**Syllabus: SOCY 4117-581 - Food & Society**

**Instructor and About the Course**

**Contact Information**

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**Office Hours:** By appointment

**Instructor Bio**

Food and agriculture have been a consistent thread throughout my career. This interest was launched as a recent college graduate, working alongside the South Central Farmers’ Cooperative in Los Angeles and later as a Peace Corps volunteer in rural Peru.  Since then I have been fortunate enough to continue to work in Latin American/Carribean countries on issues related to agriculture, nutrition and rural development. This variety of experiences have given me a number of angles from which to view the problems with our global food system and the insufficiency of proposed solutions. These challenges continue to motivate my PhD dissertation research which focuses on food security initiatives in Guatemala. I hold an MSW in International Social and Economic Development and am currently a PhD candidate in the Sociology department at CU.

**Communication Policies**

I prefer to be contacted directly by email ([carrie.seayfleming@colorado.edu](mailto:carrie.seayfleming@colorado.edu)).  Alternatively, the message function through Canvas is another convenient way to get in contact. If you email me I will usually reply within several hours, and in most circumstances can guarantee a response within 24 hours during the week.  I cannot guarantee this same turnaround on weekends. Please take this into consideration when contacting me and reach out with sufficient time before you need and answer. Though unlikely, if for any reason you do not receive a response within this time frame please send a follow up email.

**Course Description**

This course is an introduction to the sociology of food and agriculture.  Unlike other sociology courses which tend to study a wide variety of social problems, this course will focus on the food industry and some of the social problems associated with it. Thus, we will apply sociological theories to various aspects of the food industry including the realms of food production, processing, distribution, marketing, policy, regulation, consumption, and activism.

One goal of this class is to help you gain a better how connected and systematic social problems can be. Sociology is about the search for patterned behavior and social, rather than individual, explanations for this behavior.  We will be using the sociological perspective in this class. When it comes to issues of health and eating habits, many argue it is up to the individual to choose healthy foods and maintain good health. But in this class you find that matters of healthy eating are not as simple as individual choice. We will look at structural components of the food industry that constrain choice and actually impede good human and environmental health.

**Course Objectives**

The problems we will confront throughout this course are complex and daunting, defying simple solutions. Students should be prepared to grapple with, struggle with, consider, and deliberate multiple and often conflicting perspectives about the causes of serious agrifood problems, as well as equally varied (and inconclusive) debates about how these problems should be solved. My primary goal is to help students generally develop their critical thinking skills and to be more compassionate and engaged citizens.

1. Define several major problems with the food system using key indicators and concepts to describe and measure those problems.
2. Explain historical, political, social and economic factors that have contributed to these problems.
3. Apply sociological theory and social science concepts to the agrifood system.
4. Examine competing theories and conflicting perspectives on food and agriculture.
5. Evaluate conflicting perspectives and approaches to creating a more just and sustainable agrifood system.

Keep in mind that your personal experiences may not match the sociological insights discussed in the course. You may not agree with everything we read and discuss, but I expect you to have an open mind and demonstrate your knowledge of the sociological perspective.

**Course Outline**

There is a treasure trove of information- scholarly articles, documentaries, podcasts etc.- covering a variety of topics that are applicable to the sociology of food and agriculture. Out of necessity, we cannot cover many of the topics that I, and perhaps you, might want to cover. However, we will do our best to survey a wide variety of opinions and cover as many topics as we can in the course of 14 weeks.

The course is divided into four parts. Following an introductory week, we will spend a short two weeks on topics broadly related to **food and culture-**in particular how food is bound up with identity, both personal and collective. In the second part, we will tease apart our **global industrial food system,** attempting to explain what major structural forces have shaped it. Readings and lectures in the third part of the course, **food, equity, and the environment,** will be aimed at understanding the major consequences of the conventional agrifood system. In the final few weeks of the course we will learn about the dominant **alternatives** that have attempted to correct aspects of the food system. We will evaluate their achievements and discuss competing visions for a more just and sustainable food system.

Each week, students will complete readings which are posted to Canvas. Because we are not using a textbook, the readings may feel disjointed. The weekly lectures serve to tie these readings together and provide information that you need to conceptually understand the relationship between these readings. Therefore, it is essential to your learning to both complete the readings and watch all lectures.  At times, I will supplement readings with a podcast or film. After completing the readings and lectures, you will need to complete the week's assignments (discussion posts, reading responses etc.).

**Required Texts**

In order to keep costs down, and to expose you to multiple perspectives, we will not use a textbook for this course. Instead you will be required to buy two paperback monographs written by experts in the field. They are:

* Raj Patel (2012). *Stuffed and Starved: The Hidden Battle for the World Food System*. Melville House. ISBN-10:1612191274. (approx. $15-20)
* Jennifer Clapp (2020). *Food*(3rd edition). Polity. ISBN-10: 1612191274.

All other readings will be either posted to Canvas as a PDF or there will be a link provided for online content. In addition to readings, several films and videos will be assigned. This content will also be provided for you via Canvas.

**Method of Instruction**

Lectures for this course will be recorded and posted to Canvas in their appropriate module. Lectures will include a power point, usually with a side by side video of me presenting the material. There will be several short lectures per module, organized by topic so that they might be easier to digest. The power points include very little text and largely serve as an outline for the lecture to keep both of us on track. This is intentional. Too often students rely on power points to give them the answers; this is especially tempting for online courses. To excel in this course you will need to not only watch each lecture, but take notes to complement the lecture slides and complete the assignments/quizzes which will be prompted during the lecture.

**Student Responsibilities and Class Expectations**

What you can expect from me:

* treat you with respect
* treat you fairly
* provide prompt feedback on your work for the class
* respond reasonably quickly to emails (we will try to maintain a 24-hour turn-around except over weekends and holidays)
* challenge you to grow academically and to support you in doing so

I will expect you to:

* treat me and your fellow students with respect
* carefully complete your readings, assignments, and thoroughly prepare for tests
* actively participate in and meaningfully contribute to this course through discussion board
* plan ahead and ask questions and bring up CANVAS technical issues early on
* turn your work in on time
* follow the writing expectations provided for your assignments
* invest time in the course (estimated 9 hours a week)
* be open to new ideas
* regularly check CANVAS and your student email account for updates and reminders
* photograph/scan and email any disability or accommodation letters to me within  
  the first week of classes

**Note:** You should expect to spend the same number of hours actively participating online as in an in-person course. Students should spend 3 hours “in class” each week and an additional 6 hours of course work each week, a total of 9 hours a week. The readings and assignments load is not arbitrary but designed based on these guidelines with an average student in mind- thought it might take you a little more or less.

**Assignments and Grading**

**Assignments**

Your final grade for this course will be based on the following requirements (1000 points total):

**Discussion Posts/Responses (200 points total; 20% of grade)**

Most weeks (11 of 14), you will participate in conversation with your classmates via a discussion board. The purpose of the discussion boards is to give you space to learn from and teach one another. Consider this a substitute for class discussion in an in-person setting.

To receive a grade for discussion posts, you have two options when posting on the discussion board:

1. **Make ONE original post (start a new thread) (30 pts):** An original post should be roughly **250** words. The post should be related to the lecture or readings from the week. You have a lot of flexibility here on what kind of contribution you want to make. You could: post an opinion based on a reading, relate a topic or concept from the week to your own experience or to a current event, pose a thought-provoking question related to the topic, thoughtfully rebut something discussed in the readings or lecture etc.

**OR**

1. **Make TWO replies (15 pts/post)**: Reply posts respond to an original post made by a classmate and should be at least **100 words.**Similarly to the original posts, your replies can look a variety of different ways. For example, you may decide to: help solve a question that somehow poses, lend support to someone's ideas, challenge an idea proposed by your classmate, offer an alternative way of thinking about something, help a classmate clarify their ideas, give etc.

In both circumstance, the discussion posts will be evaluated on the following:  
1. How well does the discussion post advance the discussion?  
2. Does it relate to the week's readings/films/lecture materials?   
3. Is it clearly articulated  
4. Is it written in an objective and respectful way?

5. Is the tone appropriate? (These can be informal but should be free of spelling/grammar errors and should avoid slang/jargon)

Discussion boards will be open each week Monday through Friday @ 11:59PM. Late posts will not be accepted. I will drop one of your lowest scores on these assignments at the end of the semester.

**Reading Responses (300 points total; 30% of final grade)**

Most weeks, you can submit a reading response that addresses the reading questions posted on Canvas about that week’s readings. These reading responses will help you prepare for exams and the final paper, help you stay on top of the readings, and help me gauge your comprehension of the readings. These are due on Tuesdays before class starts. I will count the highest 5 scores you receive on these. Each is worth up to 40 points.

Your reading responses must demonstrate meaningful engagement with the reading(s) and the reading questions. Your responses should be in the range of 1,000 words, professionally composed, coherently organized, proofread, typed in 12-point font, double spaced, and formatted with 1-inch margins. Submit each to that week’s dropbox on Canvas before Monday morning at 8AM. Submit these as .pdf, .doc, or .docx files.

Each reading response is worth up to 60 points. I will grade reading responses as follows:

* Full credit (60 points) for responses that demonstrate a “high” level of engagement with the reading(s), address the reading questions posted on Canvas, and follow the assignment guidelines.
* Partial credit (30 points) for responses that demonstrate a “medium” level of engagement with the reading(s), address only some of the reading questions, and/or incompletely follow the assignment guidelines
* Zero credit (0 points) for responses that demonstrate little or no engagement with the reading(s), do not answer the reading questions, and/or do not follow the assignment guidelines.

*Late policy for reading responses*: I will only accept late reading responses for documented cases of illness, injury, family emergency, etc.

**Exams (300 points total; 30% of final grade)**

This semester, there will be two tests. Both will be a combination of short-answer and essay questions. They will be open note and open book but will be timed (60 minutes). Do not be lured into thinking these tests will be easy. Questions will be designed to evaluate your comprehension and ability to apply course concepts- not simply memorizing or retrieving information from your notes or readings. We will discuss test format in closer detail prior to the first test.

* Exam #1 (200 points): Due Saturday, October 17th @ 11:59 PM
* Exam #2 (200 points): Due Friday, December 11th @ 11:59 PM

Make-up policy for tests: If you miss one of the tests due to a death in your family, a medical emergency, a court date, a religious conflict, or your participation in a university-supported activity in which you are obligated to participate, you must provide me with written documentation of that conflict in order to take the make-up exam. Such documentation must be provided prior to your absence. Or, if the situation is an emergency that prohibits prior notice, you must provide documentation within one week of your absence. I will then allow you to take a make-up exam.

**Final Paper (200 points; 20% of final grade)**

Though there is only one formal 'paper', although you will do a lot of writing in this class. Through discussion posts, exams and reading responses, you will get a chance to practice writing and get feedback from me on your writing. This should serve as preparation for your final paper. The task of the final paper will be to synthesize and opine about the concepts you've learned throughout the course. A broad question will be provided to guide your response. You will draw on course readings to build your argument and will not have to do outside research. The paper will be roughly 2000 words (7-8) pages in length.

**Submission Policies**

All assignments will be submitted on Canvas. Each assignment has a corresponding dropbox on Canvas. Note that the assignment dropboxes close after their deadline. Therefore, if you would like to request an extension you need to do so by contacting me. Assignments will not be accepted via email.

Writing assignments should be formatted using a standard citation like MLS, ASA or APA. I am not particular about which you use, only that you use one consistently throughout the assignment.

In general, I aim to respond feedback on your assignments within 7 days of their submission. On the first several writing assignments I will provide detailed feedback in order to get you on the right track. Expect feedback to decrease throughout the course of the semester. While I expect all assignments to be proofread and free of major grammatical errors, I will focus my comments on content. The Writing Center on campus (see below) is a great resource for improving your writing.

**Grading Criteria and Points Breakdown**

*In sum, your final grade will be based on the following:*

| *Table - Points Breakdown* | |
| --- | --- |
| **Activity** | **Points** |
| **Total Points** | **1,000** |
| Discussion Posts/Responses | 200 |
| Reading responses | 300 |
| Final Paper | 200 |
| Exams | 300 |

**Grading Scale**

Grades will be assigned as follows

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Table - Grading Scale* | | | | | | | | | | | | |
| **Letter Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| **Percentage Grade** | 94-100 | 90-93 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | <60 |

**Course Policies and University Policies**

**Specific Course Policies**

**Make-up policy for tests:** If you miss one of the tests due to a death in your family, a medical emergency, a court date, a religious conflict, or your participation in a university-supported activity in which you are obligated to participate, you must provide me with written documentation of that conflict in order to take the make-up exam. Such documentation must be provided prior to your absence. Or, if the situation is an emergency that prohibits prior notice, you must provide documentation within one week of your absence. I will then allow you to take a make-up exam during the scheduled final exam period. The make-up final exam will be an essay exam that will test your comprehensive understanding of all course material.

**Course Plagiarism Policy**

Academic Dishonesty: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threats, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303- 735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/sccr/honor-code).

**Plagiarism and Turnitin**: All assignments submitted online go through Turnitin software that detects cases of plagiarism. Please ensure that your submissions only include your own original work and there will be no issue. If you have any questions about paraphrasing, using sources, or plagiarism please refer to the following resources: [Understanding and Preventing Plagiarism](https://www.accreditedschoolsonline.org/resources/preventing-plagiarism/) or [Plagiarism and Citation Guide](https://www.onlinecolleges.net/for-students/avoid-plagiarism/).

**Inclusivity**

This class is open and inclusive to all individuals. It is my commitment that this online classroom is a safe and respectful space for students regardless of gender identity, sexual orientation, race, religion, political affiliation, immigration status, or any other identity. All voices and perspectives are welcomed as long as they are respectful of other voices as well.

**Netiquette**

All students should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember.

1. Always think before you write. In other words, without the use of nonverbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. Keep it relevant. There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the assigned questions.
3. Never use all caps. This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
4. Make sure that you are using appropriate grammar and structure. In other words, I don’t want to see anyone writing “R U” instead of “are you”. There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile ☺ is welcome, anything offensive is not.
5. Treat people the same as you would face-to-face. In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
6. Respect the time of others. This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.

Website: <http://www.albion.com/netiquette/corerules.html>

Compiled by Melissa Landin, Instructor, Dept. of Communication, Inver Hills Community College, mlandin@inverhills.edu

**University Policies**

You can find a copy of the University Policies on the [CU Resources](https://canvas.colorado.edu/courses/62815/pages/cu-resources) page.

**Canvas Privacy Policy**

You can find a copy of the Canvas Privacy Policy on the [Instructure Product Privacy Policy](https://www.instructure.com/policies/privacy) page.

**Canvas Accessibility Statement**

You can find a copy of the Canvas Accessibility Statement on the [Accessibility within Canvas](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) page.

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| **Week** | **Dates** | **To Do (Readings, Assignments, Discussions, Quizzes)** |
| **Week 1: Why think about food and agriculture sociologically?** | August 31st-September 4th | * Read   + Esther Honig and Ted Genoways. 2020. “The Workers are Being Sacrificed”: As Cases Mounted, Meatpackers JBS Kept People on Crowded Factory Floors. Mother Jones.   + David Laborde, Will Martin, Johan Swinnen and Rob Vos. 2020. COVID-19 risks to global food security. Science[.  (Links to an external site.)](https://docs.wfp.org/api/documents/WFP-0000114546/download/?_ga=2.34687394.2003332344.1594305988-1354364723.1594305988) * Do   + Introduction Video   + Discussion Post 1 |
| **PART I: Food & Culture (Weeks 2-3)** | | |
| **Week 2: Taste** | September 7th-11th | * Read    + Harold McGee. 2010. [Cilantro Haters, It’s Not Your Fault. (Links to an external site.)](https://www.nytimes.com/2010/04/14/dining/14curious.html)   + Wright, David. “Cultural capital and tastes: The persistence of Distinction” in Handbook of Cultural Sociology edited by Laura Grindstaff, John R. Hall, and Ming-cheng M. Lo. Taylor & Francis Group.   + Guthamn, Julie. 2003. “Fast food/organic food: reflexive tastes and the making of ‘yuppie chow’”. Social & Cultural Geography 4(1): 45-58. * Do   + Discussion Post 2   + Reading Response 1 (5 required in total) |
| **Week 3: Food and Identity** | September 14th-18th | * Read   + Emily Matchar. 2013. The emergence of the "hipster homemaker". Homeward bound: Why women are embracing the New Domesticity. New York: Simon & Schuster. Chapter 5 pp. 95-119.   + Sobal, Jeffery. Men, Meat, and Marriage: Models of Masculinity. Food and Foodways 13(1-2):135-158).   + Psyche Williams-Forson. More than Just the “Big Piece of Chicken”: The Power of Race, Class, and Food in American Consciousness. Food & Culture Reader * [Listen](http://www.sporkful.com/other-peoples-food-part-1-rick-bayless-white-chef-mexican-food/)   + [“White Chef, Mexican Food. (Links to an external site.)](http://www.sporkful.com/other-peoples-food-part-1-rick-bayless-white-chef-mexican-food/)” The Sporkful. (30 minutes) * Do   + Discussion Post 3   + Reading Response 2 (5 total required) |
| **Part II THE GLOBAL INDUSTRIAL FOOD SYSTEM (Weeks 4-7)** | | |
| **Week 4: Agricultural Policy** | September 21st-25th | * Read   + Deborah Fitzgerald. 2003. The industrial ideal in American agriculture. From Every Farm a Factory: The Industrial Ideal in American Agriculture. New Haven: Yale University Press, 10-32.   + Jennifer Clapp. 2012a. Selection from Food. Cambridge, UK: Polity Press, 24-33.   + Tom Philpott. 2008. A reflection on the lasting legacy of 1970s USDA Secretary Earl Butz. Grist. February 8. [http://grist.org/article/the-butz-stops-here/ (Links to an external site.)](http://grist.org/article/the-butz-stops-here/)   + Raj Patel. Ch. 4: Just a Cry for Bread in Stuffed and Starved: The Hidden Battle for the World Food System. * Watch   + King Corn (1:30 minutes) * Do   + Discussion Post 4   + Reading Response 3 (5 total required) |
| **Week 5: Agricultural Science and Technology** | September 28th-October 2nd | * Watch   + American Experience. The Man Who Tried to Feed the World. PBS. (52 min.) * Read    + Jennifer Clapp. 2012b. Selection from Food. Cambridge, UK: Polity Press, 33-43.   + Jack Kloppenburg. 2005. Introduction in First the Seed. The University of Wisconsin Press.   + Raj Patel. Selections from Ch. 6: Better Living Through Chemistry in Stuffed and Starved.   + Norman E. Borlaug. 2000. Ending world hunger: The promise of biotechnology and the threat of antiscience zealotry. Plant Physiology 124: 487-490. * Do   + Discussion Post 5   + Reading Response 4 (5 total required) |
| **Week 6: Corporate Consolidation** | October 5th-9th | * Read   + Michael Mayerfeld Bell. 2009. Selection from An Invitation to Environmental Sociology. Los Angeles: Pine Forge Press, 58-67.   + Jennifer Clapp. 2012. Ch. 4: Transnational Corporations. Selection from Food. Cambridge, UK: Polity Press, Chapter 4.   + Raj Patel. Ch. 5: The Customer is Our Enemy in Stuffed and Starved.   + Raj Patel. Selections from Ch. 8: Checking Out of Supermarkets pages 221-250. * Do   + Discussion Post 6   + Reading Response 5 (5 total required) |
| **Week 7: Globalization of Food** | October 12th-16th | * Read * Jennifer Clapp. Chapter 3: Uneven Agricultural Trade Rules in Food.   + Patel, Raj. 2012. Ch. 3 You have Become Mexican. Stuffed and Starved. Melville House.   + William H. Friedland. Ch. 10: The New Globalization: The Case of Fresh Produce. * Do   + - **EXAM 1 DUE SATURDAY, OCTOBER 17TH** |
| **Part III Food, Equity and the Environment (Weeks 8-11)** | | |
| **Week 8: Food and Labor** | October 19th-23rd | * Listen   + Planet Monday: Food and Farmworkers. NPR. (17 min) * Read   + Tik Root. 2017. The Jamaican Apple Pickers of Upstate New York. The New York Times.   + Steven Striffler. 2004. Undercover in a Chicken Factory. Utne Reader, January/February.   + Food Chain Workers Alliance and Solidarity Research Cooperative. November 2016. No Piece of the Pie: U.S. Food Workers in 2016. (Read Executive Summary and Introduction; skim the rest.)   + Linda C. Majka and Theo J. Majka. 2000. Organizing U.S. farm workers: A continuous struggle. From Hungry for Profit, 161-174. * Watch   + Dolores * Do   + - Discussion Post 7     - Reading Response 6 (5 total required) |
| **Week 9: Food and the Environment** | October 26th-30th | * Read   + Vann R Newkirk II. 2019. The Great Land Robbery. The Atlantic. (You can read the long-form article  or listen to it being read) (45 min.)   + Brett Clark & John Bellamy Foster. Ecological Imperialism and the Global Metabolic Rift: Unequal Exchange and the Guano/Nitrates Trade. International Journal of Comparative Sociology.   + Clara Ines Nicholls and Miguel Altieri. 2009. Conventional agricultural development models and the persistence of the pesticide treadmill in Latin America. International Journal of Sustainable Development & World Ecology.   + Jill Lindsey Harrison. 2011. Selections from Pesticide Drift and the Pursuit of Environmental Justice. Cambridge, MA: MIT Press. * Do   + Discussion Post 8   + Reading Response 7 (5 total required) |
| **Week 10: Food and Hunger** | November 2nd-6th | * Read   + Goode, Erich. 2015. Poverty and disrepute. From Deviant Behavior, 10th Ed. Pearson.   + Janet Poppendieck. 2000. Want amid plenty: From hunger to inequality. From Hungry for Profit: The Agribusiness Threat to Farmers, Food, and the Environment, ed. Fred Magdoff, John Bellamy Foster, and Frederick H. Buttel. New York: Monthly Review Press, 189-202.   + Jennifer Clapp. 2012. Selection from Food. Cambridge, UK: Polity Press, 176-181. * Do   + Discussion Post 9   + Reading Response 8 (5 total required) |
| **Week 11: Food and Obesity** | November 9th-13th | * Read   + Paul Campos, Abigail Saguy, Paul Ernsberger, Eric Oliver, and Glenn Gaesser. 2006. The epidemiology of overweight and obesity: Public health crisis or moral panic? International Journal of Epidemiology 35: 55-60.   + Deborah Lupton. 2013. Selections from Fat. London: Routledge.   + Priya Fielding-Singh. 2017. Op-Ed: Why do poor Americans eat so unhealthfully? Because junk food is the only indulgence they can afford   + Julie Guthman. 2007. Can’t Stomach It How Michael Pollan et al. Made Me Want to Eat Cheetos * Watch   + Sugar: Las Week Tonight with John Oliver. HBO * Do   + **PAPER DUE SATURDAY 11/14 @ 11:59 PM** |
| **Part IV: ALTERNATIVE FOOD SYSTEMS (Weeks 13 – 14)** | | |
| **Week 12: Organics** | November 16th-20th | * **Read**   + Brian Obach. 2015. Organic Struggle: The Movement for Sustainable Agriculture inthe United States. Cambridge, MA: MIT Press.   + Beth Hoffman. 2013. Who owns organic brands and why you should care. Forbes Magazine May 25.   + Christy Getz, Sandy Brown, and Aimee Shreck. 2008. Class politics and agricultural exceptionalism in California's organic agriculture movement. Politics and Society 36: 478-507.   + Julie Guthman. 2004. Selections from Agrarian Dreams: The Paradox of Organic Agriculture in California. Berkeley: University of California Press. * Do   + Discussion Post 10   + Reading Response 9 (5 total required) |
| **Fall Break & Thanksgiving Holiday (No Classes; University Closed)** | | |
| **Week 13: Localism & Fair Trade** | November 30th-December 4th | * Read * Do   + Discussion Post 11   + Reading Response 10 (5 total required) |
| **Week 14: Food Sovereignty and Food Justice** | December 7th-11th | * Read * Do   + **FINAL EXAM DUE BY FRIDAY 12/11 @ 11:59 PM** |