Sociology 295 (section 01) :: Food and Society
Grinnell College

Fall 2009
Instructor: Craig Upright
MW
Office: TBD; (641) 269-XXXX
2:15 – 4:05 p.m.
Email: uprightc@grinnell.edu
Science 2245
Office Hours: Tues, Thurs, 12:00 noon - 1:00 p.m.

1 Course Description

This sociology course approaches the activities of food production, distribution, and consumption as “strategic research sites” open to multiple investigative techniques and interpretations. Through a variety of readings and documentary films, it examines issues from the perspectives of three sociological sub-disciplines: culture, politics, and organizations. We will explore principles of social interaction, power, social justice, and issues of environmental awareness as taught in many other courses and departments.

1.1 Course Objectives

In-depth study of this area will help produce scholars who can analyze a variety of social patterns by focusing on the production and consumption of food in society. This course has four main objectives:

1. Learn how to view food distribution systems as a “strategic research site.”
2. Apply different sociological perspectives to the analysis of food systems.
3. Explore different conceptions of “sustainability” in the area of food.
4. Research one specific contemporary food product using these new tools.

Just as one goal of the sustainable food movement has been to create stronger connections between producers and consumers, this course helps reinforce the opportunities that all students and citizens have to meet the agricultural producers in their own communities. You will explore how various food items arrive at your own kitchens and pantries. Hopefully, you will not only discover the available possibilities for creating stronger local connections, but also learn the challenges of pursuing these goals.

Class sessions will include lectures and video presentations. There will be many opportunities for discussion of the various issues brought up during class.

1.2 About This Document

Yes, this is one of the longer syllabi you will receive during your time at Grinnell. In addition to the standard list of required textbooks and weekly reading schedule, it also includes all assignment guidelines and other bits of information you might find useful throughout the semester. Attached at the end you will find grading rubrics that you should submit with your various assignments –you can print out additional copies if necessary from the course’s PioneerWeb (Blackboard) site.

On the next page a handy table of contents should help guide your way.

Syllabus version 1.0, last update 28 August 2009.
1.3 Table of Contents

1 Course Description......................................................................................................................... 1
1.1 Course Objectives ..................................................................................................................... 1
1.2 About This Document .............................................................................................................. 1
1.3 Table of Contents .................................................................................................................... 2
1.4 Textbooks and Readings ........................................................................................................... 3
1.5 Course Overview ..................................................................................................................... 3
2 Policies, Requirements, and Grading............................................................................................ 4
2.1 Disability Accomodations ......................................................................................................... 4
2.2 Announcements, Correspondence, “Open Door Policy” ......................................................... 4
2.3 Attendance ............................................................................................................................... 5
2.4 Classroom Conduct ................................................................................................................. 5
2.5 Late Papers, Extensions ........................................................................................................... 5
2.6 Grading Components .............................................................................................................. 5
    2.6.1 Leading Class Discussions ................................................................................................ 5
    2.6.2 Mid-term Paper: Journal Article Review ............................................................................. 5
    2.6.3 Final Writing Project and Presentation .............................................................................. 6
    2.6.4 Additional Assignments ..................................................................................................... 6
    2.6.5 Final Grade ....................................................................................................................... 6
3 Important Dates and Assignment Deadlines................................................................................ 6
4 Mid-Term Writing Assignment: “Journal Article Review”............................................................ 7
    4.1 Finding an Article to Review .................................................................................................. 7
    4.2 Approval of Journal Article .................................................................................................. 7
    4.3 Intended Audience .............................................................................................................. 7
    4.4 Paper Contents .................................................................................................................... 7
    4.5 Due Date: Monday, 12 October 2009 .................................................................................. 8
5 Final Writing Assignment: Contemporary Food Research ........................................................... 8
    5.1 Paper Options ...................................................................................................................... 9
        5.1.1 Independent Research Project Proposal ........................................................................... 9
        5.1.2 Comparative Commodity Chain Analysis ...................................................................... 9
    5.2 Due Date: Wednesday, 25 November 2009 ......................................................................... 10
    5.3 Class Presentation ............................................................................................................... 10
6 General Paper Guidelines and Tips .............................................................................................. 11
7 Course-specific Paper Requirements ........................................................................................... 13
8 ASA Style Guide for Citations and References ........................................................................... 14
    8.1 In-text References ................................................................................................................. 14
    8.2 References Page Formatting .................................................................................................. 15
    8.3 Web Page Citations and References ...................................................................................... 16
9 Weekly Schedule (subject to change) ........................................................................................... 17
1.4 Textbooks and Readings

The first page of the “Weekly Schedule” section includes a list of all required textbooks. I also highly recommended the following for your personal library. Though not required for this course, they will provide invaluable help in all of your academic pursuits.


1.5 Course Overview

The topics for the course can be categorized into four major sections:

I. Introductions

Week 01: No class!
Week 02: Introductions
Week 03: Food as a Strategic Research Site

II. Culture and Consumption

Week 04: Cuisines
Week 05: Marketing
Week 06: *Fast Food Nation*
Week 07: Eating Disorders

III. Organizations and Origins

Week 08: Kitchens
Week 09: *The Omnivore’s Dilemma*
Week 10: Organics and Alternatives

IV. Politics and Power

Week 11: *Sweetness and Power*
Week 12: Inequality
Week 13: Globalization

Week 14: Final Presentations (I)
Week 15: Final Presentations (II)
2 Policies, Requirements, and Grading

2.1 Disability Accommodations

Grinnell College makes reasonable accommodations for students with documented disabilities. Students need to provide documentation to the Dean for Student Academic Support and Advising, Joyce Stern, located on the 3rd floor of the Rosenfield Center (x3702). Students should then notify me within the first few days of classes so that we can discuss ways to ensure your full participation in the course and coordinate your accommodations.

2.2 Announcements, Correspondence, “Open Door Policy”

All relevant announcements will be posted via a mass email to all class members when appropriate, with a copy posted on the course’s Blackboard site. We’ll assume that we all check email at least once daily during normal business hours: Monday through Friday, from 10 a.m. to 5 p.m., and we always allow for at least 24 hours before expecting a response. (This means that weekend announcements and correspondence will be extremely rare.) Please refrain from sending email attachments to your instructor or colleagues unless you have been requested to do so.

To help reduce everyone’s Inbox bloat, please ask yourself three questions before you sit down to compose a post:

1. Am I angry or upset about this issue?
2. Can this issue wait until our next scheduled class session?
3. Can this issue be more efficiently resolved with a telephone conversation?

If the answer to any of these questions is “yes” then please avoid sending an email. (I ask myself these questions as well before sending any group or individual message.)

In addition to the hours listed at the beginning of this syllabus, I spend a lot of time in my office outside of class sessions. When my office door is open, feel free to stop in. If you have an issue that requires a longer discussion, I might ask that we make an appointment for a later time.

When my office door is closed, then I need some interrupted time to work on my own research or class preparations. Please send me an email if your issue cannot wait until our next class session.

---

1 Adapted from the “Academic Advising - Disability Policy” statement available at the Division of Student Affairs section of Grinnell College’s website.
2.3 Attendance

Punctual attendance is required and you are responsible for all material presented in class. Excused absences should be negotiated in advance – contact me as soon as possible if you cannot or did not attend any class session. Unexcused absences lead to a lower grade.

2.4 Classroom Conduct

- Turn off all mobile phones and remove earbuds before entering the classroom.
- Do not email, text, twitter, or surf the web at any time in the classroom.
- Come to class prepared to participate in discussions about the assigned readings.
- Respect the opinions expressed by your colleagues.

2.5 Late Papers, Extensions

In order to receive credit for turning in any late paper or assignment, you must negotiate an extension at least 24 hours in advance. Even if you have received an extension, you must submit the current state of your rough draft by the stated deadline.

2.6 Grading Components

Successful completion of this course requires completing two writing assignments, due prior to the mid-term and Thanksgiving breaks, and twice leading the class discussions. Failing to submit any of the papers will result in failing the course.

2.6.1 Leading Class Discussions

Twice during the course of the semester you will be responsible for starting the Wednesday discussion of the assigned readings. Working in small groups, you will have the first half-hour of the course at your disposal. The method you wish to use to introduce the topics is entirely up to you, so long as it (1) helps illuminate the content of the assigned readings, and (2) involves participation from the rest of your colleagues. Groups can suggest alternative readings, or bring in guest speakers; major changes such as these should be discussed and approved well in advance of the class session. Otherwise, feel free to surprise me with the activity you collectively adopt.

Each discussion session will be graded on a scale of 1-10, based on originality, the potential for class involvement, and relevance to the given topics. Each member of the group will receive the same number of points.

2.6.2 Mid-term Paper: Journal Article Review

Prior to the mid-term break, you must submit a 7-10 page analysis of contemporary sociological research on some food-related issue, examining an empirical article from a peer-reviewed journal. Formal guidelines are provided below, and will be discussed in more detail in class. This paper will be graded on a scale of 1-30.
2.6.3 Final Writing Project and Presentation

Your final project for the course asks you to explore the social history and relations of a contemporary food product. Two options for pursuing this are described below. You will share your findings with your colleagues in a 10-minute presentation in the last weeks of class. The final paper is worth 30 points; the presentation is worth 10.

2.6.4 Additional Assignments

At least ten additional minor exercises will be given throughout the term, each worth one point. Many of these will be weekly quizzes on the assigned reading. The failure to complete or turn in any assignment (including a quiz) will result in a one-point demerit.

2.6.5 Final Grade

There are 100 total points to be awarded during the course in the categories described above. Five points will be deducted from your final total for each unexcused absence. Final grades are based on the following components and weights:

- One-point Assignments 10%
- Leading Discussion on Weekly Readings 20% (10% + 10%)
- Mid-term Writing Assignment 30%
- Final Writing Assignment 30%
- Final Research Project Presentation 10%

A+ 97.00 - 100.00  B+ 87.00 - 89.99  C+ 77.00 - 79.99
A  93.50 - 96.99  B  83.50 - 86.99  C  70.00 - 76.99
A- 90.00 - 93.49  B- 80.00 - 83.49  D  60.00 - 69.99

3 Important Dates and Assignment Deadlines

Please keep track of these due dates, and plan ahead!

18 September: Proposed journal article must be approved by this Wednesday.
12 October: “Journal Article Review” writing assignment due this Monday.
14 October: Proposed final writing project must be approved by this Wednesday.
02-05 November Food Film Festival, presented by the SGA Films Committee
25 November: Final writing project due this Wednesday.
4 Mid-Term Writing Assignment: “Journal Article Review”

 Completing this exercise will lead to a better understanding of the scholarly writing process. You will review an article from a http://www.jstor.org/ journal listed in the Sociology section, one that explores some aspect of food production, distribution, or consumption.

4.1 Finding an Article to Review

Browse these journals, looking for an “empirical” article published after 1995 that sounds interesting, and read its abstract to confirm that you want to learn more. After you have found an article, read the first page to confirm that you want to spend more time with it.

**Important**: The article needs to report on original research findings.

4.2 Approval of Journal Article

Once you have found a candidate in jstor.org, click on its “Article Information” link, copy all of the “Bibliographic Info” text, paste it into an email message, and send it to your instructor. Be sure to include the “Stable URL” link in your post. Your article must be approved no later than 18 September 2009 (in Week 04.)

4.3 Intended Audience

Assume that your reader has not yet read the article. You need to provide all relevant information about it so that your reader could discuss it with you further from an informed perspective.

4.4 Paper Contents

After the article has been approved and you have read it two or three times, you will write a 7-10 page review of this article using a technique known as textual analysis.

First, give a brief summary of the article. This should take less than two pages. (Direct quotations should be no longer than one sentence; that is, paraphrase using your own words as much as possible!) Be sure to include all relevant publication information: the title of the article, the authors’ names, the date and the journal in which it appeared. The reader should be able to answer the following questions from your overview:

- What social phenomenon is being explored? What is the research agenda?
- How do the authors explain this social phenomenon? What causes, contributing factors, and/or historical background do they provide?
- What conclusions do the authors draw about the issue being studied?
In the remaining 5 to 8 pages, analyze the article using the following questions as guidelines. Be sure to illustrate using examples from the article, relying primarily on your own words to describe them rather than extended quotations.

- Is their argument well organized?
- What methodologies did the authors employ in their analysis?
- Is their evidence convincing?
- What the research done in a way that raises no questions about validity or reliability? Do you have any concerns about the methodology? What might have been done differently that would increase your confidence?
- Are the authors trying to break new ground or simply adding another brick to the wall? (That is, does the article contest past research in this particular field or is it supporting previous scholarship?)
- When do the authors rely on outside authorities to make their claims?

In short, your assignment is to tear the article apart, while re-telling the story the authors presented. Look at how the authors constructed the article, examine both its weaknesses and strengths. For this exercise your focus is on the dual crafts of research and writing: how did the authors put everything together to create a coherent, focused article?

Do not succumb to the temptation to debate the authors. It is easy to get sidetracked if their research is on a controversial topic. In your conclusion you should discuss whether you believe the authors succeeded in writing a clear, readable article, and explain whether or not you feel the authors’ research findings supported their conclusions.

4.5 Due Date: Monday, 12 October 2009

The final draft of your paper is due on Monday of Week 08. (The paper can be submitted anytime before the due date, of course.) Do not submit your final draft via email; bring a printed version of the paper with you to class. Include the article you analyzed.

5 Final Writing Assignment: Contemporary Food Research

For this assignment you will explore the social history and relations surrounding the production, distribution, and consumption of food products. You can complete this project using one of the methods listed below. For each one, your final product should take the form of a 12-15 page paper. You will have an opportunity to share your findings with your colleagues in the final weeks of class.

No matter which option you choose, you must submit a proposal by 14 October 2009 (in Week 08) and have it approved. Your proposal should be as specific as possible, stating not only which assignment you have chosen but also the subject of your research.
5.1 Paper Options

You have two options for completing the final research project.

5.1.1 Independent Research Project Proposal

Note: This option is best suited for those who have already taken Sociology 291, “Methods of Empirical Analysis,” as it requires a specific research design.

In this paper you propose an independent research project that you could reasonably conduct (given the financial, temporal, geographic and other logistical limitations of an undergraduate student) within the next 12 months. You will not, however, actually perform this research.

Your goal involves crafting a coherent and compelling rationale for studying a particular research question. The paper you write will resemble the prelude found in most published articles appearing in peer-reviewed journals that report on empirical research. These typically begin with a social puzzle that leads to an interesting question, then include a literature review, and finally describe how you would collect and/or analyze empirical data that would help answer the question. Your proposal should have a strong theoretical component, as informed by your previous coursework. This paper could form the basis of an honors project at a later date.

5.1.2 Comparative Commodity Chain Analysis²

A commodity chain analysis describes how a product gets from its source to its final destination. CCAs include an examination of the extraction/processing/manufacturing steps, the transportation and distribution steps, the retailing and delivery steps, and the consumption step. A good commodity analysis also includes an historical investigation of the relationship between the production and consumption of the commodity. A full commodity chain analysis is an extensive project that surpasses the bounds of this course; you will instead do a partial/modified commodity chain analysis for this assignment.

Select a contemporary food product that is available in two (or more) forms. The two forms should differ from each other on at least one important dimension (e.g., locally produced/globally produced, conventional/organic, produced by a big company/produced by a small company, you like it/you hate it, etc.) You will identify the original source of each product, and explore each step it took to reach your final retail outlet. Tip: It’s often easier to work backwards, by asking each purveyor the immediate source of the product. Each transaction had an economic and social dimension, and your goal involves exploring all of the ways in which the two versions of the product differ beyond your initial distinction. In other words, was your original dichotomy meaningful beyond its more obvious definition?

² Inspired by Jack Kloppenburg, University of Wisconsin, Madison, with modifications adapted from Lucy Jarosz, University of Washington.
As you write your paper, take the opportunity to expand upon each transaction node by exploring some of the following themes:

**The history of people’s relationship with this food**

- Where is this food originally from?
- When did it come to the U.S. and who brought it?
- Through what route(s) and under what kind of circumstances did it come here?
- Has this food always been popular in the U.S.?

**The conditions shaping the production of this commodity**

- What kinds of inputs—fertilizer, petroleum, other food components, etc.—contribute to the production of this food?
- How is this food produced—does it come from hybrid or genetically modified sees, a family farm, an industrial, large-scale farm? Who works in the production of this commodity?
- What are the economic, social, political, environmental and cultural contexts surrounding the production of this food? Be sure to consider the labor conditions, local, national or international economic conditions and the domestic and international political conditions, etc., for the production of your commodity.
- To what extent are transnational corporations and agribusiness involved in the production process?

**The geography of the production and consumption of this item**

- Where is this commodity produced, purchased or consumed?
- What places link the production to the consumption of this commodity?
- How is the commodity advertised or branded?

5.2 **Due Date: Wednesday, 25 November 2009**

The final draft of your paper is due on Wednesday of Week 13. (The paper can be submitted anytime before the due date, of course.) Do not submit your final draft via email; bring a printed version of the paper with you to class.

5.3 **Class Presentation**

The last weeks of the course are devoted to the final presentation of your research projects. Each of you shall have 10 minutes to share with your colleagues what you have learned. Presentations can include graphics, but no time-based video component.
6 General Paper Guidelines and Tips

The following suggestions apply to all writing assignments you submit for this course. In fact, most of them would be applicable to any academic writing you might undertake in your career.

• The first time that you mention an author, provide the full name, as in

   In the final essay, “The Presentation of Self in Everyday Life,” author Erving Goffman studies both controllable and uncontrollable reactions that one can observe when two people first encounter each other for the first time.

• Subsequent references to the author can use the last name only, or more general references. Examples include

   Williams states...
   Booth et. al. refer to...
   The authors cite previous studies...
   The researcher examined data collected by...

• Citations allow the reader to look up the source if desired. One common convention is (Author, Year:Page) or just (Author, Year) in the body of the text. For example,

   At a young age, children of “street” oriented families learn to fend for themselves using physical aggression, whereas “decent” oriented families teach other methods of going about solving the situation (Anderson, 1994).

   sufficiently informs your reader that you got the idea from a specific article that one could look later if desired. Use the same treatment for actual quotations, as in

   Family is the main influence determining a child’s response to life situations: “The family also gives children a social position in terms of race, religion, ethnicity and class. In time, all these elements become part of a child’s self-concept” (Macionis, 2008:125).

• Include all works cited in a bibliography at the end of your paper, using whatever consistent style you choose (In sociology courses, follow the ASA style guidelines.)

• Journal and book titles should be formatted in italics, while the names of articles chapters and should be surrounded with quotation marks, as in


---

3 Many thanks to Judith Hunter of Grinnell College’s Writing Lab, who not only reviewed and improved upon these suggestions, but endorsed them as well.
• Pay attention to your use of tense, particularly past and present. In general, we refer to the empirical activities of specific research projects in the past tense, as in

Bender and Cadge interviewed 12 Catholic nuns who had attended the conference at a Buddhist temple in California.

You can, however, discuss an author’s conclusions in either present or past tense. Use of the present tense often subtly suggests that the findings are still relevant,

Bender and Cadge assert that such interreligious dialogues help shape American’s perceptions of Buddhism.

while those in the past tense might indicate that this is how we used to interpret social phenomena, or might precede a contemporary critique:

Bender and Cadge identified three ways in which the nuns understood the Buddhist tradition, in terms of form (practices) versus content (teachings).

That’s not a hard and fast rule, but choose your tense purposefully and – most importantly – use the present and past tenses consistently throughout your analysis.

• Beware of the passive voice! Note that the tightest (and often most descriptive) writing often makes minimal use of these words as helping verbs:

is am are was be been were

Always include the actor performing the action whenever possible when constructing your sentences, in order to avoid receiving the comment “By whom?” For example,

They were encouraged to confront their own prejudices.

is not nearly as informative as

The conference organizers encouraged them to confront their own prejudices.

or

The church doctrines encouraged them to confront their own prejudices.

One last tip, which some of you might find silly, can really serve as a useful tool to help you become a better writer:

• Before you submit your memo (or your final paper, or any piece of writing for any class), find a quiet place and read it out loud, from beginning to end, in a normal speaking voice at a normal speed. You will often catch errors or awkward sentence constructions when you do this, and you’ll end up with a more polished final product.
Course-specific Paper Requirements

• Be sure to acknowledge in a footnote all individuals who helped you construct, draft, or revise your submission. Grinnell College has an excellent Writing Lab, and I encourage you to make use of its resources as you see fit.

• Unattributed verbatim quotations (i.e. passages written by any author that you present as your own original thoughts) fall under the definition of plagiarism. Do not plagiarize! Plagiarism can result in you failing the course.

• There is no need to present a cover sheet with any of your papers. Just include the standard submission data at the top of the first page, as in

Steven Tepper  
Sociology 111  
21 September 2009

Memo #1: Socialization

• Present all final drafts in 12-point Times font. Double-space the text, and use 1-¼ inch margins on all sides. Include page numbers on each sheet. (You should follow these guidelines for all of your academic work, actually, unless your professor specifically requests otherwise.)

• I encourage double-sided (front and back) printing whenever possible. I’m not a big fan of colored ink or fancy paper.

• Bind your paper using a staple; don’t ever do that annoying bendy corner thing.

• At the end of this syllabus you will find a grading rubric for each writing assignment. Write your name at the top of this sheet, but don’t fill in anything else. Additional copies of the grading rubrics are available on the course’s website.

• Attach the grading rubric for each paper using a paperclip, with the grading rubric in front of your paper. Don’t staple the rubric to your paper.

• Include any additional materials behind your paper, attached with the paperclip.

When I respond to a writing assignment,

✓ means that you provided information or an argument I had hoped to find.  
! means that I found this passage or point interesting.  
? means something is questionable, or doesn’t make sense to me.  
(A squiggly underline beneath a passage means the same thing.)

I reserve giving full credit on any assignment only for truly exceptional work.
8 ASA Style Guide for Citations and References

Most of your instructors within the Department of Sociology request that you adhere to the “ASA” style guidelines for citations and references. This refers to publishing standards promoted by the American Sociological Association, the professional organization of which most of your professors are members. The ASA has adopted a uniform system for identifying works cited in the articles published under its auspices.

You will find several links to ASA style guidelines in this course’s PioneerWeb site, but this section includes some of the most commonly used formats.

8.1 In-text References

If the author’s name is in the text, put the date in parentheses:

When Duncan (1959) studied...

If the author’s name is not in the text, enclose last name and year in parentheses:

When these relationships were studied (Gouldner 1963)...

Pagination follows the year of publication after a colon:

As tabulated by Kuhn (1970:41) the results show...

For joint authors, give both last names:

(Martin and Bailey 1988)...

For three authors, give all last names in the first citation in the text; afterwards use the first name and et al.; for four or more names, use the first author’s last name plus et al.:

(Carr, Smith, and Jones 1962) ... (Carr et al. 1962) ...

For institutional authorship, supply minimum identification from the beginning of the complete citation:

(U.S. Bureau of the Census 1963:117)...

Separate a series of references with a semicolon and alphabetize:

(Burgess 1968; Marwell et al. 1971)...

---

8.2 References Page Formatting

References follow the text in a separate section labeled “References.” All references should be double-spaced and use a hanging indent. All references cited in the text must be listed; similarly, only list references in the References section that have appeared somewhere in the preceding text.

List all references in alphabetical order. The name of the primary author should be listed as LAST, FIRST, while all additional authors should be listed as FIRST LAST. Keep in mind that you should construct the in-text citations so that your reader can easily find the full bibliographic information in the References list.

The examples below cover the most common types of references.

Books

Author(s). Year [Year Originally Published]. Book Title. Place Published: Publisher.


Sections from a Book (such as chapters from edited anthologies)

Author(s). Year [Year Originally Published]. “Title of Article.” Page Numbers in Title of Collection, edited by Editor. Place Published: Publisher.


Scholarly Journal Articles


Magazine and Newspaper Articles

Author(s). Year. “Title of Article.” Magazine Title. Month Day, Year, Page Numbers.


---

5 Yes, I know that these aren’t presented using double-spaced formatting.
8.3 Web Page Citations and References

At present the conventions for citing webpages are in flux, and are guided more by general principles rather than hard and fast rules. One cautionary note:

Wikipedia should never appear as a source in an academic paper. Never, ever. Any paper that mentions Wikipedia shall be immediately returned. The rationale here is quite simple: in sociology (and most other academic disciplines) we strive to identify and utilize credible sources of information. The standard we generally adopt accepts publications that have been subject to a process of “peer review” in which other scholars in the relevant academic discipline have vetted the work.

The general principles for citing webpages include the following:

1. In general, we attempt to cull from the webpages the standard information used in journal/newspapers references.

2. The first entry in the bibliography should be the author’s name. If this is not available use the publishing organization (i.e. website sponsor). If you cannot determine either of these items, use the title of the webpage but also reconsider the veracity of the source.

3. At the end of the bibliographic entry always include the date you retrieved the website and the url.

Some examples:


For more information and examples, consult some of the links found in the course’s PioneerWeb page. In addition to the printed version of the ASA Style Guide (2007) available in Burling Library, you could also consult


6 The sole exception, of course, is a paper that examines Wikipedia as a social phenomenon, and uses particular pages as a data source. This, however, does not actually violate the strongly worded “never” clause because in this case you are not using articles on the website as sources for intellectual information.
9 Weekly Schedule (subject to change)^7

Each week addresses a different theme treated in various ways by sociologists. Readings will include theoretical and empirical works, journal articles and book excerpts; they are drawn from social science journals as well as the popular media. We begin with basic concepts of sociology and then examine the empirical world using the sociological theories and tools we accumulate during the semester.

Readings can be found according to the following keys:


Additional readings can be found on electronic reserve through

- **PW** PioneerWeb (Blackboard)

**Week 01:** No Class!

It’s the first week of school, but we don’t meet until next Monday.

---

^7 The syllabi of various scholars in this field helped inform this reading list, including those of Tracy Ore, Jack Kloppenburg, and Rachel Shurman.
Week 02: Introductions

Our first week is one of introductions: we meet each other for the first time, and discuss what we hope to accomplish in this course.

Readings and Assignments

08/31 Monday –


09/02 Wednesday – Perspectives on Food and Eating


Week 03: Food as a Strategic Research Site

Readings and Assignments

09/07  Monday – Micro-level Approaches: Identity and Community


09/09  Wednesday – Macro-level approaches: organizations and institutions

!!  Group 1 discussion leaders


  *  TBD
Week 04:  Cuisines

Readings and Assignments

09/14  Monday – National Ethnic Cuisines


09/16  Wednesday – Religious Cuisines

**!!**  Group 2 discussion leaders


Week 05: Marketing

Readings and Assignments

09/21 Monday – Creation of Culinary Culture


09/23 Wednesday – Class Differences

!! Group 3 discussion leaders


• TBD
• TBD
Week 06:  *Fast Food Nation*

Readings and Assignments

09/28  Monday –

<table>
<thead>
<tr>
<th>ES</th>
<th></th>
</tr>
</thead>
</table>

09/30  Wednesday –

<table>
<thead>
<tr>
<th>!!</th>
<th>Group 4 discussion leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td></td>
</tr>
</tbody>
</table>
Week 07: Eating Disorders

Guidelines for the final writing project will be discussed in class on Monday, and the paper will be due in about seven weeks (at the beginning of Week 13). You must submit a proposal for your final research project for approval by Wednesday, 14 October.

Readings and Assignments

10/05 Monday – Diet and Malnutrition


• TBD

10/07 Wednesday – Eating Disorders

!! Group 5 discussion leaders


• TBD
Week 08:  *Kitchens*

Your proposed research/writing project must be approved before you leave for Fall break.

**Readings and Assignments**

---

**10/12 Monday – The Kitchen and Social Interaction**

- **"Journal Article Review" writing assignment due**

**GAF**


---

**10/14 Wednesday – The Kitchen as an Organization**

- **Group 1 discussion leaders**
- **Proposal for final research/writing project must be approved by today.**

**GAF**

Week 09: *The Omnivore's Dilemma*

Welcome back!

Readings and Assignments

10/26 Monday –


10/28 Wednesday –

!! **Group 2 discussion leaders**

Week 10: Organics and Alternatives

Readings and Assignments

11/02 Monday –

• TBD
• TBD

11/04 Wednesday –

!! Group 3 discussion leaders
Week 11:  *Sweetness and Power*

Readings and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday –</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Wednesday –</th>
</tr>
</thead>
<tbody>
<tr>
<td>!!</td>
<td><strong>Group 4 discussion leaders</strong></td>
</tr>
</tbody>
</table>
<pre><code>  | • *TBD* |
</code></pre>
Week 12:  Inequality

Reminder: the final writing project is due next Wednesday, 25 November!

Readings and Assignments

11/16  Monday – Race, Class, and Gender


11/18  Wednesday – Organizations and Institutions

!!  Group 5 discussion leaders


Week 13:  Globalization

Final drafts of your final research project are due on Wednesday.

Readings and Assignments

11/23  Monday – Transformations of National Cuisines


11/25  Wednesday — International Politics

!! Final research project due


Week 14:   Final Presentations (I)

The end is near! (At least for this course…)

11/30   Monday –

12/02   Wednesday –

Week 15:   Final Presentations (II)

12/07   Monday –

12/09   Wednesday –
Final Presentation of Research Project

Points: _____ / 10   Grade: _____

1. _____ Clearly stated research agenda
   _____ Remaining sections of presentation foreshadowed in introduction
   _____ Coherent structure of presentation; logical transitions between sections

2. _____ Content of presentation accurate, informative
   _____ Research obviously related to sociological analysis
   _____ Factual data helped to raise/address larger theoretical issues

3. _____ Presentation recognized presence of audience, not simply reading a paper
   _____ (optional) Accompanying visual slides easy to follow
   _____ (optional) Presentation did not simply read slide materials verbatim
   _____ (optional) Slides enhanced presentation rather than distracted audience

4. _____ Conclusion explained relevance of research beyond specific project

5. _____ Adhered to time guidelines (8-10 minutes)
   _____ Responded to questions in respectful, thoughtful, informed manner

Key:

!! – excellent
+ – above average
√ – satisfactory
- – could use improvement
0 – missing
Independent Research Project Proposal Points: _____ / 30 Grade: _____

1. _____ Clearly stated research agenda
   _____ Summary explained historical background, rationale for this study
   _____ Remaining sections of paper foreshadowed in introduction
   _____ Coherent structure of essay; logical transitions between sections

2. _____ Literature review presented theoretical perspectives used to explain issue
   _____ Literature review described previous empirical work in this area
   _____ Original research question became more interesting after review

3. _____ Original research design clearly articulated
   _____ Succinctly described independent and dependent variables
   _____ Specific method supported as best way to examine social phenomenon
   _____ Addressed issues of concept validity, data reliability
   _____ Proposed research appeared logistically feasible

4. _____ Conclusion explained relevance of research beyond specific project

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Proper citations; included bibliography using consistent format
   _____ Adhered to formatting guidelines stated in syllabus

Key:  

-!! – excellent
-+ – above average
-√ – satisfactory
- - – could use improvement
-0 – missing
Comparative Commodity Chain Analysis  Points: _____ / 30  Grade: _____

1. _____ Clearly stated research agenda
   _____ Primary differences between the two food forms clearly delineated
   _____ Remaining sections of paper foreshadowed in introduction
   _____ Coherent structure of essay; logical transitions between sections

2. _____ Food product described in larger agribusiness context
   _____ Historical development of food as a commodity explored
   _____ Each form traced along specific commodity chain to original producer
   _____ Price mark-up/profit margin provided for each node (bonus points!)

3. _____ Social actors identified at each transaction node
   _____ Social relations between actors explored in at least one transaction
   _____ Social history of actors explored in at least one transaction

4. _____ Major differences beyond initial distinction examined in conclusion
   _____ Discussed relevance of this project to better understanding society

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Proper citations; included bibliography using consistent format
   _____ Adhered to formatting guidelines stated in syllabus

Key:  !! – excellent
      + – above average
      √ – satisfactory
      - – could use improvement
      0 – missing
Group _____ Discussion Leaders, Week _____

Please fill in questions 1 - 4 before your group leads the discussion.
Complete question 5 at the end of the class session.

1. State the goals that your group had for this particular session.

2. What were your specific contributions in preparing for this session?

3. Do you feel that you were a valuable member of this group? Why or why not?

4. Did any other members of your group fail to live up to your expectations?

5. Did you feel that you (as a group) achieved your goals? Why or why not?
Journal Article Review Paper

1. _____ Clearly stated research agenda of author and publication information
   _____ Summary explained historical background, rationale for this study
   _____ Overall conclusions of author described well (in 2 pages or less)

2. _____ Coherent structure of essay; logical transitions between sections
   _____ Textual analysis illuminated the study described in initial summary
   _____ Main points summarized in paper’s conclusion

3. _____ Critiqued author’s organization, including tables and graphics
   _____ Explained author’s data and methodology
   _____ Succinctly described independent and dependent variables
   _____ Critiqued validity of the variables’ conceptual operationalization
   _____ Critiqued reliability of author’s evidence

4. _____ Praise for author backed up with specific examples
   _____ Criticism of author tempered with constructive suggestions
   _____ Discussed relevance of author’s findings

5. _____ Good prose style, proper use of English grammar
   _____ Accurate punctuation; minimal typos or misspelled words
   _____ Adhered to formatting guidelines stated in syllabus

Key:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>!!</td>
<td>excellent</td>
</tr>
<tr>
<td>+</td>
<td>above average</td>
</tr>
<tr>
<td>✓</td>
<td>satisfactory</td>
</tr>
<tr>
<td>-</td>
<td>could use improve</td>
</tr>
<tr>
<td>0</td>
<td>missing</td>
</tr>
</tbody>
</table>
Group _____ Discussion Leaders, Week _____

Please fill in questions 1 - 4 before your group leads the discussion. Complete question 5 at the end of the class session.

1. State the goals that your group had for this particular session.

2. What were your specific contributions in preparing for this session?

3. Do you feel that you were a valuable member of this group? Why or why not?

4. Did any other members of your group fail to live up to your expectations?

5. Did you feel that you (as a group) achieved your goals? Why or why not?