

**Sociology 240: Sociology of Food**  
**Tuesday & Thursday 10:00am – 11:25am**  
**Fowler 111**

**Instructor:** John T. Lang

**Office Hours:** Tuesday & Thursday, 4:30pm – 6:00pm, and by appointment

**Office:** Middle Swan 311

**Phone:** (323) 259-1310

**E-mail:** lang@oxy.edu (best way to reach me)

**Course Website:** <http://moodle.oxy.edu>

## **INTRODUCTION**

This course examines the social relations surrounding the production, distribution, preparation, and consumption of food. In doing so, we will try to understand how the issues and problems of daily life reflect larger social forces, and how our understanding and actions shape the social world. This means that we will treat several major questions facing sociology today, including inequalities and identities based on national, racial/ethnic, class and gender positions; work and family; the environment; globalization and cultural change. We will explore some of the big questions about food and talk about some of the intriguing answers that sociologists have provided.

By the end of the course, you will be able critically examine and evaluate the connections between food, culture, and society.

Prerequisite: Sociology 101.

## **REQUIRED READING**

For this class you buy one book and access the other readings on the course website. The book is available at the Occidental College Bookstore or online at your favorite book seller.

Lang, Tim and Erik Millstone. 2008. *The Atlas of Food*. Berkeley, CA: University of California Press.  
Paperback.  
ISBN-13: 978-0520254091

## **GRADING**

I will base your final grade on the following:

Proposal – 5%

Reading Summaries – 15%

Annotated Bibliography & References – 15%

What You Eat Photo Essay – 20%

Presentation – 15%

Final Paper – 30%

## **Attendance/Participation**

Our time together is brief and we have a wealth of ideas to exchange and explore in that limited period. I expect you to come to class on time and remain here until class is over. You may miss 2 class sessions without penalty. After that, for each missed class the your final course grade will drop one fraction of a letter grade. For example, if your work is above average and earns you a B, that absence will cause your final grade to drop to a B-. For every additional absence, your grade will continue to fall by the same fraction of a letter grade.

Arriving late or departing early twice equals one absence. I have this policy to encourage students to attend class and to do well in the course. I do not distinguish between “excused” and

“unexcused” absences. You are, therefore, strongly encouraged not to miss class carelessly because of the possibility of unexpected or unavoidable absences during the semester. No matter the reason, it is always your responsibility to contact other students to learn what you've missed and to get notes.

### **Proposal – 5%**

This is the first stage of your final paper. Use this as an opportunity to carefully consider what topic you'd like to explore. Write a 4 to 6 sentence paragraph that summarizes your current thinking. Then, list 3 potential references that you'll use. *Sociological Abstracts* is an excellent database to use for your initial search; these references should be from peer-reviewed sources and your citations should be in ASA format. In total, this typed, double-spaced proposal should be about 1 page.

### **Reading Summaries – 15%**

For each class you must bring a three to four sentence summary (typed) of the assigned readings. If there are multiple readings for the day, you should write one summary for each; you can put them all on one page. Each summary should include your name and the date of the reading, the title and author, and indicate the thesis and details of major points covered. Outlines are NOT acceptable. I won't collect these every day and you may miss 2 of these per term without penalty.

### **Annotated Bibliography and ASA Formatted References – 15%**

Your annotated bibliography needs to contain at least seven sources, and should not include more than one book. An annotated bibliography is an organized list of sources that includes the sources' full bibliographic citation followed by an “annotation,” or description of the source. The bibliography is organized alphabetically by the first word of the citation, which is typically the author's last name. Each entry is followed by an annotation that is a concise and informative description that summarizes and evaluates the contents of a resource. It differs from an abstract, which just summarizes the original content. An annotation usually strikes a balance between summary and evaluation.

### **What You Eat Photo Essay – 20%**

To help understand the individual and cultural norms involved in your daily food choices, you will photograph one of your meals and reflect on the series of conscious actions and decisions that reflect the cultural meaning behind your food choices. In your 2 to 3 page typed, double-spaced report you will be required to apply the insights from your readings and our class discussions.

### **Presentation – 15%**

The presentation is your opportunity to share your research with the rest of the class. Use your 15 minutes of glory wisely. Remember that the class is unaware of your project or area of interest. You must successfully “teach” us your topic in 15 minutes. To achieve this you need to quickly summarize your project and cite specific supporting examples.

Do not read your paper; instead, use note cards to remind you of key points, and speak to us, not at us. A touch of humor, if appropriate, is fine. Just make sure that your presentation is interesting. You selected a topic that you are passionate about. Share the passion with us. Use any aids that might be helpful, including slides, handouts, music, video, and/or photographs.

### **Extra Credit - Food for Thought Speakers**

There will be a number of food-related talks on campus this semester that I think are worth your time. To help encourage you to attend I am offering extra credit.

For each talk you attend I will increase your presentation grade one fraction of a letter grade. For example, if your presentation is satisfactory and earns you a C, attending one talk will cause me to raise your grade to a C+; if you attend 2 talks, your grade will become a B-; if you attend 3 talks, I will raise your presentation grade to a B. Though I strongly encourage you to attend all the events, you cannot earn extra credit for attending more than 3 talks and you cannot receive a presentation grade higher than an A.

1. Debra Eschmeyer, Monday, January 25 @ 5-630pm in Johnson 200
2. Winona La Duke, Tuesday, February 2, 2010 @ 11:45am in Thorne Hall
3. Susan Dworkin, Tuesday, February 9 @ 3-430pm in JSC Morrison Complex
4. Jonathan Gold, Wednesday, March 3 @ 5-630pm in Johnson 200
5. Janet Poppendieck, Thursday, April 8 @ 3-430pm in JSC Morrison Complex
6. David Griswold, Tuesday, April 13 @ 3-430pm in JSC Morrison Complex

### **Final Paper – 30%**

Your final paper should be no less than 10 pages in length; it must not exceed 15 pages (not counting references). You must turn in a hard copy at the start of class on the due date. Late papers will be penalized a full letter grade for each day late.

In your final paper you will make a concise and cogent sociological argument about food. I'm asking you to consider food within the context of the social institutions and interactions we study in this class while writing this paper. For example, you might analyze to what extent food preferences are the properties of individuals, and to what extent they are socially structured. More specifically, you might explore, to what extent do food opportunities and patterns of food consumption reflect existing inequalities, and to what extent do food opportunities shape the structure of social inequality? This is only an example. We will discuss possible topics and ideas throughout the course. I encourage you to think broadly about what interests you. Consider this an opportunity to scrutinize your own food opportunities and food-related behavior; critically review the social science literature on food; and write about and share your findings with your peers and professor.

### **COURSE GRADES**

Do NOT count on a curve. I will assign letter grades for the entire course as follows:

93.0 and higher = A	73.0 to 76.99 = C
90.0 to 92.99 = A-	70.0 to 72.99 = C-
87.0 to 89.99 = B+	67.0 to 69.99 = D+
83.0 to 86.99 = B	60.0 to 66.99 = D
80.0 to 82.99 = B-	59.99 and lower = F.
77.0 to 79.99 = C+	

Letter grades in this class have the following meaning:

- A *Outstanding performance.* You have demonstrated very thorough knowledge and understanding of all the material, truly superior critical thinking, and expressed insightful and original thoughts clearly. You have completed all required assignments and they have been among the best in the class.
- B *Good performance.* You have demonstrated solid knowledge and understanding of the material and good critical thinking. You have also shown the ability to express your ideas clearly. You have completed all required assignments and they have been of good quality.

- C *Satisfactory performance.* You have demonstrated basic knowledge and understanding of the major concepts taught in the class and some critical thinking. You have completed all or most of the required assignments and they have routinely been free of significant problems.
- D *Deficient performance.* You have only acquired a limited understanding of the class material. You have failed to complete all the required assignments and they have routinely had serious problems.
- F *Failure.* You have failed to learn a sufficient proportion of the basic concepts and ideas taught in the class. You have failed to complete many required assignments and they have routinely had serious problems.

## COURSE POLICIES AND PROCEDURES

I will hold you responsible for the information in this syllabus, so I expect you to read it, understand it, and ask questions about anything you don't understand.

*Office Hours:* I hold three official office hours each week. I also encourage you to make an appointment outside of office hours or come by my office anytime to see if I'm available. I am happy to discuss class concepts, college more generally, musings about majors, future planning, or graduate school.

*Feedback:* I love getting feedback on my teaching and how the class is going. I value your input and I am willing to make changes to the class according to your preferences. Please share with me any comments, suggestions, and ideas you may have, and help me make this a great class. If you would like to do so anonymously, you can type and print out a note and drop it in my mailbox on the 3<sup>rd</sup> floor of Middle Swan.

*Class Demeanor:* While we may find ourselves disagreeing, we must do so with respect, a commitment to hearing what others have to say, and a willingness to think and rethink our own positions. Personal insults have no place in the college classroom.

*Technology in Class:* Please turn off your cell phones when you come to class. Similarly, text messaging will not be tolerated in class. You are welcome to bring your laptop to class and use it to take notes, access readings we're discussing, and the like. You are not welcome to surf the web, check email, or otherwise perform non-class-related activities during class. Here's my best advice: If you aren't using it to perform a task specifically related to what we are doing in class at that very moment, put it away.

*Special Accommodations/Learning Differences:* Any student eligible for and needing academic adjustments or accommodations because of a disability should talk to me sometime in the first two weeks of class. All discussions will remain confidential. If you have questions or concerns about what constitutes a learning disability, I encourage you to contact the friendly folks over at the Center for Academic Excellence (x2849).

*Assignments:* A hard copy of all papers/assignments must be handed in at the start of class on the scheduled date. I do not accept assignments via email. Late assignments are docked 1 grade per day. Computer and printing problems are not a good excuse for missing a deadline. Make sure to print your papers early enough to be able to address any problems before class. Keep a paper and electronic copy of everything you hand in until you receive your course grade.

*Academic Integrity:* As is always the case, you are responsible for your own work. If you find yourself questioning whether you have documented or cited your sources properly, it is your responsibility to come see me about these issues prior to submitting an assignment. If you are thinking about submitting work that is not your own due to pressure, frustration, perfectionism, or any other reason, please talk to me. I am here to help you resolve these issues before they become a problem for your academic career. Academic integrity violations, including plagiarism, will be taken very seriously. A

description of Occidental's academic ethics policies is available in the Student Handbook and on the following webpage: <http://www.oxy.edu/x8000.xml>

## CLASS SCHEDULE

All readings are due on the day they are listed. Although I will do my best to keep us on schedule, it is possible that we will make some adjustments during the semester. I will give as much notice - both in class and on the course website - when changes are necessary.

### JANUARY

19 Welcome to the class

#### **Introduction – Food for Thought**

21 Berry, Wendell. 1990. "The Pleasure of Eating." *Organic Gardening*. Available at <http://www.organicgardening.com/living/wendell-berry-pleasure-eating>

Kingsolver, Barbara. 2002. "Lily's Chickens." Pp. 109-130 in *Small Wonder*. San Francisco, CA: North Point Press.

26 Pollan, Michael. 2008. "Farmer in Chief." *The New York Times*, October 12.

Guthman, Julie. 2007. "Can't Stomach It: How Michael Pollan et al. Made Me Want to Eat Cheetos." *Gastronomica: The Journal of Food and Culture* 7:75-79.

#### **Production – Transforming Ingredients into Food**

28 **HANDOUT: Proposal Assignment**

LeDuff, Charlie. 2000. "At a Slaughterhouse, Some Things Never Die." *The New York Times*, June 16, Late Edition - Final.

### FEBRUARY

2 Belasco, Warren. 2006. "The Stakes In Our Steaks." Pp. 3-19 in *Meals to Come: A History of the Future of Food*. Berkeley: University of California Press

4 Altieri, Miguel A., and Peter Rosset. 1999. "Ten Reasons Why Biotechnology Will Not Ensure Food Security, Protect The Environment And Reduce Poverty In The Developing World." *AgBioForum: The Journal of Agrobiotechnology Management and Economics* 2:155-162.

McGloughlin, Martina. 1999. "Top Ten Reasons Why Biotechnology Will Be Important To The Developing World." *AgBioForum: The Journal of Agrobiotechnology Management and Economics* 3:163-174.

Bartlett, Donald L., and James B. Steele. 2008. "Monsanto's Harvest of Fear." *Vanity Fair*, May. Available at <http://www.vanityfair.com/politics/features/2008/05/monsanto200805>

9 **SPEAKER: Susan Dworkin**

#### **Consumption – Individual, Cultural, or Corporate Choice?**

11 **DUE: Proposal**

Nestle, Marion. 2003. "The Ironic Politics of Obesity." *Science Magazine*, February 7, 781.

16 **HANDOUT: Annotated Bibliography**

Julier, Alice. 2005. "Mapping Men Onto The Menu: Masculinities And Food." *Food & Foodways* 13:1-16.

Kwan, Samantha. 2009. "Individual versus Corporate Responsibility: Market Choice, the Food Industry, and the Pervasiveness of Moral Models of Fatness." *Food, Culture, and Society* 12:477-495.

- 18 Jordan, Jennifer A. 2007. "The Heirloom Tomato as Cultural Object: Investigating Taste and Space." *Sociologia Ruralis* 47:20-41.

Laudan, Rachel. 2000. "Birth of the Modern Diet." *Scientific American*, August, 76-81.

### **Consumption – Who Eats What, Where, and Why?**

- 23 Millstone, Erik, and Tim Lang. 2008. *The Atlas of Food*. University of California Press. Part 4: Processing, Retailing, and Consumption (pp. 78-101)
- 25 Lewis, George H. 1998. "The Maine Lobster as Regional Icon: Competing Images Over Time and Social Class." Pp. 65-84 in *The Taste of American Place: A Reader on Regional and Ethnic Foods*. Rowman & Littlefield Publishers, Inc.
- Wallace, David Foster. 2004. "Consider the Lobster." *Gourmet Magazine*.

### **MARCH**

#### **2 DUE: Annotated Bibliography**

- Parasecoli, Fabio. 2005. "Feeding Hard Bodies: Food And Masculinities In Men's Fitness Magazines." *Food & Foodways* 13:17-37.
- 4 Ray, Krishnendu. 2007. "Domesticating Cuisine: Food and Aesthetics on American Television." *Gastronomica: The Journal of Food and Culture* 50-63.
- Holden, T.J.M. 2005. "The Overcooked and Underdone: Masculinities in Japanese Food Programming." *Food & Foodways* 13:39-65.
- 9 Spring Break
- 11 Spring Break
- 16 **HANDOUT: What You Eat Photo Essay**
- Salazar, Melissa, Gail Feenstra, and Jeri Ohmart. 2008 "Salad Days: A Visual Study of Children's Food Culture." Pp. 423-437 in *Food and Culture*, edited by C. Counihan and P. VanEsterik. New York: Routledge.

### **Production and Consumption – Global Perspectives**

- 18 Millstone, Erik, and Tim Lang. 2008. *The Atlas of Food*. Berkeley: University of California Press. Part 1: Contemporary Challenges (pp. 14-31)
- 23 Millstone, Erik, and Tim Lang. 2008. *The Atlas of Food*. Berkeley: University of California Press. Part 2: Farming (pp. 32-63)
- 25 Millstone, Erik, and Tim Lang. 2008. *The Atlas of Food*. Berkeley: University of California Press. Part 3: Trade (pp. 64-77)

### **In the End – Why Do You Eat What You Eat?**

#### **30 DUE: What You Eat Photo Essay**

Ebert, Roger. 2010. "Nil by Mouth." Chicago Sun-Times, January 6. Available at [http://blogs.suntimes.com/ebert/2010/01/nil\\_by\\_mouth.html](http://blogs.suntimes.com/ebert/2010/01/nil_by_mouth.html)

**APRIL**

1 Presentations

6 Presentations

**8 SPEAKER: Janet Poppendieck**

**13 SPEAKER: David Griswold**

15 Presentations

20 Presentations

22 Presentations

27 In Class Reflections

**29 DUE: Final Paper**

I'm looking forward to a great semester!