

**FOOD, CULTURE, AND SOCIETY:  
TASTING FOOD, TASTING FREEDOM:**

Community and Environmental Sociology/Sociology 222

**Jack Kloppenburg (Instructor)**

340A Agricultural Hall, 262-6867 (office), 231-3058 (home), [jrkloppe@wisc.edu](mailto:jrkloppe@wisc.edu)  
Office Hours: Wednesdays 10:00am-12:00pm, Thursdays 1:00-3:00pm (appointments best)

**Dantrell Cotton (Teaching Intern)**

[dcotton@wisc.edu](mailto:dcotton@wisc.edu)

Fall Semester 2012

Tuesday/Thursday 4:00pm-5:15pm (3 cr), 1510 Microbial Sciences  
Dinner Lab: Tuesday 5:30pm-7:30pm (1 cr), Babcock Teaching Kitchen

Nothing is more fundamental to human survival and satisfaction than food. The production, preparation, and consumption of food involves us in intimate relations with the natural world and with each other. In this course we explore how foodways are expressions of individual and cultural identity. Special attention is given to how culinary patterns reflect the struggles and aspirations of minority and immigrant communities. Experiential learning techniques in and outside of the classroom are supplemented by a “dinner lab” in which we will cook and share a meal together each Tuesday evening. By the end of the course, I hope 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 will 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 quickly and effectively in written and oral formats.

**ATTENDANCE (29 points).** I hope that you will find it interesting and instructive to attend all classes. I will talk some, but much of the class will be seminar-style discussion of the readings and related issues. *Your* active participation is critical if we are all to learn together. **You will receive one (1) point for each class you attend.**

Class will start promptly at 4:00pm. **Please show me and your fellow students the courtesy of coming to class on time.**

**READINGS.** A large proportion of what you learn in this class will be transmitted by the readings. I expect you to do them all. I have selected them because they are interesting and engaging as well as informative and instructive. All readings for the course are contained in a photocopied packet available from the Social Science Copy Center, 6120 Social Science Building.

**WEEKLY REFLECTION PAPERS (10 points).** Though the readings are important, we will also be acquiring information and experience through interaction with a variety of guests, and through a number of activities and assignments. In order to help you process, interpret, integrate, and *digest* these different modes of learning, you will prepare 10 reflection papers over the course of the semester. These papers must be typed, must be in 12 point font with one inch

margins, and must be a minimum of 1 page in length if single-spaced or 2 pages in length if double-spaced. They are due in class each Thursday. No late papers will be accepted. You should do 10 of these papers, in weeks of your choosing from week 1 to week 13.

Unless you are instructed otherwise, these papers should be your reactions to and reflections on the readings. These papers should be evidence of your *engagement* with the readings, not a simple summary of the content of the reading. They can take a variety of forms including:

- = grappling with things you don't understand in the readings;
- = comments on all or part of the readings that you agree or disagree with;
- = how the readings relate to a personal experience you have had;
- = how the readings relate to other readings or ideas in this or another course.

I want to see evidence that you are *thinking about* and *interacting with* and *processing* the readings. Your reaction paper for any one week ***MUST relate to at least two of the readings for that week, one from Tuesday and one from Thursday.***

At various times throughout the semester, I may ask you to focus your papers on a specific question that I will pose, or on an activity or event outside of class, or on your reaction to a guest lecturer, or in preparation for a Thursday class activity. My objective in assigning these papers is to enable me to see how you are engaging class material, and to generate points of departure for class discussion that come from *your* thoughts and experiences. **I will give the papers a score of 3 (beyond expectations), 2 (meets expectations), 1 (could be better), or 0 (does not meet minimum expectations).**

**EXERCISES (2 x 15 points@ = 30 points).** You will complete two exercises, one due on **Thursday, October 16**, and the other due on **Tuesday, December 18**. Exercises involve doing some research/exploration on your own. You should choose your exercises from the list below. The results of each exercise will be reported in an essay of at least 5 pages (double spaced). Exercises should be well organized, thoughtful, and can benefit from references to class readings and some additional research in order to make and illustrate points. **I strongly advise you to complete a first draft as early as you can and to take it to the Writing Center where you will be provided with an assessment of your writing and receive guidance on improvement. Each exercise is worth 15 points.**

1. **Alice Walker Seaweed Effect.** Try something new that you fear you might not like or that you have always been intrigued by but have never gotten around to tasting (oysters, Roquefort cheese, Swiss chard, seaweed, kumquats, goat cheese, yogurt, sushi, Korean food, etc.). Research the food and learn about it. Find a recipe. Cook it yourself (or have it at a restaurant). Is it what you expected? Better? Worse? Describe your reactions. Are they similar to or different from Alice Walker's (see the reading for the first day of class)? Would you eat the food again?
2. **Grace.** Research the place of food in your religion. Does your family say grace at any 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? How could the precepts of your religion guide your food choices and their relation to sustainability?

3. **Cultural Alternatives I.** Visit one of the following ethnic grocery stores (Asian Midway Foods - 301 S. Park St., Yue Wah Oriental Foods - 2328 S. Park St., Oriental food Mart - 1206 S. Park St., Mercado Marimar - 2102 S. Park St., La Hispana Grocery - 3060 Fish Hatchery Rd., or other similar ones). Write an essay describing how it differs from what you are accustomed to. Be an anthropologist. Be brave - talk to people, ask for advice from the staff! Buy something! In your essay, comment on product selection, smells, packaging, language, people, social activity, clothing, prices, what it feels to step into another culture, etc.
4. **Cultural Alternatives II.** Visit an ethnic restaurant whose cuisine you are not familiar with (e.g., El Pastor, Taqueria Guadalajara, Bahn Thai, Sa Bai Thong, Lao Laan-Xang, Himal Chuli, Chautara, Bandung, Buraka, Osteria Papavero, etc.). *Before going*, learn about the cuisine of the country or ethnic group whose food you are sampling. Order something you've never had before. Write an essay describing how the experience differs (or does not differ) from what you are accustomed to. Be an anthropologist - comment on the food, the presentation, the decor, the ambience, the menu, other customers, smells, flavors, prices, the "authenticity," how you feel, etc.).
5. **The Co-operative Alternative.** Visit the Willy Street Co-op. Describe the differences and similarities you observe between the co-op and the store that your family customarily shops at (i.e., ownership structures, management, community involvement, products, customers, prices, advertising, etc.).
6. **Fast.** Do some research on fasting. If you feel confident that you will suffer no seriously debilitating effects, fast for three days. Keep notes. Assess the physical, sensory, psychological, and spiritual dimensions of the experience. Consider the reactions of your friends/family.
7. **Eat Local Challenge.** For one week, do your best to eat only foods produced within 100 miles of Madison. Evaluate the experience. How difficult was it? What foods did you find? What did you learn? How did the experience affect your position on the value of "eating locally"?
8. **Food Desert Challenge I.** For one week, do your best to eat only foods purchased from a convenience store (e.g., the 7-11 on Regent Street, or a gas station mart). Evaluate the experience. How difficult was it? What did you learn? How did the experience affect your understanding of how the poor are too often forced to eat?
9. **Food Desert Challenge II.** Make up a list of the foods that you (or your family) typically buy for several days of meals. Go to the type of store you or your family typically shops at and make a list of the prices. Now suppose that you could only shop at a convenience store. Go to a convenience store (e.g., the 7-11 on Regent Street) and try to get your list of foods. What can you get? What can you not get? What are the prices? Reflect.
10. **Vegetarian Challenge.** If you are now an omnivore, eat no meat (or, more radically, no animal derived foods) for one week. What are your motivations for choosing this exercise?

What are the effects on the way you see the world and the way you feel? How do family and friends react? How easy or difficult is it to avoid meat in prepared meals (dining hall, restaurants) or the ones you cook? Would you consider becoming a vegetarian? Why or why not?

11. **Omnivore Challenge.** If you are now a vegetarian, resume eating meat for a week. What are your motivations for choosing this exercise? What are the effects on the way you see the world and the way you feel? How do family and friends react? Would you consider becoming a carnivore again? Why or why not?

12. **Do It Your Way.** Develop your own exercise. Get approval from Prof. Kloppenburg.

**POST-PRANDIAL PRESENTATION (15 points).** At the end of the semester, each student will make a short (15 minute) presentation on some element(s) of what they have learned over the course of the semester. Presentations should be tight, well organized, and to the point. Presentations will be scored by all students in the class and are **worth 10 points**. Additionally, you will turn in an outline/essay/notes that you use to structure your presentation. This will be worth **5 points** and will be scored by Prof. Kloppenburg. You will be randomly assigned a presentation date in the last two weeks of the semester.

**PARTICIPATION (6 points).** Prof. Kloppenburg will assign each student up to 6 points for the quality of their overall participation in and contribution to class.

**GRADING.** Points are earned in a variety of ways:

1 point for every class that you attend.	29 possible points
up to 2+ points for each of 10 weekly reading reaction papers	20 points
up to 15 points for the first exercise paper	15 points
up to 15 points for the second exercise paper	15 points
up to 10 points for the post-prandial presentation (students score)	10 points
up to 5 points for the post-prandial presentation outline	5 points
up to 6 points for quality of participation overall	6 points
<b>Total Points</b>	<b>100 points total</b>

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

## CLASS SCHEDULE

### WEEK 1 INTRODUCTIONS

#### Tuesday, September 4 Getting to Know Each Other

**Dinner Lab:** Jack Kloppenburg - My Big Fat Greek Salad (and beets and blue cheese!)

#### Thursday, September 6 Eating Your Teachers, Teaching Your Eaters

##### Readings:

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.

Rozin, Elizabeth and Paul Rozin

2005 "Culinary themes and variations." Pp. 34-41 in Carolyn Korsmeyer (ed.). *The Taste Culture Reader: Experiencing Food and Drink*. New York, NY: Berg.

Rozin, Elizabeth

2005 "Flavor principles: some applications." Pp. 42-43 in Carolyn Korsmeyer (ed.). *The Taste Culture Reader: Experiencing Food and Drink*. New York, NY: Berg.

### WEEK 2 FOUNDATIONS

#### Tuesday, September 11 My Journey to the Foodshed

##### Readings:

Kloppenburg, Jack, John Hendrickson, and G.W. Stevenson

1996 "Coming in to the foodshed." *Agriculture and Human Values* 13:3 (Summer): 33-42.

**Dinner Lab:** cookout at Kloppenburg's

#### Thursday, September 13 Tasting food, Tasting Freedom

##### Readings:

Berry, Wendell

1990 "The pleasures of eating." Pp. 125-131 in Robert Clark (ed.), *Our Sustainable Table...Essays*, San Francisco, CA: North Point Press.

Mintz, Sidney

1996 "Tasting food, tasting freedom" in *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press.

#### Saturday, September 15 Food For Thought Festival (strongly advised to attend)

### WEEK 3 THE GOOD FOOD MOVEMENT

#### Tuesday, September 18 Food and Sustainability

##### Readings:

Hesterman, Oran

2011 "The system and its dysfunctions." Pp. 3-20 in *Fair Food: Growing a Healthy, Sustainable Food System for All*. New York, NY: Public Affairs.

Moore Lappé, Frances and Anna Lappé

2002 "Taking off the cowboy hat." Pp. 244-274 in *Hope's Edge: The Next Diet for a Small Planet*. New York, NY: Tarcher/Putnam.

**Dinner Lab:** field trip to Vermont Valley Farm, picnic at Cross Plains Ice Age Unit

**Thursday, September 20 Is Organic the Answer?****Readings:**

Adamchak, Raoul

2008 "Why organic agriculture?" Chapter 2 in Pamela Ronald and Raoul Adamchak, *Tomorrow's Table*. New York, NY: Oxford University Press.

Kloppenburg, Jack

2004 "Willy St. Co-op is best choice because it's more than a food store." *The Capital Times* (August 23): 9A.**WEEK 4 THE FAIR FOOD MOVEMENT****Tuesday, September 25 Farming for Freedom in Madison****Guest:** Robert Pierce (South Madison Farmers Market; Program for Entrepreneurial Training; Center for Resilient Cities)**Readings:**

Allen, Will

2012 "Return," "Homecomings," and "Overnight success." In Will Allen, *The Good Food Revolution*. New York, NY: Gotham Books.

Brisco, Fabu

2009 "Urban renewer: Robert Pierce takes produce to the people." *Madison Magazine* (October): 40-41.**Dinner Lab:** Robert Pierce - Sustainable Soul Food**Thursday, September 27 The Food System and Environmental Justice****Readings:**

Hesterman, Oran

2011 "A fair food system." Pp. 47-76 in *Fair Food: Growing a Healthy, Sustainable Food System for All*. New York, NY: Public Affairs.

Schneider, Pat

2012 "Soglin calls for citywide food policy to curb problem of food deserts." *The Capital Times* (July 11).**WEEK 5 FOOD JUSTICE AND FOOD CITIZENSHIP****Tuesday, October 2 Farming for Freedom in Detroit****Guest:** Monica White (Assistant Professor, Community and Environmental Sociology)**Readings:**

White, Monica

2011 "D-Town Farm: African American resistance to food insecurity and the transformation of Detroit." *Environmental Practice* (December) 13:4:406-417.

Southern Poverty Law Center

2010 "Injustice on Our Plates: Immigrant Women in the U.S. Food Industry." Montgomery, AL: Southern Poverty Law Center.

**Dinner Lab:** Monica White**Thursday, October 4 Students Just Do It****Guests:** Students from Slow Food, F.H. King Students for Sustainable Agriculture, Rethink Wisconsin, Peace Corps**Readings:**

Young, Ruth

2011 "Yum: UW-Madison students raise their IQ." *Isthmus* (February 3).

**WEEK 6 FOOD AND IDENTITY****Tuesday, October 9 Food and Personal Identity****Readings:**

Christensen, Paul

- 2001 "Mac and gravy." Pp. 17-39 in Sherrie A. Inness (ed.), *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*. Amherst, MA: University of Massachusetts Press.

Nguyen, Bich Minh

- 2007 "Fast food Asian." Chapter 4, pp. 45-59 in *Stealing Buddha's Dinner: A Memoir*. New York, NY: Penguin.

**Dinner Lab:** 222 students

**Thursday, October 11 Food and Cultural Identity****Readings:**

Opie, Frederick Douglas

- 2008 "The chitlin circuit: the origins and meanings of soul and soul food." Pp. 121-138 in *Hog & Hominy: Soul Food From Africa to America*. New York, NY: Columbia University Press.

Rozin, Paul

- 2005 "The meaning of food in our lives: a cross-cultural perspective on eating and well-being." *Journal of Nutrition Education and Behavior* 37: Supplement 2 (November-December): S107-S112.

**WEEK 7 DO YOU HAVE A CUISINE?****Tuesday, October 16 What is a Cuisine?****Readings:**

Mintz, Sidney

- 1996 "Cuisine: high, low, and not at all." Pp. 92-105 in *Tasting food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press.
- 1996 "Eating American." Pp. 106-124 in *Tasting food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press.

**Dinner Lab:** 222 students

**Thursday, October 18 Civil Rights and Food Pantry Cuisine**

**Guest:** Jim Carrier (journalist, author)

**Readings:**

Schneider, Pat

- 2011 "Empty shelf? As economy fuels demand at pantries, food supplies begin to dwindle." *The Capital Times* (October 26).

Harris, Jessica B.

- 2011 "We shall not be moved." Chapter 9 in *High on the Hog: A Culinary Journey From Africa to America*. New York, NY: Bloomsbury USA.

**Field Trip: Friday, October 19, River Food Pantry, 5:00-7:30pm (required)**

**WEEK 8 FOOD AND THE BODY (POLITIC)****Tuesday, October 23 What Do We Eat, and Why Do We Eat It?****Readings:**

Nestle, Marion

2002 "Introduction: the food industry and 'eat more'" pp. 1-28 in *Food Politics: How the Food Industry Influences Nutrition and Health*. Berkeley, CA: University of California Press.

Wansink, Brian

2006 "The mindless margin." In *Mindless Eating: Why We Eat More Than We Think*. New York: Bantam Books.

**Dinner Lab:** 222 students**Thursday, October 25 What Should We Eat?****Readings:**

Bittman, Mark

2009 "Sane eating" and "How to eat like food matters." Pp. 67-108 in Mark Bittman, *Food Matters: A Guide to Conscious Eating*. New York, NY: Simon & Schuster Paperbacks.

**WEEK 9 FOOD AND PLEASURE - COOKING IN AND EATING OUT****Tuesday, October 30 Why Cook?****Guest:** Terese Allen, chef, food writer, culinary historian, activistSee her website: <http://www.tereseallen.com/>**Readings:**

Pollan, Michael

2009 "Out of the kitchen, onto the couch: how American cooking became a spectator sport, and what we lost along the way." *The New York Times Magazine* (August 8), 26-35, 44, 46-47.

Amster-Burton, Matthew

2004 "Learning to cook, cooking to learn." *Best Food Writing 2004*. New York, NY: Marlow & Co.

**Dinner Lab:** Terese Allen**Thursday, November 1 Restaurants: Slow Food or Fast Food?****Readings:**

Bourdain, Anthony

2000 "Who cooks?" Pp. 55-63 in *Kitchen Confidential: Adventures in the Culinary Underbelly*. New York: Ecco Press.

Wansink, Brian

2006 "Fast food fever." In *Mindless Eating: Why We Eat More Than We Think*. New York: Bantam Books.

**WEEK 10 FOOD AND PAIN (I) - HUNGER****Tuesday, November 6 Food Deserts at Home and Abroad****Readings:**

Mittal, Anuradha

2002 "On the true cause of world hunger." *The Sun* (February): 4-13.

Oxfam

2010 Oxfam Fact Sheet - Food For All. (October) Oxfam.

**Dinner Lab:** 222 students



**Thursday, November 8 Global Poverty - What Are You Willing to Do?****Readings**

Singer, Peter

1999 "The Singer solution to world poverty." *The New York Times Magazine* (September 5).

**WEEK 11 FOOD AND PAIN (II) - GENDER****Tuesday, November 13 Dis-Ordered Eating?****Readings:**

Bordo, Susan

1998 "Hunger as ideology." Pp. 11-35 in Ron Scapp and Brian Seitz (eds.), *Eating Culture*. Albany, NY: State University Press of New York.

Counihan, Carole M.

1999 "What does it mean to be fat, thin, and female." Pp. 76-92 in *The Anthropology of Food and Body: Gender, Meaning, and Power*. New York, NY: Routledge.

**Dinner Lab:** 222 students**Thursday, November 15 Killing Them Softly? - Food and Gender in the Media****Readings:**

Parking, Katherine J.

2006 "Introduction." Pp. 1-11 in *Food Is Love: Advertising and Gender Roles in Modern America*. Philadelphia, PA: University of Pennsylvania Press.

Inness, Sherrie A.

2006 "This is not in: Two fat ladies and gender stereotypes on the Food Network." Pp. 169-187 in *Secret Ingredients: Race, Gender, and Class at the Dinner Table*. New York, NY: Palgrave MacMillan.

**WEEK 12 FOOD AND PAIN (III) - MEAT****Tuesday, November 20 Are You Washed in the Blood of the Lamb?****Readings:**

Schlosser, Eric

2001 "The chain never stops." *Mother Jones* 26:4 (July-August): 38-47, 86-87.

Bittman, Mark

2009 "Rethinking consumption." Pp. 9-19 in Mark Bittman, *Food Matters: A Guide to Conscious Eating*. New York, NY: Simon & Schuster Paperbacks.

**Dinner Lab:** 222 students

\*\*\*\*\* **THANKSGIVING BREAK** \*\*\*\*\*

**WEEK 13 FOOD AND PAIN (III) - MEAT**

**Tuesday, November 27 Open**

**Dinner Lab:** 222 students

**Thursday, November 29 Should You Eat Animals?**

**Readings**

Pollan, Michael

2006 "The ethics of eating animals." Pp. 304-333 in *The Omnivore's Dilemma: A Natural History of Four Meals*. New York, NY: The Penguin Press.

Wild, Conner

2009 "The eater as conscientious objector." Paper by 222 student.

**WEEK 14**

**Tuesday, December 4 Post-prandial Presentations**

**Dinner Lab:** 222 students

**Thursday, December 6 Post-prandial Presentations**

**WEEK 15**

**Tuesday, December 11 Post-prandial Presentations**

**Dinner Lab:** potluck at Jack's house

**Thursday, December 13 Post-prandial Presentations**

**Second Exercise due on Tuesday, December 18 in Professor Kloppenburg's office at 340A Agricultural Hall, by 4:30pm.**

**FOOD, CULTURE, AND SOCIETY - DINNER LAB**  
**Community and Environmental Sociology / Sociology 222**

**Professor Jack Kloppenburg**

Fall Semester 2012

1 Credit

Tuesday 5:30-7:30

Each student *must* take responsibility for organizing one meal. Students may work together in teams to plan a simple meal appropriate for dinner. You will demonstrate the preparation of that meal, providing what complementary cultural/culinary commentary you can. We will then eat dinner together, during which time we will talk informally.

Grades are determined by the number of labs you attend:	14 labs	A
	13 labs	AB
	12 labs	BC
	11 labs	C
	10 labs	D
	<10 labs	F

- Tuesday, September 4: Jack Kloppenburg - My Big Fat Greek Salad (and beets and blue cheese!)
- Tuesday, September 11: Grill out at Jack's house
- Tuesday, September 18: Vermont Valley Farm, picnic at Cross Plains Ice Age Unit
- Tuesday, September 25: Robert Pierce - Sustainable Soul Food
- Tuesday, October 2: Monica White
- Tuesday, October 9: open
- Tuesday, October 16: open
- Tuesday, October 23: open
- Tuesday, October 30: Terese Allen
- Tuesday, November 6: open
- Tuesday, November 13: open
- Tuesday, November 20: open
- Tuesday, November 27: open
- Tuesday, December 4: open
- Tuesday, December 11: Potluck at Jack's house