

C&E SOC/SOC 222: Food, Culture, and Society

University of Wisconsin-Madison

Spring 2020 3 credits

Lecture:
Tuesdays 4-5:15 Plant Sciences Room 108

Sections: Thursdays 2:30-3:45
Thursdays 4:00-5:15
Fridays 1:00-2:15
Fridays 2:30-3:45

Professor Nan Enstad
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office hours: T 2:00-3:00 and by appointment

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Course Description:

This course studies the development of our contemporary food system, including the development of large-scale agriculture and global food supply chains that distribute food over long distances and escape seasonality. We will explore the shifting meanings and experiences of food, the ways that knowledge about food is produced and circulated, and how people have launched food movements in order to influence the food that they and others can access. Food is a topic that is broad in geopolitical and corporate foundations and yet intimate in the ways that we experience it bodily and through consuming communities. We will find junctures between the public and the personal, the abstract and the intimate. We'll explore the historical roots that have led to current issues of food insecurity, inequity around race and class in food access, and growing food in sustainable and healthy ways.

Required Texts:

1. Liz Carlisle, *The Lentil Underground: Renegade Farmers and the Future of Food in America*. Will be for sale at A Room of One's Own Bookstore and on reserve at College Library.
2. Packet of articles available on Canvas.

Course Requirements:

1. Discussion Section Participation (20%):
This includes section attendance (with one free miss); doing the reading and completing short canvas or written assignments before class; sharing your views; and listening and interacting respectfully with others in discussion and in small group activities. See criteria sheet at the end of the syllabus.
2. Two Midterm Exams and one non-cumulative Final Exam (15% each)
4. Cookbook Analysis Paper (15%)
5. Poster Presentation on a Food Movement (15%)
This is an opportunity for you to move outside of the readings of the course to discover secondary and/or primary sources on a topic that interests you. I construe "movement" broadly—this can mean food activists or artists addressing a wide range of issues, such as a movement for local or organic or urban farming; a farm or food worker's rights movement, a consumer movement such as those around affordable food access (food justice etc) or public health. The goals are to analyze how people are trying to change the way our food system works; and to make connections between contemporary and historical movements.

6. Lecture Attendance (5%)

We believe that lecture attendance is an important prerequisite to doing well in this class. Because of this, we want to give you credit for attending and have incorporated attendance into the grade structure (just 5% total). Because there will inevitably be colds and other things that come up that are outside of your control, I have given you one free miss for lecture—an entire week. Since our structure already accommodates these ordinary issues, there is no need for notifying me or your TA when you need to miss class. If a major medical issue arises that jeopardizes your success in the class, we want to hear about it so we can help you out.

0-1 absences from lecture: A

2 absences from lecture: AB

3 absences from lecture: B

4 absences: C

5 absences or more absences: F

LETTER GRADE SCALE (numbers are percentages)

93-100 = A

88-92 = AB

83-87 = B

78-82 = BC

70-77 = C

60-69 = D

Below 60 = F

NOTE ABOUT WORKLOAD:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include one 75-minute lecture per week, one 75-minute discussion section per week, reading, writing, exam study, screenings, field trips, and other student work as described in the syllabus.

LEARNING GOALS:

In this course you will learn to:

1. Demonstrate knowledge about how the system of food production, distribution and consumption in the United States is organized, how it has changed, and how it is changing.
2. Understand the ways that technologies, globalization, and social movements have affected the food system.
3. Present clearly written, persuasive arguments in response to academic questions
4. Prepare for and present in oral discussion by offering points with evidence
5. Recognize, challenge and avoid false analogies, overgeneralizations, and other logical fallacies.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

We are happy to make accommodations for you. If you have a McBurney Visa, you're all set. If you do not have a McBurney Visa, but you need something to make your learning experience more successful, please talk to us. See <https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission

by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Nan's statement: Everyone is welcome in this class, including people of all races, classes, genders and sexual orientations. This course seeks to make that “welcome” into a vibrant classroom community where respect for others and a willingness to learn is combined with a search for truth and understanding via scholars' practices of determining facts and developing arguments. If you feel you are not being treated fairly or with respect, please talk to Nan and/or the chair of C&E Sociology. For further resources, see <https://diversity.wisc.edu/>

Course Schedule:

All reading and writing assignments should be completed before our Tuesday lecture, unless stated otherwise. Lectures will reference or contextualize but will not repeat the content of the readings; you will work with readings intensively in section.

Week 1 Lecture 1/21; Sections 1/23 & 1/24:

Introductions~ Gifts and Commodities

Robin Wall Kimmerer, “The Gift of Strawberries,” *Braiding Sweetgrass*

Jack Kloppenberg Jr., et al., “Coming In To the Foodshed,” *Agricultural and Human Values* 1996

UNIT ONE: FOUNDATIONS OF OUR FOOD SYSTEM

Week 2 Lecture 1/28; Sections 1/30 & 1/31:

Settler Colonialism, Diet, and Indigenous Food Sovereignty

Joshua Specht, “War” from *Red Meat Republic*

Elizabeth Hoover, “You Can't Say You're Sovereign If You Can't Feed Yourself” from *Indigenous Food Sovereignty in the United States*

Week 3 Lecture 2/4; Sections 2/6 & 27

Plantation Agriculture, Slavery, and the Emergence of Southern Food

Michael W. Twitty, “Introduction” and “Alma Mater” from *The Cooking Gene*

Judith Carney and Richard N. Rosanoff, “Memory Dishes of the African Diaspora” from *In the Shadow of Slavery*.

Week 4 Lecture 2/11; Sections 2/13 & 2/14

Industrialized Beef, the Cold Chain, and Long-Distance Food Transport

Charlie Hamilton James, “As the Amazon Burns...” National Geographic

Joshua Specht, “Slaughterhouse,” from *Red Meat Republic*

EXAM 1: IN-CLASS PORTION IN LECTURE; ESSAY PORTION DUE IN LECTURE.

Week 5 Lecture 2/18; Sections 2/20 & 2/21

American Food, Ethnic Food and Food for Uplift

Sarah Robbins and Carrie Helms Tippen, “Gathering Around Hull-House Dining Tables,” *American Studies*

Katherine Massoth, “Mexican Cookery That Belongs to the United States”

Jennifer Jensen Wallach, “Booker T. Washington's Multifaceted Program...” from *Every Nation Has its Dish*

UNIT TWO: THE CREATION OF GLOBAL SUPPLY CHAINS

Week 6 Lecture 2/25; Sections 2/27 & 2/28

How World War II Transformed and Politicized the Food System

Kellen Backer, "Constructing Borderless Foods: The Quartermaster Corps and World War II Army Subsistence" from *Food Across Borders*

TOUR STEENBOCK LIBRARY COOKBOOK COLLECTION IN SECTION

Week 7 Lecture 3/3; Sections 3/5 & 3/6

The Supermarket, the Suburb, and the Supply Chain

Tracey Deutsch, "Babes in Consumerland" in *Building a Housewife's Paradise*

Anna Zeide, "Grocery Garbage: Food Waste and the Rise of Supermarkets in the Mid-Twentieth Century," *History of Retailing and Consumption*

Doc 11.1 "Photograph of Super Giant Supermarket" (1964)

Week 8 Lecture 3/10; Sections 3/11 & 3/12

Chicken: A New Bird and A New Worker

Steve Striffler, "Love That Chicken," and "Inside a Poultry Plant" from

Chicken: The Dangerous Transformation of America's Favorite Food.

COOKBOOK PAPER DUE IN LECTURE

SPRING BREAK MARCH 16-20

UNIT THREE: FOOD MOVEMENTS

Week 9 Lecture 3/24; Sections 3/26 & 3/27

How Do We Feed the World? Old and Emerging Options

Carlisle, *Lentil Underground* chapters 1-5

Monica White, *Freedom Farmers* chapter 1

Week 10 Lecture 3/31; Sections 4/2 & 4/3

Civil Rights, Food, and Agriculture

Monica White, *Freedom Farmers* chapter 2

Ashanté Reese, "Come to Think of it..." from *Black Food Geographies*

EXAM 2: IN-CLASS PORTION IN LECTURE; ESSAY PORTION DUE IN LECTURE.

Week 11 Lecture 4/7; Sections 4/9 & 4/10

Food Justice in the City

Monica White, *Freedom Farmers* chapter 5

Ashanté Reese, "We Will Not Perish" from *Black Food Geographies*

IF POSSIBLE: PLEASE ATTEND Thursday April 9 7pm DeLuca Forum, Institute for Discovery: "A Roundtable with Food and Environmental Justice Activists Malik

Yakini, Chavanes Jean-Baptiste, and Ashlesha Khadse"

Week 12 Lecture 4/14; Sections 4/16 & 4/17

Regenerative Agriculture

Carlisle, *Lentil Underground* chapters 6-14

Week 13 Lecture 4/21; Sections 4/23 & 4/24

Immigrant Agricultural Laborers

Laura-Anne Minkoff-Zern, "Farmworker Led Movements Then and Now"
from *The New Food Activism*

POSTERS PRESENTED IN SECTION

Week 14 Lecture 4/28; Sections 4/30 and 5/1

Food For Our Future

Carlisle, *Lentil Underground* chapters 15-17

Kyle Powys Whyte, "Indigenous Climate Justice and Food Sovereignty" from
Indigenous Food Sovereignty in the United States

Margaret Mellon, "Savior or Monster? The Truth About Genetically
Engineered Agriculture," from *Food Fights*

Take-home Final Exam Due Tuesday May 5 at 7:25pm on canvas.

Discussion Section Participation Grade Rubric

How to Grade Your Participation

At the end of each class, you will grade your own participation and turn in the sheet to me. I generally accept the grade you offer, but I have the final authority. Make sure to describe on the participation chart how you arrived at your number.

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|--|---|
| 1) Attendance points | 2 |
| If you show up on time and stay the whole class period, you earn full credit.
If not, adjust accordingly. | |
| 2) Attention points | 2 |
| If you pay attention to the conversation, give yourself full credit.
If you zone out, text, or take a nap, adjust accordingly. | |
| 3) Preparation points | 3 |
| If you read all the readings and completed any written assignment, give yourself full credit. If not, adjust accordingly. | |
| 4) Participation points gauge several aspects of course involvement. They reflect whether you have understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates. Choose the category (and the point assignment) that best fits your situation. | |
| Category A--no participation
did not participate in discussion | 0 |
| Category B--good participation
answered a question when directly asked
volunteered an item for a board list | 1 |
| Category C--better participation
asked a question
participated in small groups discussion
voluntarily offered an interpretation of an event or reading
voluntarily offered a summary of a reading or a quote from a reading | 2 |
| Category D--best participation
advanced the conversation by building on the efforts of your peers
brought two comments or articles in conversation with each other
helped clarify a confusing text or claim, including with a quote
offered to play the devil's advocate | 3 |