

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

Community and Environmental Sociology/Sociology 222

Jack Kloppenburg (Instructor)

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Office Hours: Wednesdays 10:00am-12:00pm, Thursdays 1:00-3:00pm (appointments best)

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Fall Semester 2013

Tuesday/Thursday 3:00pm-4:15pm (3 cr), 10 Agricultural Hall
Dinner Lab: Tuesday 4:30pm-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 (20 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 24**, and the other due on **Tuesday, December 17**. 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. **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.

3. **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, your fellow diners, other customers, smells, flavors, prices, the "authenticity," how you feel, etc.). Especially, identify and describe whatever "extensive pleasure" you may feel.
4. **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.).
5. **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.
6. **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"?
7. **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?
8. **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.
9. **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?

10. **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?
11. **Interview a family member.** Obtain a “food-centered life history” from a parent, grandparent, friend, or neighbor. The interviewee must be at least 60 years old. In the interview you will ask about behaviors, experiences, beliefs, and memories centered on food production, preservation, cooking, distribution and consumption. Get a list of interview topics from Professor Kloppenburg.
12. **Read a book.** Read a book and submit a critical response and analysis (NOT just a “book report”). Choose from: Michael Pollan - *The Omnivore’s Dilemma*, Michael Pollan - *In Defense of Food*, Michael Pollan - *Cooked*, Richard Wrangham - *Catching Fire*, Will Allen - *The Good Food Revolution*, Jessica Harris - *High on the Hog*, Judith Carney - *In the Shadow of Slavery*, Peter Singer - *Animal Liberation*, Mark Winner - *Closing the Food Gap*, Julie Guthman - *Weighing In*.

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
Total Points	100 points total

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 3 Introduction

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

Thursday, September 5 Getting to Know Each Other

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.

WEEK 2 FOOD AND FREEDOM I

Tuesday, September 10 Who Has Come Before?

Readings:

222 Students

2011 222 Students' Post-Prandial Papers

Dinner Lab: cookout at Kloppenburg's

Thursday, September 12 Why Cook?

Readings:

Pollan, Michael

2013 "Why cook?" Chapter 1 in *Cooked: A Natural History of Transformation*. New York: The Penguin Press.

WEEK 3 FOOD AND FREEDOM II

Tuesday, September 17 Food and Sustainability

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.

Dinner Lab: field trip to DreamFarm, picnic at Cross Plains Ice Age Unit

Thursday, September 19 Freedom for Whom?

Readings:

Mintz, Sidney

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

Shange, Ntozake

1998 "What'd you people call that?" Pp. 5-13 in *If I Can Cook / You Know God Can* Boston: Beacon Press.

Saturday, September 21 Food For Thought Festival (strongly advised to attend)

WEEK 4 THE FOOD SYSTEM

Tuesday, September 24 What's Wrong With the Food System?

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.

Dinner Lab: Jack's Mussels and Fennel

Thursday, September 26 What to do About the Food System: Organic and Local Food?**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.

Adamchak, Raoul

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

Kloppenborg, Jack

2004 "Willy St. Co-op is best choice because it's more than a food store." *The Capital Times* (August 23): 9A.

WEEK 5 FOOD AND PLEASURE - WHY DIY?**Tuesday, October 1 Why Cook? - Terese Knows!**

Guest: Terese Allen, chef, food writer, culinary historian, activist See her website at <http://www.tereseallen.com/>

Readings:

Pollan, Michael

2013 "Step one: finely dice some onions" and "Step six: simmer, below the boil, for a long time." Pp. 125-134 and 179-195 in *Cooked: A Natural History of Transformation*. New York: The Penguin Press.

Dinner Lab: Terese's risotto

Thursday, October 3 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 JUSTICE AND FOOD CITIZENSHIP**Tuesday, October 8 Farming for Freedom in Madison**

Guests: 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.

Dinner Lab: Robert Pierce, Sustainable Soul Food

Thursday, October 10 Farming for Freedom in Detroit**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.

WEEK 7 FOOD AND IDENTITY**Tuesday, October 15 Food and Personal Identity****Readings:**

Nguyen, Bich Minh

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

Abarca, Meredith

2001 “Los chilaquiles de mi ‘ama: the language of everyday cooking.” Pp. 1195-144 in Sherrie A. Inness (ed.), *Pilaf, Pozole, and Pad Thai: American Women and Ethnic Food*. Amherst, MA: University of Massachusetts Press.

Dinner Lab: 222 students

Thursday, October 17 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.

Mintz, Sidney

1996 “Eating American.” Pp. 106-124 in *Tasting food, Tasting Freedom: Excursions into Eating, Culture, and the Past*. Boston: Beacon Press.

WEEK 8 FOOD AND THE BODY (POLITIC)**Tuesday, October 22 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.

Dinner Lab: 222 students

Thursday, October 24 What Should We Eat?**Readings:**

Wansink, Brian

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

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 JUSTICE AND CIVIL RIGHTS**Tuesday, October 29 Sit-Ins and Soul Food****Readings:**

Edwards, Owen

2010 “Courage in Greensboro.” *Smithsonian* (February): 28-29.

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.

Dinner Lab: 222 students

Thursday, October 31 Food Workers**Guest:****Readings:**

Schlosser, Eric

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

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

WEEK 10 FOOD AND PAIN (I) - HUNGER**Tuesday, November 5 Food Deserts at Home and Abroad**

Guest: Gina Wilson (Director of Agency Services & Programs, Second Harvest Foodbank)

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 7 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).

Friday, November 8: Volunteer at River Food Pantry (1-3pm to cook, or 5:00-8:30pm to serve, strongly recommended)

WEEK 11 FOOD AND PAIN (II) - GENDER**Tuesday, November 12 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 14 Killing Them Softly? - Food and Gender in the Media****Readings:**

Swenson, Rebecca

2009 "Domestic divo?: Televised treatments of masculinity, femininity, and food." *Critical Studies in Media Communication* 26:1 (March): 36-53.

WEEK 12 FOOD AND PAIN (III) - MEAT**Tuesday, November 19 Are You Washed in the Blood of the Lamb?****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.**Dinner Lab:** 222 students**Thursday, November 21 Should You Eat Animals?****Guest:** Conner Wild, 222 alum, line chef at 34 North**Readings**

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).

Wild, Conner

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

WEEK 13 OPEN**Tuesday, November 26 Open****Dinner Lab:** 222 students***** **THANKSGIVING BREAK** *******WEEK 14 POST-PRANDIALS****Tuesday, December 3 Post-prandial Presentations****Dinner Lab:** 222 students**Thursday, December 5 Post-prandial Presentations****WEEK 15 POST-PRANDIALS****Tuesday, December 10 Post-prandial Presentations****Dinner Lab:** potluck at Jack's house**Thursday, December 12 Post-prandial Presentations****Second Exercise due on Tuesday, December 17 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 2013

1 Credit

Tuesday 4:30-7:30

Each student *must* take responsibility for organizing one meal. Students should work together in teams of 2-4 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 3: Jack Kloppenburg - My Big Fat Greek Salad (and beets and blue cheese!)
- Tuesday, September 10: Grill out at Jack's house
- Tuesday, September 17: DreamFarm, picnic at Cross Plains Ice Age Unit
- Tuesday, September 24: Jack Kloppenburg - zucchini fritters
- Tuesday, October 1: Terese Allen - risotto
- Tuesday, October 8: Robert Pierce - Sustainable Soul Food
- Tuesday, October 15: Jack Kloppenburg - mussels and fennel
- Tuesday, October 22:
- Tuesday, October 29:
- Tuesday, November 5:
- Tuesday, November 12:
- Tuesday, November 19:
- Tuesday, November 26:
- Tuesday, December 3:
- Tuesday, December 10: Potluck at Jack's house