 **FFN**
9. Weiss, Rick. "Report Targets Costs Of Factory Farming" *The Washington Post*, April 30, 2008:A02 **AR**
10. Kimbrell, Andrew. "Fatal Harvest Myth 3: Killing Fields" *The Ecologist*, November 2002:22-24. **AR**
11. Jones, Dena. "Crimes Unseen" *Orion*. July/August 2004, Vol. 23(4): 60-67. **AR**
12. Smith, Jeremy. "Against the Grain" *The Ecologist*. November 2003, Vol. 33(9):48-49. **AR**

Note: Complete reading of *The Jungle* by September 28<sup>th</sup>.

## **Week of October 5<sup>th</sup>: Food, Nature and Manipulation**

### **Required Reading:**

1. Bové, José and François Dufour. "Farming Against Nature" from *The World is Not for Sale: Farmers Against Junk Food* (p. 78-103) London: Verso, 2000. **AR**
2. Vines, Gail. "Guess What's Coming to Dinner?" *New Scientist*, November 14, 1992, Vol. 136(1847):13. **AR**
3. Schapiro, Mark. "Sowing Disaster?" *The Nation*, October 28, 2002:11-19. **AR**
4. Branford, Sue. "Seeds of Change" *The Ecologist*, April 22, 2001. **AR**
5. Gorelick, Steven. "Solutions to a Farming Future" *The Ecologist*, May 22, 2000. **AR**

*The Jungle* paper due October 5<sup>th</sup>.

## **Theme III: From Farm to Table: The Distribution of Food**

This section of the course will examine the distribution of food, including the transnationalization/globalization of food networks. Through our readings and discussions we will consider levels of economic development, issues of war and poverty and their relation to the presence of famine or surplus, as well as the impact of structures of power on the self-determination of nations and regions.

## **Week of October 12<sup>th</sup>: Food Marketing and Food Quality**

### **Required Reading:**

1. "What's in the Meat" p. 193-222 **FFN**
2. Deutsch, Tracey "Untangling Alliances: Social Tensions Surrounding Independent Grocery Stores and the Rise of Mass Retailing" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 156-174) New York: Routledge, 2002. **AR**
3. Bentley, Amy "Inventing Baby Food: Gerber and the Discourse of Infancy in the United States" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 92-112) New York: Routledge, 2002. **AR**
4. Pilcher, Jeffrey M. "Industrial Tortillas and Folkloric Pepsi: The Nutritional Consequences of Hybrid Cuisines in Mexico" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 222-239) New York: Routledge, 2002. **AR**

Note: Complete reading of *My Year of Meats* by October 12<sup>th</sup>.

Field Trip 3: Putting the St. Cloud State University Community Garden "to bed" October 17<sup>th</sup>. (tentative date)

## **Week of October 19<sup>th</sup>: Gendered Labor: Food Sales and Delivery**

### **Required Reading:**

1. "You Can Count on Us: Scanning Cashiers at Loblaws Supermarkets" from Barndt, Deborah. 2002. *Tangled Routes: Women, Work, and Globalization on the Tomato Trail*. Lanham, MD: Rowman & Littlefield Publishers, Inc. **AR**
2. Beoku-Betts, Josephine A. "We Got Our Way of Cooking Things" *Gender and Society*, October 1995, Vol. 9(5):535-555. **AR**
3. Neuhaus, Jessamyn. "The Way to a Man's Heart" *Journal of Social History*, Spring 1999, Vol. 32(3):529. **AR**
4. Eyerman, Ann. "Serving Up Service: Fast-food and Office Women Workers Doing It with a Smile" from Barndt, Deborah (ed.) *Women Working the NAFTA Food Chain* (p. 162-174) Toronto: Second Story Press, 1999. **AR**

*My Year of Meats* paper due October 19<sup>th</sup>.

## **Week of October 26<sup>th</sup>: Globalization, World Trade, & Economic Development**

### **Required Reading:**

1. McMichael, Philip. "Global Food Politics" *Monthly Review*, July-August 1998, Vol. 50(3):97. **AR**
2. Smith, Jeremy. "The Truth About the Banana Trade" *The Ecologist*, March 22, 2002. **AR**
3. Enloe, Cynthia. "Carmen Miranda on My Mind: International Politics of the Banana" from *Bananas, Beaches, and Bases* (p. 124-150) Berkeley: University of California Press, 1989. **AR**
4. Shiva, Vandana. "World in a Grain of Rice" *The Ecologist*, November 22, 2000. **AR**

- Barry, Tom "International Connections" from *Roots of Rebellion: Land and Hunger in Central America* (p. 67-90) Boston: South End Press, 1987. **AR**
- Backwell, Ben. "Grow Your Own Democracy" *The Ecologist*, October 22, 2002. **AR**

#### **Week of November 2<sup>nd</sup>: Famine, Feast and Food Security**

##### **Required Reading:**

- Nelson, Jack A. "United States Military Power and the Third World." from *Hunger for Justice: The Politics of Food and Faith* (p. 56-74) Maryknoll, NY: Orbis Books, 1980. **AR**
- Solkoff, Joel "Creating a Food Shortage" from *The Politics of Food* (p. 40-45) San Francisco: Sierra Club Books, 1985. **AR**
- Barry, Tom "The Justice of Eating" from *Roots of Rebellion: Land and Hunger in Central America* (p. 1-19) Boston: South End Press, 1987. **AR**
- Annear, Christopher M. "GM or Death: Food and Choice in Zambia." *Gastronomica: The Journal of Food and Culture*. Spring 2004, Vol. 4(2): 16-23. **AR**
- McKibben, Bill. "Helping Hand or Big Fat Fist?" *Orion*. July/August 2004, Vol. 23(4): 14-15. **AR**
- Kaufman, Leslie. "Are the Poor Suffering from Hunger Anymore?" *New York Times*, February 23, 2003: 4. **AR**

Literature Review due November 2<sup>nd</sup>.

Field Trip 4: "Slow Food" tour of Minneapolis and St. Paul, November 7<sup>th</sup>.

#### **Theme IV: Stratification, Geographies, and Identities: The Consumption of Food**

The purpose of this section of the course is to examine various aspects of food consumption and how this relates to issues of race, ethnicity, social class, income, age, sex, household consumption, religion, and culture as well as how it varies with regard to place and space.

#### **Week of November 9<sup>th</sup>: The Stratification of Consumption**

##### **Required Reading:**

- hooks, bell. "Eating the Other: Desire and Resistance" from *Black Looks: Race and Representation* (p. 21-39) Boston: South End Press, 1992. **AR**
- Ferrero, Sylvia "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* (p. 194-219) New York: Routledge, 2002. **AR**
- Witt, Doris "'Look Ma, the Real Aunt Jemima!' Consuming Identities under Capitalism" from *Black Hunger: Food & the Politics of U. S. Identity* (p. 21-53) New York: Oxford University Press, 1999. **AR**
- Sims, Laura "Reinventing School Lunch: Attempts to Transform a Food Policy into a Nutrition Policy" from *The Politics of Fat* (p. 67-92) Armonk, NY: M.E. Sharpe, 1998. **AR**
- Yeoman, Barry. "Unhappy Meals" *Mother Jones*, January/February 2003:40-45;81. **AR**
- Nestle, Marion "Pushing Soft Drinks: 'Pouring Rights'" from *Food Politics: How the Food Industry Influences Nutrition and Health* (p. 197-218) Berkeley: University of California Press, 2002. **AR**

#### **Week of November 16<sup>th</sup>: Culture, History, and the Geography of Eating**

##### **Required Reading:**

- Wilk, Richard R. "Food and Nationalism: The Origins of 'Belizean Food'" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 67-89) New York: Routledge, 2002. **AR**
- Gabaccia, Donna R. "As American as Budweiser and Pickles? Nation-Building in American Food Industries" from Warren Belasco and Philip Scranton (eds.) *Food Nations: Selling Taste in Consumer Societies* (p. 175-193) New York: Routledge, 2002. **AR**
- Lockie, Stewart. "Food, Place and Identity: Consuming Australia's 'Beef Capital'" *Journal of Sociology*, September 2001, Vol. 37(3):239. **AR**
- Norberg-Hodge, Helena, Todd Merrifield, and Steven Gorelick. "Food and Community" from *Bringing the Food Economy Home* (p. 78-87) Bloomfield, CT: Kumarian Press, 2002. **AR**
- Warner, Mark. "Ham Hocks in Your Cornflakes" from *Year of Discovery* (p. 202-206) New York: Hatherleigh Press, 2002. **AR**

Note: Complete reading of *Catfish and Mandala* by November 16<sup>th</sup>.

## **Week of November 23<sup>rd</sup>: Food and the Ethics of Eating**

### **Required Reading:**

1. "All Flesh is Grass" p. 123-133 **OD**
2. "Big Organic" p. 134-184 **OD**
3. "Grass: Thirteen Ways of Looking at a Pasture" p. 185-207 **OD**
4. "The Animals: Practicing Complexity" p. 208-225 **OD**
5. "Slaughter: In a Glass Abattoir" p. 226-238 **OD**
6. "The Market: 'Greetings from the Non-Barcode People'" p. 239-261 **OD**
7. "The Meal: Grass-Fed" p. 262-273 **OD**
8. Adams, Carol J. "The Sexual Politics of Meat" from *The Sexual Politics of Meat: A Feminist Vegetarian Critical Theory* (p. 25-38) New York: The Continuum Publishing Company, 1994. **AR**
9. Mitchell, Stacy. "Setting a Slow Table" *The New Rules Journal*, Fall 2000:18. **AR**
10. Kampfner, John. "The Great Avocado Debate" *New Statesman*, May 27, 2002, Vol. 131(4589):14. **AR**
11. Duncan, Kate. "Who's Paying for Your Fix?" *Clamor*, May/June 2003, Issue 20: 10-11. **AR**

**Catfish and Mandala** paper due November 23<sup>rd</sup>.

Final "Facts and Actions" sheet due November 23<sup>rd</sup>.

## **Theme V: What Next? The Futures of Food**

Having spent our semester examining the various political aspects of food, the purpose of this section of the course is to consider the future directions of food. We will do this through an exploration of the ways in which individuals and groups have responded to many of the problems we have discussed, developing both local and global strategies.

## **Week of November 30<sup>th</sup>: Signs of Hope**

### **Required Reading:**

1. "The Forager" p. 277-286 **OD**
2. "The Omnivore's Dilemma" p. 287-303 **OD**
3. "The Ethics of Eating Animals" p. 304-333 **OD**
4. "Hunting: The Meat" p. 334-363 **OD**
5. "Gathering: The Fungi" p. 364-390 **OD**
6. "The Perfect Meal" p. 391-411 **OD**
7. "Epilogue: Have it Your Way" p. 255-270 **FFN**
8. Shiva, Vandana. "Reclaiming Food Democracy" from *Stolen Harvest* (p. 117-123) Cambridge, MA: South End Press, 2000. **AR**
9. Villagomez, Maria Dolores. "Grassroots Responses to Globalization: Mexican Rural and Urban Women's Collective Alternatives" from Barndt, Deborah (ed.) *Women Working the NAFTA Food Chain* (p. 210-219) Toronto: Second Story Press, 1999. **AR**
10. Funes, Fernando. "The Organic Farming Movement in Cuba" from Funes, Fernando; Luis García; Martin Bourque; Nilda Pérez; & Peter Rosset (eds.) *Sustainable Agriculture and Resistance: Transforming Food Production in Cuba* (p. 1-26) Oakland, CA: Food First Books, 2002. **AR**
11. "Facing Up to our Food." *Sustainability Communicator*, July, 2004, Vol. 7(3): 1-2. **AR**

## **Week of December 7<sup>th</sup>: Final Class Meeting**

### **Required Reading:**

1. To be announced