

# FOOD AND SOCIETY

M/W/F | 12:00pm - 12:50pm | Benson 185

## Instructor Information

### Kendra Hutchens

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Office: Ketchum 381

Office Hours: M/W 1-2pm

## Required Materials

### Texts:

Bell, Michael Mayerfeld. 2004. *Farming for Us All*. University Park, PA: University of Pennsylvania Press.

Pollan, Michael. 2013. *Cooked: A Natural History of Transformation*. New York: Penguin Press.

### Potluck Funds: \$20

Part of your final group project will involve cooking a food item and sharing it during our class potluck. Please plan to spend no more than \$20 for this project.

**Canvas:** Readings, assignments, course documents, updates, and announcements will be posted to Canvas. Please check Canvas and your university email regularly!

**Pen(cil) + Paper:** In order to facilitate engagement, discussion, and learning, I ask that you honor our classroom's technology policy and come prepared to take notes with pencil and paper.



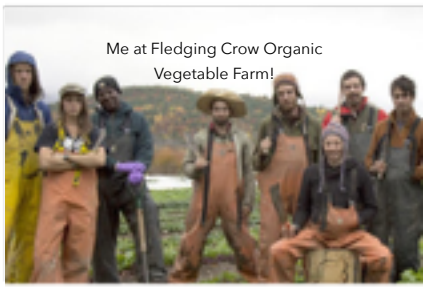
Source: hfma.org

## Course Description:

In this course we will examine food from production to consumption. This course is divided into three units. The first two units explore food production: both the structures that create the U.S. food system and the labor that sustains it. In the final unit, we will carefully consider the ways in which food is culture. In studying food as a social construction, this course will present scholarship analyzing how food and interactions with food are imbued with gendered, raced, classed, and moral meanings that contribute to the construction of our own identities and relationships. We will interrogate structural issues in the food system and proposed solutions.



Image source: bouldercoloradousa.com



This syllabus draws on those of Dr. Jill Harrison and Dr. Jessie Luna. Thank you to those brilliant teachers for their guidance in constructing this course!

## Course Description

From the CU Course Catalogue:  
Examines the food system along the lines of social justice and environmental sustainability. Investigates the institutional and cultural supports of major food system problems and contemporary efforts to address those problems, including the realms of food production, processing, distribution, marketing, policy, regulation, consumption, and activism. Designed for students with 57-180 credits (Juniors or Seniors).

## Important Deadlines

**AB1:** Friday, Feb. 22, 2019

**AB2:** Monday, April 29, 2019

### Midterm Exam:

Friday, March 1, 2019

### Final Presentation:

Sunday, May 5: 7:30pm-10:00pm

## Grading Scale

A: 90-100	* Detailed scale and
B: 80-89	grade descriptions on
C: 70-79	Canvas
D: 60-69	
F: < 60	

## Learning Outcomes

At the conclusion of this course you will be able to discuss and evaluate important ways in which food shapes contemporary life. You will be able to identify the challenges and opportunities present in the structure of our food system. You will have increased your ability to critically analyze social science writing, synthesize diverse sources of information, and communicate effectively through writing and oral presentation. Finally, you will very likely have a different relationship with food.

## Class Style and Format

In this course, we will examine food through a sociological lens. Classes will be a combination of lecture, seminar, and discussion format. I will often ask that you engage with materials through written exercises or verbal discussion. Electronic devices are only allowed during approved activities, when such devices will provide a positive contribution to our class discussion.

This course highlights the work of sociologists, anthropologists, and food activists. These materials have not been selected because they are the 'official' or 'right' view. Instead, they offer a perspective worthy of consideration. Therefore, this class asks that you critically evaluate texts, films, and other materials. You are encouraged to reflect on (and challenge) what you read, watch, or hear, and to tie these perspectives to current events and your own lives and values.

Finally, the strength of the university community depends on academic and personal integrity. Ethical violations and disrespectful conduct will not be tolerated in class or in your written work.



Image Source: [farmingsolutions.org](http://farmingsolutions.org)

*Evaluation*

Grade Component	Percentage of Grade	Due Date
Class Participation	<b>10%</b>	Throughout the Semester
Annotated Bibliography (AB)	<b>30%</b> AB1: 10% AB2: 20%	AB1: Friday, Feb. 22; 12:05pm AB2: Monday, April 29; 12:05pm
Midterm Essay Exam	<b>30%</b>	Distributed: Friday, Feb. 22 Due: Friday, March 1; 12:05pm
Final Project	<b>30%</b> Paper: 15% Presentation: 15%	5 May 2019 7:30pm - 10:00pm

**Tips for Success!**

1. Pay careful attention to the reading schedule and complete the assigned reading *before* coming to class!
2. Start your ABs immediately and keep up with them!
3. For your Midterm Exam, please have your work reviewed and edited (the CU Writing Center is great)!
4. Participate in class! Not only is a portion of your overall evaluation determined by your participation in class discussion and activities, but this is an opportunity for you to deeply engage with new ideas and materials and connect with your colleagues.
5. Please ask questions!

**PARTICIPATION:** I care deeply about this class and the material that is presented. I do not post my slides to Canvas and I hope that you choose to attend class meetings and contribute to a positive learning environment. Your overall participation evaluation is comprised of three components: (1) in-class discussion participation; (2) written responses to “Question(s) of the Day” (QOD); and (3) in-class, peer reviews of the two reading reflection responses required in AB2. When you miss a class, the collective learning experience is lost, so missed QODs or peer reviews cannot be made-up or turned in late. If you miss a class, please contact a classmate for notes and then see me during office hours if you have any questions.

**ANNOTATED BIBLIOGRAPHY:** In lieu of in-class quizzes or response papers, I ask that you submit two annotated bibliographies throughout the semester. Your first submission is worth 10 percent of your final grade and your second is worth 20 percent. Please see “SOCY 4117 Annotated Bibliography” on Canvas for detailed instructions.

**MIDTERM EXAM:** You will be presented with a hard-copy of the take-home essay exam on **Friday, February 22**. Your completed exam is due to Canvas on **Friday, March 1 at 12:05pm**. You will have one week to complete this essay exam; late submissions will not be accepted. This is a challenging exam, please plan your time wisely.

While the annotated bibliography will help you to summarize and analyze individual readings, this exam will ask that you make critical

connections *between* readings and course topics. This exam will help you to develop analytical writing skills; rather than providing personal opinions or anecdotal evidence, you will be asked to critically engage and analyze various arguments with which you have been presented throughout the semester. Explicit, detailed instructions will be provided with your exams.

**FINAL PROJECT:** Your final project will be a group project consisting of three components: (1) a written reflection; (2) an in-class oral presentation; (3) a potluck contribution. Detailed instructions will be provided after your essay exam.

I have very high expectations for your written submissions in this class—both in terms of content and style. *What* and *how* you write, matters. I highly recommend working with a consultant from the **CU Writing Center**. You can schedule one-on-one meetings with a writing consultant (up to a week in advance) for sound advice at *any* stage of the writing process. Consultants can teach you strategies to formulate and organize strong thesis statements, use and cite evidence appropriately, master style and grammar, and overcome writing anxiety or blocks. All for FREE! Please use this resource. The Writing Center is located in the Norlin Library Commons, Room E-156. You can schedule appointments on-line or at 303-735-6906.



*Don't wait for the last-minute panic, please!*

## Course and University Policies

**TECHNOLOGY POLICY:** I want all of my students to be fully engaged in every minute of every class. As such, please put away cell phones and other electronic devices at the beginning of class. Laptops, cellphones, and tablets are not allowed during class, unless you present me with written accommodation from Disability Services.

To access many of the materials for this course, you will need a reliable internet connection. If you have concerns about accessing online material, please contact me. Additionally, if you prefer to print online material, there are a number of free printing stations available on campus, including in the C4C and the INVST Peace Studies Office. The two assigned texts for this course—*Cooked* and *Farming for Us All*—are on reserve in Norlin Library and available for purchase via online retailers.

Finally, email is my preferred method of communication and I will respond to all emails within 24-hours, excluding weekend and university holidays (because I like to be as far away from the computer as



possible). Please remember that online communication is professional communication. Use your name (and other necessary identifiers, like SOCY 4117) when conducting email correspondence with your colleagues and me. Politeness, collegiality, and respect should undergird all your communication in this class.

**ACCESSIBILITY:** If you qualify for accommodations, please submit your letter from Disability Services to me as soon as possible. It is your responsibility to contact Disability Services and obtain documentation. If you have a question, please contact Disability Services ([www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices); 303-492-8671; [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu)).

**RELIGIOUS OBSERVANCE:** Campus policy and our campus commitment to equity both require that faculty and instructors make every effort to deal reasonably and fairly with students who, because of religious or cultural obligations, have conflicts with exams, assignments, or classroom attendance. If you are unable to meet an expectation due to a religious holiday or other observance, please let me know within the first three weeks of the semester, so that proper accommodations can be made.

**HONOR CODE:** Both students and faculty are expected to uphold the academic integrity of the University and abide by the University's honor code. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the Honor Code policy can be found online and at the Honor Code Office.

In a general sense, to plagiarize is to use another's words or ideas as your own, without proper attribution given to the original author. Ideas may be non-material, but their creators should be able to control what they create. Using another's ideas, words, or work without crediting them is intellectual theft (Gannon 2018). All work that you submit for this class must be your own, and you are required to quote and cite all references properly. Doing so ensures that scholarly discourse remains open and honest—failing to cite sources is akin to censorship because it removes someone's voice and scholarly identity from an important conversation (Gannon 2018).

Although this mandate appears straightforward, I am well aware of how murky the task can seem. Wherever you are unsure about quoting and citing, please come see me to figure out the best strategy. If you want to cite an idea I proposed in lecture, cite it accordingly with an in-text citation such as: (Hutchens, 01/01/19). If you would like to cite a direct quote from lecture, please put it in quotes and use an in-text citation. When you have read this, please email me with the subject: "Syllabus Check" for 2 extra-credit points on the Midterm Exam.

**DISCRIMINATION AND HARASSMENT:** The University of Colorado Boulder is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of

discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the OIEC website. The full policy on discrimination and harassment contains additional information.

Furthermore, insensitive, rude, or disrespectful comments made on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy will not be tolerated at any time. I reserve the right to disallow students to participate in discussions if I deem their comments or behavior repeatedly disruptive to the class, other students, or myself.

