

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4463
Course Title Food and Inequality in the United States
Transcript Abbreviation Food & Inequality
Course Description An examination of the topic of social inequality through the lens of food. An analysis of how social stratification affects individual's access to food, as well as the meaning people attach to food.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Jr standing or above, or permission of instructor or department.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1101
Subsidy Level Baccalaureate Course
Intended Rank Junior, Senior

Requirement/Elective Designation

General Education course:

Organizations and Politics; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn to analyze how food in the United States has been constructed and influenced by human cultural norms, social institutions and social structures.
- Students will learn about social inequalities of race, class, and gender through the lens of food consumption and production.
- Students will learn how sociologists explain race, class, and gender inequality and use these sociological theories to think about the extent to which individual patterns of food consumption reflect and produce social inequalities.
- Students will learn to recognize the role of cultural and social structural forces in shaping their own relationship and engagement with food consumption and production.
- Students will learn sociological research skills and carry out final research papers on an issue relating to food and social inequality.

Content Topic List

- Thinking about food sociologically
- The social construction of food
- Food and inequality in the United States
- Social movements and resistance

Sought Concurrence

Yes

Attachments

- Concurrence_CFAES.pdf: CFAES Concurrence
(Concurrence. Owner: Martin, Andrew William)
- Concurrence_Form_CFAES(PublicHealth 4-16-18).pdf: College of Public Health Concurrence
(Concurrence. Owner: Martin, Andrew William)
- Concurrence_Form_CSWK_signed.pdf: College of Social Work Concurrence
(Concurrence. Owner: Martin, Andrew William)
- Glenn College Concurrence Sociology Food Class.pdf: College of Public Affairs Concurrence
(Concurrence. Owner: Martin, Andrew William)
- Official Sociology Crim Curriculum Map August 2018.xlsx: Curricular Map
(Other Supporting Documentation. Owner: Martin, Andrew William)
- Proposal_Food and Inequality in the United States.docx: Course Proposal and GE Assessment Plan
(GEC Course Assessment Plan. Owner: Martin, Andrew William)
- Syllabus_Food and Inequality in the United States.docx: Syllabus
(Syllabus. Owner: Martin, Andrew William)
- Concurrence_Form_Food Science & Techn.pdf: Concurrence--Food Science & Technology
(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)
- Official Sociology Crim Curriculum Map updated use this one.xlsx: Revised curriculum map
(Other Supporting Documentation. Owner: Vankeerbergen, Bernadette Chantal)
- Sept Revisions_Syllabus_Food and Inequality in the United States.pdf: Revised syllabus--use this one
(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)
- Concurrence_Anthropology_2.pdf: Concurrence--Anthropology
(Concurrence. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- 08/27: Please seek a concurrence from Anthropology. I will approve this now to keep it moving, but the SBS Panel will request that concurrence during review if it doesn't accompany the proposal at that time. *(by Haddad, Deborah Moore on 08/27/2018 12:15 PM)*
- Concurrence is still pending from Food Safety. Will update with any additional details. *(by Martin, Andrew William on 08/27/2018 12:03 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Martin, Andrew William	08/27/2018 12:03 PM	Submitted for Approval
Approved	Williams, Kristi L.	08/27/2018 12:04 PM	Unit Approval
Approved	Haddad, Deborah Moore	08/27/2018 12:15 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/27/2018 12:15 PM	ASCCAO Approval

SOCIOLOGY 4463

FOOD & INEQUALITY IN THE UNITED STATES

Spring 2019

Dr. Kara Young

Assistant Professor

Department of Sociology

Email: young.2651@osu.edu

Office Hours: Office hours take place every Thursday from 12:30pm-4:30pm

Office Location: 166 Townshend Hall

PLEASE NOTE: *To get to my office, come into the main entrance to Townshend Hall and turn right. Then walk through the undergraduate advising office and down the hall to office 166.*

COURSE DESCRIPTION AND OBJECTIVE

In this course, students will be introduced to the topic of social inequality through the lens of food. There are four main course objectives:

1. Students will learn to analyze how food in the United States has been constructed and influenced by human cultural norms, social institutions and social structures.
2. Students will learn about social inequalities of race, class, and gender through the lens of food consumption in the United States
3. Students will learn how sociologists explain race, class, and gender inequality in the United States and use these sociological theories to think about the extent to which individual patterns of food consumption reflect existing social inequalities and the extent to which they produce social inequality.
4. Students will learn to recognize the role of cultural and social structural forces in shaping their own relationship and engagement with food consumption in the United States.

The course begins with three weeks of foundational readings and lectures to help students understand what is sociological about food, how sociologists think about inequality, as well as a crash course on our current U.S. food industry. The rest of the course is dedicated to exploring topics around food and inequality specifically in a U.S. context. These topics include: food labor, food security and hunger, obesity, food and race, food and gender, food and cultural capital, as well as eating and the body. We end the course by reading and discussing the alternative food movement, the food justice movement, and the critiques of each.

GE REQUIREMENTS

Sociology 4463 fulfills two Gen Ed goals, **GE Diversity, Social Diversity in the United States; and GE Social Science, Organizations & Politics**. Here is what you can expect to learn:

Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Organizations and Politics

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

To read more about the General Education Goals and Expected Learning Outcomes go here: <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#SocialScience>

REQUIRED READING

Students will find all of the assigned readings on the course's Carmen page. ***Students are required to attend all classes and complete all reading assignments. ALL READINGS SHOULD BE COMPLETED ON THE DAY THEY ARE ASSIGNED UNLESS OTHERWISE NOTED.*** Reading allows us to have meaningful class discussions and complements information provided in class lectures. Because the process of reading and talking about what you have read is at the heart of social science classes, students should come to every class having read all the assigned material and prepared to discuss it at length. This does not mean you have to understand everything you read; that's what class is for. In that case, you should come to class with questions about what you did not understand.

COURSE REQUIREMENTS

ASSIGNMENT	PERCENTAGE	DUE
ATTENDANCE + CLASS PARTICIPATION	15%	ONGOING
CRITICAL FOOD JOURNALS	20%	ONGOING
MIDTERM EXAM	20%	MONDAY, MARCH 4 TH
FINAL PAPER PROPOSAL	5%	WEEK OF MARCH 25 TH
FINAL RESEARCH PRESENTATION	10%	MONDAY, APRIL 22 ND
FINAL RESEARCH PAPER	30%	TUESDAY, APRIL 30 TH

1. Attendance and Class Participation (15%)

As stated above, your participation in class is an essential part of this course. The success of the class depends upon the active participation of *all* class members. Each of you brings an important contribution to the class from which we all can learn.

Class participation includes the following kinds of activities:

- Providing comments and insights on reading materials
- Actively participating in class discussions
- Responding to questions asked during class
- Posing sociological questions.

IN ADDITION to these crucial in-class kinds of participation, students can boost their class participation grade in two ways:

- **Office Hours:** Coming to see me in office hours to discuss the readings and lectures.
- **Facebook:** Posting photos, articles or video clips to our class **Facebook page**. Along with your post, you must also write at least two sentences describing what the image/article is that you found and how you can make sense of it using the concepts and tools we are learning in class. I also encourage you to comment on your classmates' posts with thoughtful critiques and insights. I will provide examples of this over the next several class periods. ***Please regard this as an academic writing assignment. That means captions should be in full sentences, thoughtful written, and spell-checked.***

Students can miss up to 3 classes with no grade penalty. Each additional absence will result in a loss of 5 points from the attendance grade. If you are unable to attend class on a specific day, due to a reasonable excuse, you should contact me beforehand. You may be able to complete an alternative assignment to receive credit for any work that you may miss.

2. Critical Food Journals (20%)

In addition to attendance and class participation, students will be responsible for writing four short critical food journals. These critical food journals should be 2-pages double spaced and include (1) summaries of each of the readings for that week (2) critical reflection on how these readings help us to understand food and inequality in America (3) reflections

about how these concepts apply to their own food consumption and procurement practices. Students may choose any 4 weeks to write their critical food journals.

3. Midterm Exam (20%)

There will be one in-class exam worth 20% of the final grade. **I will allow make-up exams only with a pre-approved, university-excused reason or with a documented medical emergency or death in the family.** If you anticipate missing the exam because of a religious holiday or other university-excused reason, please make arrangements at least two weeks in advance. Students who miss the exam without prior approval or without a documented medical emergency or death in the family will receive a 0 on that exam.

4. Final Paper Proposal (5%)

During the week of March 25th, students will submit a 1-page proposal outlining the topic that they have chosen for their final research paper along with an annotated bibliography of 3-4 sources not on the syllabus that they will use for their papers.

5. Final Presentation (10%)

In the last week of class, each student will give a 5-minute presentation on their final research paper.

6. Final Research Paper (30%)

Students will write a 10-page final research paper on an issue relating to food and social inequality. These papers can be an expanded examination of a topic covered in class or they can cover another topic related to the core themes. We will discuss the guidelines for this research paper during week seven.

OFFICE HOURS

I hold office hours from 12:30pm to 4:30pm every Thursday in my office located at 166 Townshend Hall (next to the Thompson Library). These are 15 minute slots and you must sign up in advance on Carmen. You are welcome to come individually or in groups.

GRADING

Grades will be assigned according to the following scale:

A = 93-100%	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	E = < 60	

A NOTE ON WRITING

Written assignments are your opportunity to develop, apply, and demonstrate your mastery of the knowledge and skills you are gaining in this course. They are, in effect, your chance to learn – and apply what you have learned – by practicing sociology. Therefore, be sure to use the concepts, categories, and theories from the course in your midterm paper and

sociological memos. All written work should be typed, double spaced, with one-inch margins, in 12-inch fonts. ***Please spell-check and proofread your work. I will deduct points for grammar and spelling errors.***

I do not expect you to be master writers right away. Writing, like, everything, takes practice and many drafts. If you are having trouble with your writing, I encourage you to utilize the services offered at the **OSU Writing Center**. The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library.

SOME HELPFUL WRITING RESOURCES

- Strunck and White's book *Elements of Style*
- OSU Writing Center Services, <https://cstw.osu.edu/writing-center/writing-center-services>
- OSU Writing Center Resources, <https://cstw.osu.edu/writing-resources>

DIFFERING ABILITIES STATEMENT

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a differing ability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. **Also, please register and coordinate with the Student Life Disability Services** (slds.osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as, "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination.

Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

READING SCHEDULE

(1) Week of January 7th

What is Sociological About Food

*****DUE Friday, January 11th – Short Self-Assessment*****

C. Wright Mills, “The Promise.” *The Sociological Imagination*.

Alan Beardsworth and Teresa Keil, “Sociological Perspectives on Food and Eating.”
Sociology on the Menu.

Paul Ward, John Coveney and Julie Henderson, “Editorial, A Sociology of Food and Eating, Why Now?” *Journal of Sociology*.

Tracie McMillan, “Eating in America.” *The American Way of Eating, Undercover at Walmart, Applebee’s, Farm Fields and the Dinner Table*.

(2) Week of January 14th

Inequality in America

Judith Lorber, “The Social Construction of Gender.”

Ann Mourning, “Race.” *Contexts*

Persell, “Social Class and Poverty”

Michael Carolan, “Gender, Ethnicity and Poverty.” *The Sociology of Food and Agriculture*.

(3) Week of January 21st

Understanding the Food Industry

****In class**, Viewing of *Food Inc.* and guest lectures to discuss the food industry, food safety, and food policy.

Michael Carolan, “Understanding the Food System, Past, Present, and Future.” *The Sociology of Food and Agriculture*

Tim Lang, “Food Industrialisation and Food Power, Implications for Food Governance.” *Development Policy Review*.

Marion Nestle, *Food Politics, How the Food Industry Influences Nutrition and Health*.
Chapters 1 and 2.

(4) Week of January 28th

Food and Labor

Seth Holmes. *Fresh Fruit, Broken Bodies, Migrant Farmworkers in the United States*.
Chapters 1, 2, 5, and 6

(5) Week of February 4th

Food Access

Nathan McClintock, "From Industrial Garden to Food Desert, Demarcated Devaluation in the Flatlands of Oakland, California." *Cultivating Food Justice, Race, Class and Sustainability*.

Alison Hope Alkon and Julian Agyeman, "The Production of Unequal Access." *Cultivating Food Justice*. Chapter 1.

Lois Wright Morton et al, "Solving the Problems of Iowa Food Deserts, Food Insecurity and Civic Structure." *Rural Sociology*.

Anna Brones, "Food Apartheid, The Root of the Problem with America's Groceries." *The Guardian*.
<https://www.theguardian.com/society/2018/may/15/food-apartheid-food-deserts-racism-inequality-america-karen-washington-interview>

(6) Week of February 11th

Food Insecurity and Hunger

Tracy McMillan, "The New Face of Hunger." National Geographic.
<https://www.nationalgeographic.com/foodfeatures/hunger/>

Podcast, "Snap in the Age of Political Chaos." *Just Food Podcast*.

Richard Florida, "It's Not the Food Deserts, It's the Inequality." *CityLab*.
<https://www.citylab.com/equity/2018/01/its-not-the-food-deserts-its-the-inequality/550793/>

(7) Week of February 17th

Obesity

Robert Albritton, "Between Obesity and Hunger, The Capitalist Food Industry." *Food and Culture: A Reader*.

Robert Wood Johnson Foundation, "F is for Fat, How Obesity Threatens American's Future." *Issue Report with Trust for America's Health*. Pages 1-25

Derek Thompson, "Where Does Obesity Come From?" *The Atlantic*.
<http://www.theatlantic.com/business/archive/2014/01/where-does-obesity-come-from/283060/>

Julie Guthman. *Weighing In, Obesity, Food Justice and the Limits of Capitalism*. Chapters TBD.

(8) Week of February 25th
Food and Race

Rachel Slocum, "Race in the Study of Food." *Progress in Human Geography*.

Kari Marie Norgaard, Ron Reed, and Carolina Van Horn, "A Continuing Legacy, Institutional Racism, Hunger, and Nutritional Justice on the Klamath."
Cultivating Food Justice.

Doris Witt, 1999. *Black Hunger, Food and the Politics of U.S. Identity, Race and American Culture*. Chapters TBD

(9) Week of March 4th
Food and Gender

***** MONDAY, MARCH 4th - MIDTERM EXAM*****

DeVault, Marjorie, *Feeding the Family, The Social Organization of Caring as Gendered Work*. Chapter 1.

Allen and Sachs, "Women and Food Chains, The Gendered Politics of Food."
International Journal of Sociology of Food and Agriculture.

Jeffery Sobal, "Men, Meat, and Marriage, Models of Masculinity." *Food and Foodways*.

(10) Week of March 18th
Food and Cultural Capital

Pierre Bourdieu, *Distinction, A Social Critique of the Judgment of Taste*. Pages 177-200

Wendy Willis et al, "The Framing of Social Class Distinctions Through Family Food and Eating Practices." *The Sociological Review*.

Greenspan, Elizabeth, "A Whole Foods Grows in Brooklyn." *The New Yorker*.
<http://www.newyorker.com/online/blogs/currency/2013/12/whole-foods-and-gentrification-in-brooklyn.html>

Watch Film Clips,

People Like Us, Social Class in America.
http://www.youtube.com/watch?v=ATcF3BInt_w

“Know Your Place.” *The Wire*. Season 4. Episode 9. Restaurant Scene.
<http://www.youtube.com/watch?v=uhlW6SRu5rA>

“The Pager.” *The Wire*. Season 1. Episode Five. Restaurant Scene
<http://www.youtube.com/watch?v=xhhJVYK4nvQ>

(11) **Week of March 25th**
Eating and the Body

*****DUE Monday, March 25th - Final Paper Proposal*****

Michel Foucault, “Dietetics.” *History of Sexuality, Part II, The Use of Pleasure*.

Jessica Hayes-Conroy and Allison Hayes-Conroy, “Veggies and Visceralities, A Political Ecology of Food and Feeling.” *Emotion, Space and Society*.

(12) **Week of April 1st**
Alternative Food, Local Food

Michael Pollan, “Vote with your Fork.” *The New York Times*.
<https://michaelpollan.com/articles-archive/voting-with-your-fork/>

Thaddeus Barsotti, “Building an Economically Sustainable Local Food System.” *Food Literacy for All Community-Academic Partnership Course. University of Michigan Sustainable Food Systems Initiative*.

https://youtube.com/watch?ebc=ANyPxKpe9z9-yg2vEUSMzGI_ERcbmia4n8wyM1R3u_BgJXqQQxJ_w6zpAmc5BuEudvc-bKN1mNFA5sXTXWJiKZ3DMIT7MC1oTA&v=ze_jHTysRqE

Jack Kloppenburg Jr. et al., “Tasting Food, Tasting Sustainability, Defining the Attributes of an Alternative Food System with Competent, Ordinary People” *Human Organization*.

(13) **Week of April 8th**
Alternative Food, Moral Food?

Charlotte Biltekoff, *Eating Right in America, The Cultural Politics of Food and Health*. Chapters 1, 3, 5 and 6.

(14) **Week of April 15th**
Food Justice

****In class,** Panel Discussion on issues of food and inequality in Columbus with local community organizers/organizations

Robert Gottlieb, Anupama Joshi, and Mun S. Ho, “Defining Food Justice?” and “An Unjust Food System.” *Food Justice, Food, Health, and the Environment*

Eric Holt Gimenez, “Food Security, Food Justice, or Food Sovereignty?” *Food First Backgrounder*.

Malik Yakai, “Food, Race, and Justice.” TEDxMuskegon.

<https://www.youtube.com/watch?v=miukaKDL-Cs>

Youth Food Bill of Rights, <http://www.youthfoodbillofrights.com/>

(15) Week of April 22nd

***** Final In-Class Presentations*****

*****DUE Monday, April 22nd – Short Self-Assessment**

***** DUE TUESDAY, APRIL 30th - FINAL RESEARCH PAPERS*****

WANT TO LEARN MORE?

Here are ways to continue learning about food at OSU

Courses:

- AEDECON 2001: Principles of Food and Resource Economics
- AEDECON 4532: Food Security and Globalization
- AEDECON 4597.01: World Population, Food and Environment
- AEDECON/INTSTDS 2580: Feast or Famine: The Global Business of Food
- ANTH 4597.05H: The Global Food Crisis
- ANTH 624: The Anthropology of Food: Culture, Society and Eating
- CONSCI 3930: Consumer Decision-Making I
- CONSCI 6010: Individual and Family Behavior in the Market Place
- ENR 5600: Sustainable Agriculture & Food Systems
- FDSCTE 4536, PUBHEHS 4530: Food Safety and Public Health
- FDSCTE 4597.02: Food and Health Controversies in the 21st Century
- FDSCTE 5320: Food Laws and Regulation
- HUMNNTR 3415: Global Nutrition Issues
- HUMNNTR 3704: Public Health Nutrition
- PUBAFRS 5900: Food System Planning and the Economy
PUBAFRS 5980: Federal Food Policy
- SWK 5026: Community Food Strategies
- RS 5530: Sociology of Agriculture and Food Systems
- RURLSOC 5530: Sociology of Agriculture & Food Systems

Other Resources:

- Initiative for Food and Agricultural Transformation:
<https://discovery.osu.edu/food-and-agricultural-transformation-infact>
- Department of Food Science and Technology: <https://fst.osu.edu/home>
- College of Food, Agricultural, and Environmental Science: <https://cfaes.osu.edu/>
- Rural Sociology: <https://senr.osu.edu/graduate/rural-sociology>
- Waterman Farm: <https://watermanfarm.osu.edu/>
 - Student Farm: <https://watermanfarm.osu.edu/what-we-do/student-farm>

SHORT SELF-ASSESSMENT (p/np)

First Assessment: Due on Friday, January 11th at the beginning of class

Second Assessment: Due on Monday, April 2nd at the beginning of class

Instructions: In 1-2 pages, answer the following three questions. Responses should be typed, double-spaced using standard margins and Times New Roman font. Please upload onto Carmen and come to class prepared to discuss your responses.

- (1) Reflect briefly on what you eat from day-to-day, where you get this food, and how you make decisions about what and where to eat among alternatives. Is this the same or different than when you were growing up? Explain.
- (2) Reflect briefly on what you understand about the political and economic forces that shape our food system.
- (3) Reflect briefly on what you know about the role that race, class, and gender play in food cultures, institutions, and access in the United States.

CRITICAL FOOD JOURNALS (20% total, 5% for each journal entry)

Critical food journals are an opportunity to think about the main points and methods used in each text, how the texts speak to one another as well as the course as a whole, and how your own personal experiences with food consumption and procurement confirm or call into question the debates within and across the readings. Each response should include:

- (1) Brief summaries of each of the readings for that week
- (2) Critical reflection on how these readings help us to understand food and inequality in the United States
- (3) Reflections about how these concepts apply to your own food consumption and procurement practices.

You may choose any four weeks to submit your critical food journals. Submissions are due by the start of class on the Monday of the week that you choose.

Responses should be 2-pages, typed, double-spaced using standard margins and Times New Roman font. Upload responses to Carmen.

Critical Food Journal Grading Rubric:

Did the student provide a brief summary of each of the readings for that week?	1%
Did the student show comprehension of the main arguments in each reading?	1%
Did the student provide a critical reflection on how these readings help us to understand food and inequality in America?	1%
Did the student provide reflections about how these concepts apply to their own food consumption and procurement practices?	1%
Did the student show mastery of concepts and make meaningful connections between readings and their lived experiences?	1%

MIDTERM EXAM (20%)

Monday, March 4th

The midterm examination for this class is comprised of two parts: two short essay questions and one long essay question. Material for the exam will come from weeks one through eight of the course. You will write these exams by hand in blue books that I will provide for you on the day of the exam. This is a closed book exam. No notes allowed.

PART I – Two (2) short essay questions (5% each)

You will be asked to answer two out of four short essay questions. These short questions will ask you to define, compare and contrast key concepts learned in weeks one through eight. Your answer should be one to two paragraphs long (e.g. 10-15 lines). A complete answer should include thorough definitions of each term, examples, and analysis. If the prompt asks you multiple questions, please make sure that you thoroughly answer each of the questions.

PART II – One (1) long essay question (10%)

You will be asked to answer one long essay question. This essay question will ask you to answer a prompt concerning one of the topics that we have covered so far in the course. A good essay will make an argument and include the following:

- Introductory paragraph including a thesis statement and an outline of your argument
- Discussion of each authors' main points and arguments including key terms AND their definitions
- Analysis of how each author would answer the prompt
- Critical discussion comparing and contrasting how the author's arguments are different from or similar to one another
- Concluding paragraph in which you restate your main argument

I strongly suggest that you outline your answer before writing it.

Missed Exams: I will allow make-up exams only with a pre-approved, university-excused reason or with a documented medical emergency or death in the family. If you anticipate missing the exam because of a religious holiday or other university-excused reason, please make arrangements at least two weeks in advance. Students who miss the exam without prior approval or without a documented medical emergency or death in the family will receive a 0 on that exam.

****Notes: I do not yet have a rubric for this exam.**

RESEARCH PAPER PROPOSAL (5%)

Due on Monday, March 25th by the start of class

Your final research project for this class will be a 10-page research paper that analyzes an event or issue in the United States related to food and inequality. Your assignment is to analyze this event or issue using the tools of sociology and the concepts that we have learned in class. How would a sociologist make sense of this event or issue, and how does this event or issue showcase how food and social stratification operate in society? You may either expand on one of the topics covered in class or choose a related topic not on the syllabus. Each paper should include AT LEAST five (5) sources that we did not read in class. These sources should be either peer-reviewed journal articles or academic books. In addition to these five non-syllabus sources, you must include at least five (5) sources from the syllabus in your final paper as well.

Final Research Paper Proposal (5%):

On Monday, March 25th, you will turn in a 1-page research paper proposal. This proposal will outline the following:

- The topic that you have chosen for your final research paper
- Why this topic is important to the study of food and inequality in the United States
- An annotated bibliography of 3-4 sources not on the syllabus that you will use to research your papers. Guidelines for writing an annotated bibliography can be found on our course website.

Paper Proposal Grading Rubric:

Did student provide a summary of their proposal final research paper topic?	1%
Is this topic appropriate to the course?	1%
Did the student coherently explain why this topic is important to the study of food and inequality in the United States?	1%
Did the student include an annotated bibliography of 3-4 appropriate and relevant sources not the syllabus?	1%
Did the annotated bibliography show an understanding of the sources chosen as well as how the sources connect to the proposed topic?	1%

FINAL RESEARCH PAPER (30%)

Due Tuesday, April 30th by 12noon

Your final research project for this class will be a 10-page research paper that analyzes an event or issue in the United States related to food and inequality. Your assignment is to analyze this event or issue using the tools of sociology and the concepts that we have learned in class. How would a sociologist make sense of this event or issue, and how does this event or issue showcase how food and social stratification operate in society? You may either expand on one of the topics covered in class or choose a related topic not on the syllabus. Each paper should include AT LEAST five (5) sources that we did not read in class. These sources should be either peer-reviewed journal articles or academic books. In addition to these five non-syllabus sources, you must include at least five (5) sources from the syllabus in your final paper as well.

Required Components for the Final Paper:

1. **Cover Page:** The first page of your paper should be a cover sheet that includes: your paper title, your name, the date, and the title of the class
2. **Introduction (1 page):** Begin your paper with a short introduction. This introduction should contain an introduction to the paper topic that you have chosen and why it matters in the study of food and inequality in the United States. You should then write a brief summary of the argument you will make in the paper and an explanation of why your topic is sociologically relevant and interesting.
3. **Findings (5 pages):** In this section, you will make the central argument of your paper. It should include support from your research. You may choose to divide this section into sub-sections, but each sub-section should have a clear title. Make sure that you are making an argument and that each paragraph in this section connects back to your central argument.
4. **Discussion (3 pages):** In the discussion section, you will tell us how your findings help us to make sense of food and inequality in the United States broadly. Here, you might also tie your topic in with other topics covered in class.
5. **Conclusion (1 page):** In this section, you will summarize the argument that you have made in the paper and reiterate how your research findings tie into the class material as well as the broader issue of food and inequality in the United States. **In this section, you must also identify or construct options for improving the realization of social problem solving or policy goals around issues of food and inequality.**
6. **Bibliography/Citations** (*This does not count as part of your 10-page paper requirement*): You must cite at least 10 sources in your paper and 5 of these sources should come from readings that are not included in the syllabus. Please use ASA style to format your bibliography. You can find formatting instructions on our course website.

Your final research papers should be typed, double-spaced using standard margins and Times New Roman font.

Papers are due on April 30th, 2018 by 12noon. Please upload papers to Carmen.

Final Research Paper Grading Rubric:

Introduction	Did the student coherently and concisely explain their research topic	1%
Introduction	Did the student explain why this topic matters to the study of food and inequality?	1%
Introduction	Did the student outline the argument that they make in their paper?	2%
Introduction	Did the student explain why this is sociologically important?	1%
Findings	Did the student coherently make an argument?	5%
Findings	Did the student back up this argument with research beyond the course material?	3%
Findings	Did the student correctly and coherently use class material and class readings to make their argument?	3%
Findings	Did the student place readings and class material in conversation with one another and form a position on their research topic.	3%
Discussion	Did the student discuss how their findings help us to make sense of food and inequality in the United States broadly?	5%
Conclusion	Did the student provide a conclusion that summaries the argument?	1%
Conclusion	Did the student summarize how their research findings tie into the class material as well as the broader issue of food and inequality in the United States	1%
Conclusion	Did the student identify or construct options for improving the realization of social problem solving or policy goals around issues of food and inequality?	2%
Bibliography	Did the student include a bibliography with at least 5 outside sources and 5 in-class sources?	1%
Formatting/Grammar	Did the student use correct formatting? Did the student use correct spelling and grammar?	1%

FINAL PAPER PRESENTATION (10%)

In the last week of class, you will prepare a very brief 5-minute presentation of your research for the class.

Guidelines for your presentation:

1. Your presentation should be **5 minutes long**. Please practice ahead of time and pay attention to length! I will cut you off at the five-minute mark. You are welcome to prepare a video or PowerPoint presentation to accompany your talk. I encourage you to be creative!
2. **During your presentation**, you should:
 - Briefly explain your research topic (1%)
 - Tell us why you chose it (1%)
 - Explain your most interesting findings (3%)
 - Analyze your findings using the topics and readings that we have discussed in this class (5%)
3. **After your presentation**, your classmates will have the opportunity to ask you questions.

General notes:

- Test technology early! If you are going to use a video, plan for how you want to create your video early on (narrated PowerPoint, filmed, animated, etc.) and do a test run to make sure you know how to do it and you have the necessary equipment.
- You don't have to be fancy with special effects, soundtracks, or music – how the video looks is not as important as the ideas, reasoning, and fact-based arguments you put forth. This balance is reflected in the grading.
- Pay attention to length!

Late Assignments:

I will allow make-up presentations during my office hours during finals week only with a pre-approved, university-excused reason or with a documented medical emergency or death in the family. If you anticipate missing the presentations because of a religious holiday or other university-excused reason, please make arrangements **at least one week** in advance. Students who miss the presentation without prior approval or without a documented medical emergency or death in the family will receive a 0 on that presentation.

Final Research Paper In-Class Presentation Grading Rubric:

Did the student explain their research topic?	1%
Did the student tell us why they chose this topic?	1%
Did the student coherently explain their research findings?	3%
Did the student analyze their findings using the topics and readings that we have discussed in this class?	2%
Did the student correctly and coherently use class material and show mastery of class concepts?	3%

Sociology 4463: Food and Inequality in the United States
New Course Proposal
Dr. Kara Young, Sociology

Course Request Form: Please see attached

Syllabus: Please see the attached syllabus

Course Description and Objectives: In this course, students will be introduced to the topic of social inequality through the lens of food. There are four main **course objectives**:

1. Students will learn to analyze how food in the United States has been constructed and influenced by human cultural norms, social institutions and social structures.
2. Students will learn about social inequalities of race, class, and gender through the lens of food.
3. Students will learn how sociologists explain race, class, and gender inequality and use these sociological theories to think about the extent to which individual patterns of food consumption reflect existing social inequalities and the extent to which they produce social inequality.
4. Students will learn to recognize the role of cultural and social structural forces in shaping their own relationship and engagement with food consumption.

The course begins with three weeks of foundational readings and lectures to help students understand what is sociological about food, how sociologists think about inequality, as well as a crash course on our current U.S. food industry. The rest of the course is dedicated to exploring topics around food and inequality. These topics include: food labor, food security and hunger, obesity, food and race, food and gender, food and cultural capital, as well as eating and the body. We end the course by reading and discussing the alternative food movement, the food justice movement, and the critiques of each.

Students will be graded on in class participation, four critical food journals, a midterm examination, a final research paper plus a short research paper proposal, and an in-class presentation on their final research paper.

GE Rationale: This course will fulfill two Gen Ed goals: (1) GE Diversity: Social Diversity in the United States; and (2) GE Social Science: Organizations & Politics. The following outlines how this course fulfills these Gen Ed goals through: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

GE Social Science: Organizations and Politics:

1. **Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.**
 - **Course Objectives:** This course will involve lecture, reading and discussion about the nature and values of organizations and politics in relation to food. In order to meet the four

main course objectives, students will develop competency in identifying and discussing different social science methodologies and theories that have been used to study the relationship between food systems, culture, institutions, and social structures. This means that looking at theory and method is a core part of this course and discussing the pros and cons of these methodologies will be a regular part of class discussion.

- **Readings:** The readings for this course draw from peer-reviewed journal articles and academic books. They come from a diverse set of disciplines including sociology, anthropology, public health, history, geography, American studies, African-American studies, ethnic studies and critical dietetics. While the readings for each week are disciplinarily diverse, the theory that we will use to ground our discussions come heavily from sociology. We will read C. Wright Mills “The Sociological Imagination”; Judith Lorber “The Social Construction of Gender”; Ann Mourning “Race”; parts of Pierre Bourdieu’s book *Distinction*; and Michel Foucault “*Dietetics*”. Through these readings, students will grapple with the theories of social scientific inquiry in relation to organizations and politics. Additionally, throughout the semester, students will read peer-reviewed journal articles that use a variety of methodologies for studying food and inequality as it relates to organizations and politics – in-depth interviews, ethnography, surveys, and statistical analysis of large data sets.
- **Topics:** In weeks three and four, we will discuss the food industry and food labor respectively. We will think about what theories social scientists have used to understand and critique our current food system. We will talk about what methods social scientists use to study the organization and politics with regards to the food industry. In weeks five, six, and seven, we will discuss food access and food consumption issues broadly speaking. During this unit, students will think about grocery stores, food banks, school lunch, and the Supplemental Nutrition Assistance Program. We will discuss the role that these organizations and programs play in our food system and discuss theories and methods for studying each. Lastly, in the weeks twelve, thirteen, and fourteen, students will think about political movements aimed at shifting the current food system. They will read about the alternative food movement, the food justice movement, and critiques of each. They will learn about the theories and methods that social scientists deploy to explore these movements.
- **Written Assignments:** As outlined in the syllabus, there are three writing assignments for this class: critical food journals, midterm exam, and final research paper¹. In addition, students are asked to give a short in-class presentation on their final research paper. Each of these assignments will ask students to explain, engage, and put in conversation with one another social science theories in order to analyze the various topics related to food and inequality.
- **Other Course Components:** There are no additional course components to mention here.

2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

¹ Instructions and grading rubrics for each assignment can be found at the end of the syllabus.

5. **Course Objectives:** In each unit of the course, students will be asked to consider how our food system has been shaped over time by corporations, institutions, the state, social interest groups, economic, gender and racial inequalities, and cultural norms. Course objectives one and two speak directly to this theme. Course objective one states: students will learn to analyze how food in the United States has been constructed and influenced by human cultural norms, social institutions and social structures. In order to do this, students will be asked to dive into a critical analysis of how the political, economic, and social organizing principals with regards to eating and buying food in the United States are formed, stay the same and change over time. Objective two states: students will learn about social inequalities of race, class, and gender through the lens of food. Here, students will be asked to consider race, class, and gender as different contexts or positions that actors occupy and that stratify choices. In this way, in meeting this course objective, students will learn how the formation and durability of political, economic, and social organizing principles are similar or different across contexts in ways that lead to or challenge inequality.
- **Readings:** Our exploration of this expected learning outcome begins in week two when students read several theoretical pieces on how sociologists understand inequality – the social, economic and political organizing principals that sustain these systems, and why they are durable over time. In week three, students will read a piece by Michael Carolan called “Understanding the Food System, Past, Present, and Future” to get a sense of the economic organization of our current food system. They will watch part of the documentary Food, Inc. and then listen to a panel of experts in the fields of public policy, food safety, and public health talk about the pros and cons of the food industry. Marion Nestle’s work on food politics will educate students on the social formation of nutrition guidelines. A key component of this class is to get students thinking about how political, economic, and social organizing principals work together and inform one another in regards to food. So, for example, several readings address how economic and social organizing principals within the food industry are imbricated in ways that depend on past notions of inequality and recreate inequality. These readings include Seth Holmes work on food labor, Nathan McClintock’s work on the making of food deserts, Alison Hope Alkon and Julie Agyeman’s work on producing unequal access, Kari Marie Norgaard et al.s work on nutritional justice in Native communities, as well as each of the readings in week ten on cultural capital. Through these readings and discussions, students will discuss the durability of political, economic, and social organizing principals in shaping national and local food, local food environments, and the food consumption and procurement practices of individuals and groups.
 - **Topic:** The topics that address this expected learning outcome include:
 - Inequality in the United States: *Students will learn to think about race, gender, and class as political, economic, and social categories. They will learn how inequality is formed and sustained vis-à-vis these categories.*
 - Understanding the Food Industry: *Students will learn about the political and economic organizing principals of the food industry as well as its formation and durability. They will think about such topics as food production, food distribution, food safety, and food waste. They will examine why the food industry is set up the way that it is. They will also think about the critiques of the food industry.*

- **Food and Labor:** *Students will learn about the economic and social organizing principals around who grows, harvests, and packages our food and why the industry is organized in this way. They will learn about how food labor is different and similar across different sectors of the food industry.*
- **Food Access:** *Students will learn about the political, economic, and social organizing principals with regards to differences in food access and food availability. They will learn how differences in food access has formed over time and is different and similar across neighborhoods and regions.*
- **Food and Race:** *Students will learn to think of race and ethnicity as political, economic, and social organizing principals in our society. They will learn about how race and ethnicity play a role in food access, food procurement and consumption, and food related health outcomes.*
- **Food and Gender:** *Students will learn to think of gender as a political, economic, and social organizing principal in our society. They will learn about how gender plays a role in food procurement and consumption, and food related health outcomes.*
- **Food and Cultural Capital:** *Students will learn to think of cultural capital as a political and social organizing principal in our society with economic implications. They will learn about how cultural capital plays a role in food procurement and consumption, and food related health outcomes.*
- **Written Assignments:** Through two short essays and one long essay, the midterm examination will specifically test students on the political, economic, and social organizing principals of food in the United States, the formation and durability of these principals, and how they differently affect both individuals and groups.
- **Other Course Components:** None

3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

- **Course Objectives:** As with ELO 2 above, ELO 3 is directly addressed with course objective one. This objective is aimed at having students learn to understand and analyze how food in the United States has been constructed and influenced by human cultural norms, social institutions and social structures. In so doing, we will explore the nature and values of organizations and politics with regards to food and eating. We will also spend time, particularly in the last four weeks of class, thinking about the importance of the nature and values of organizations and politics in social problem solving and policy making.
- **Readings:** Students will specifically read about this in week seven on obesity when they read the report by the Robert Wood Johnson Foundation “F is for Fat: How Obesity Threatens America’s Future” and chapters in Julie Guthman’s book *Weighing In: Obesity, Food Justice and the Limits of Capitalism*. Through these readings, students will think about two opposing framings of the obesity epidemic in United States, how organizations and politics are shaped by discourses, and how these different framings of the same problem lead to different public policy and public health interventions. Students will also consider how organizations and politics shape social problem solving and policy making in the Lois Wright Morton article “Solving the Problems of Iowa Food Deserts: Food Insecurity and Civic Structure”, Jessica Hayes-Conroy, and Allison Hayes-Conroy article “Veggies and Visceralities: A Political Ecology of Food and Feeling”, and Marjorie DeVault’s book *Feeding the Family: The Social*

Organization of Caring as Gendered Work. Lois Wright Morton article discusses what factors increase or decrease the likelihood that families in rural Iowa will be food insecure. Hayes-Conroy and Hayes-Conroy's article is an ethnography of a school garden and cooking program in Berkeley, California. In this article, they show how race and class animate the way that teachers think about what good food is and how it should be prepared in ways that alienate the non-white students and lead them to reject rather than accept the resocialization being offered to them through the program. Students will read this article to think about how even the most well-meaning public policy interventions or social problem solving around food consumption can end up reproducing inequality if these interventions do not account for implicit bias. DeVault's book looks at the gendered organization of the family and argues that the everyday work of feeding the family is care work that falls mostly on women and acts to reproduce gender inequality. Students will read this book to think about what social problem solving around food and inequality would look like in the most intimate social institutions – the home and the family.

- **Topics:** The following topics speak directly to this expected learning outcome:
 - *Understanding the Food Industry: Students will learn about and assess the nature and values of the food industry, and how the nature and values of the food industry lead to certain policy making and problem solving.*
 - *Food Access: Students will learn about and assess the nature and values of food access and how the way we think about food access – why it is different across contexts, for example – informs the kinds of policy interventions and problem solving organizations and states propose around this issue.*
 - *Food Security and Hunger: Students will learn about and assess the nature and values around food security and hunger. They will learn about how the state and the market thinks about food insecurity and hunger. They will learn about what interventions are currently in place to provide food to those who are food insecure. They will learn about how the way that food insecurity and hunger in the United States is framed impacts problem solving and policy making with regards to this issue.*
 - *Obesity: Students will learn about and assess the nature and values of obesity in the United States. They will think about how organizations and politics make sense of obesity as a problem and how different framings of the problem lead to different social problem solving and policy making interventions.*
 - *Alternative Food, Local Food: Students will learn about the nature and values of the alternative and local food movements. They will assess how these local movements and the organizations that comprise these movements go about solving problems with regards to food and inequality. Students will examine how organizing values and principals of these movements inform how problems are solved and how policy solutions are crafted.*
 - *Food Justice: Students will learn about the nature and values of the food justice movement. They will assess how the food justice movement and the organizations that comprise this movement go about solving problems with regards to food and inequality. Students will examine how organizing values and principals of these movements inform how problems are solved and how policy solutions are crafted. They will compare and contrast the food justice movement with the alternative food movement with an eye to how problem solving is different with each.*
- **Written Assignments:** As part of their final research, students will be asked to assess the need for social change and propose policy solutions regarding their research topic. In order to sufficiently answer this question, students will need to first assess the nature and values of

organizations and politics with regards to their specific topic, show how it relates to the topic of social inequality, and make an argument for why social change is or is not needed.

- **Other Course Components - None**

GE Diversity—Social Diversity in the US

1. **Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.**

6. **Course Objectives:** The main goal of this class is to examine inequality through the lens of food. We will specifically discuss food and gender inequality, food and racial/ethnic inequality, and food and class inequality. To frame these discussions, we will read and discuss sociological theories of gender, racial/ethnic, and class inequality. We will use these theories to think about how food production and consumption in the United States both reflects and reproduces existing gender, racial/ethnic, and class inequalities. Through these readings, lectures, and discussions, students will learn how to describe and evaluate the roles of race, gender, class, and ethnicity in the system of food production and consumption in the United States. Course objectives two and three specifically speak to this agenda. They are as follows: *Students will learn about social inequalities of race, class, and gender through the lens of food and students will learn how sociologists explain race, class, and gender inequality and use these sociological theories to think about the extent to which individual patterns of food consumption reflect existing social inequalities and the extent to which they produce social inequality.*

- **Readings:** As outlined in the syllabus and above, the purpose of this course is to think about systems of social stratification through the lens of food – in particular through discussing categories of race, gender, class, and ethnicity. As such, the majority of our readings and topics will address the role of these categories in the cultures, institutions and social structures that make up our system of food production and consumption in the United States. The following list represents weeks during the semester when *all* readings directly discuss the interrelationship of social diversity in the United States (through categories of race, gender, class and/or ethnicity) and our food system of production and consumption.
 - Inequality in the United States: *Students evaluate the role of class, gender, race and ethnicity in the pluralistic institutions and cultures of the United States.*
 - Food and Labor: *Students evaluate the role of class, ethnicity, race in food labor.*
 - Food Access: *Students evaluate the role of class and race in food access.*
 - Food Insecurity and Hunger: *Students evaluate the role of class, gender, and race in food insecurity.*
 - Food and Race: *Students evaluate the role of race and ethnicity in food consumption and procurement.*
 - Food and Gender: *Students evaluate the role of gender in food consumption and procurement practices in the United States.*
 - Food and Cultural Capital: *Students evaluate the role of class and race in food consumption and procurement.*

- Eating and the Body: *Students evaluate the role of race and ethnicity in food consumption and procurement practices.*
 - Alternative Food, Moral Food?: *Students evaluate the role of race, ethnicity, and class in nutrition and dietary movements over time in the United States.*
- **Topics:** The above list of weeks where all readings support students in this expected learning outcome also represent the topic areas that are geared specifically towards this goal.
- **Written Assignments:** Two assignments will specifically test this expected learning outcome: critical food journals and the final research paper. For the week that the student chooses to write his or her food journals, she or he will be required to summarize the arguments for the readings for that week, compare and contrast the readings, and speak about what these readings tell us about the formation and durability of political, economic, and/or social organizing principals regarding food and inequality in the United States. Students will also be required to write about this in their final research paper as it relates to whatever topic they choose.
- **Other Course Components:** None

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

7. **Course Objectives:** Course objective four specifically targets this ELO and, as such, is a main goal of the semester. It states: *students will learn to recognize the role of cultural and social structural forces in shaping their own relationship and engagement with food consumption.*
- **Readings:** In order for students to have an appreciation, tolerance and sense of equality with diverse groups, I believe they must first understand the experiences of diverse groups, the social forces at play in constructing differing experiences, and how those experiences differ from their own. Because this is a main topic of the class, I will ask students to think through their own experience as they read each and every reading of the semester. Through reading, discussing the readings in class, and writing about how the readings can help them make sense of their own experiences, students will be required to think about how social stratification systems have influenced their own attitudes, values, and practices with regards to food consumption in the United States. They will further be asked to examine the role of social diversity in shaping the experiences of others.
 - **Topics:** The following topics will allow students to understand the food experiences of diverse groups in the United States and examine how their own experiences relate.
 - Inequality in the United States: *Students recognize the role of diverse experiences in the United States and how stratification is reproduced on a structural and institutional level.*
 - Food Access: *Students recognize the role of political and economic systems in shaping their own access to food and thus help them understand how their own access to food is socially constructed.*
 - Food Insecurity and Hunger: *Students recognize the role of class, race, and gender in shaping their own access to or lack of access to food and thus help them understand how their own food security is socially constructed.*

- *Food and Race: Students recognize the role of race and ethnicity in shaping their diverse experiences, attitudes, and values with regards to food consumption and procurement practices and how their experiences differ from others.*
- *Food and Gender: Students recognize the role of gender in shaping their diverse experiences, attitudes, and values with regards to food consumption and procurement practices and how their experiences differ from others.*
- *Food and Cultural Capital: Students recognize the role of cultural capital in shaping their diverse experiences, attitudes, and values with regards to food consumption and procurement practices and how their experiences differ from others.*
- *Eating and the Body: Students recognize the role of race, class, and gender in shaping their diverse experiences, attitudes, and values with regards to food consumption their relationships with their physical bodies/ health and how their experiences differ from others.*
- *Alternative Food, Moral Food?: Students recognize the role of race, class, and gender in shaping engagements with alternative food and moral discourses around food and how these alternative food movements are differentially available to different communities.*

Through a combination of lectures, readings, and discussions in each of these topic areas, students will be pushed to examine the role of social diversity in shaping their own attitudes, values and consumption practices around food. By the end of the semester, students will have a greater appreciation and tolerance for diverse cultures.

- **Written Assignments:** During the course of the semester, students will be asked to write four critical food journals where they will reflect on their own food consumption practices, where their food comes from, and how race, class, ethnicity and gender norms play out in their relationship to food. The point of this exercise is to get students to practice writing about what they read but it is also to prompt students to critically reflect on the role of cultural and social structural forces in shaping their own attitudes and values regarding food consumption. The point of this exercise is to also help students have a deeper appreciation and empathy for the diverse consumption choices of those around them.
- **Other Course Components:** None

GE ASSESSMENT PLAN

I will rely upon three evaluation techniques to analyze whether and how students are achieving the Expected Learning Outcomes.

First, I will give students time during the first class and the last class to type up a self-assessment. This writing assignment will ask students to reflect on the following four questions:

- (1) Briefly describe two theories or methods of social scientific inquiry that you might use to research food and inequality in the United States (*GE Social Science: ELO 1 - Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.*)
- (2) Reflect briefly on what you understand about the political and economic forces that shape our food system. (*GE Social Science: ELO 2 - Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.*)
- (3) Reflect briefly on what you know about the role that race, class, and gender play in food cultures, institutions, and access in the United States. (*GE Diversity: ELO 1 - Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States*)
- (4) Reflect briefly on what you eat from day-to-day, where you get this food, and how you make decisions about what and where to eat among alternatives. Is this the same or different than when you were growing up? Think critically about how your attitudes towards food are shaped by the people you interact with. Can you think of specific examples of how interactions with individuals from other cultures or socioeconomic backgrounds shaped your food consumption patterns or attitudes towards food? Explain. (*GE Diversity: ELO 2 - Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others*)

This writing assignment is meant to assess both Expected Learning Outcomes 1 and 2 in GE Diversity: Social Diversity in the United States as well as Expected Learning Outcome 1 and 2 in GE Social Science: Organizations & Politics. In administering the same questionnaire at the beginning and the end of the course, I will be able to assess how much students have learned and where they have gaps in their understanding. While students will receive a grade of pass/no pass on these two assignments (which will count towards their participation grade), internally I will grade them using the following rubric:

1	Excellent	Student wrote a perfect or near perfect answer with nuanced and complex understanding of the material.
2	Good	Student wrote a good answer but may have room for improvement in terms of their understanding of material or their ability to make connections between concepts.
3	Fair	Student showed some comprehension, got some things right, but also had large gaps in their understanding.
4	Poor	Student show little to no comprehension of how to answer the questions asked.

Second, in student’s final research paper as well as their in-class paper presentation, students will be expected, based on their understanding of the topic they have chosen, to make a set of policy and/or social change recommendations, and describe how individual and group values around the topic that of their paper inform social problem solving and policy making. In this way, students will be expected to demonstrate their comprehension of the GE Social Science: ELO 3 (*Students comprehend and assess individual and group values and their importance in social problem solving and policy making*). Again, I will internally grade this part of my students’ papers using the 4-point scale outlined above.

Third, I will internally give each student a final assessment grade on all 5 GE Expected Learning Outcomes based on their cumulative performance in class and on assignments using the same 4-point scale.

Below is the assessment tool that I will use to measure the expected learning outcomes for both the GE Social Science: Organizations & Politics and GE Diversity: Social Diversity in the United States. This assessment tool has been modified from the original in order to include three levels of learning: (1) Benchmark, (2) Milestone, and (3) Capstone. At the completion of the course, each student will have an internal ***final GE learning outcome grade*** based on the average of two grades for each GE Expected Learning Outcome - the second self-assessment and the policy question from the final paper, and my final cumulative assessment of each student on each GE Expected Learning Outcome. I will look at these averages in order to assess whether each student individually and the class as a whole fell into the (1) Benchmark, (2) Milestone, or (3) Capstone levels of learning. I will additionally analyze the pre-and post- self-assessments to see how much students have learned throughout the semester.

<i>GE Social Science: Organizations & Politics</i>			
GE Expected Learning Outcomes	(1) Benchmark <i>Average final GE ELO grade of 3 or below</i>	(2) Milestone <i>Average final GE ELO grade of 2 – 2.9</i>	(3) Capstone <i>Average final GE ELO grade of 1 – 1.9</i>
ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.	<ul style="list-style-type: none"> • Articulates a minimum understanding of the methods of social scientific inquiry as they apply to the study of food and inequality in the United States. • Recognizes the basic principles of sociological theory as they apply to the study of inequality through the lens of food for individuals and groups • May struggle to make connections between theories or between methods. 	<ul style="list-style-type: none"> • Recognizes the differences in the methods of social scientific inquiry as they apply to the study of food and inequality in United States. • Articulates what methods are best to answer different kinds of sociological questions. • Synthesizes the differences in sociological theories as they apply to the study of individuals and groups and actively engages in debates around these theories. 	<ul style="list-style-type: none"> • Demonstrates complex understanding of both theories and methods of social scientific inquiry as they apply to the study of individuals and groups. • Initiates learning about theories and methods of social scientific inquiry beyond class discussion and readings. • Asks complex questions and makes complex connections between methods and theories and their own lived experiences
ELO 2 Students understand the	<ul style="list-style-type: none"> • Makes minimum effort to understand the formation 	<ul style="list-style-type: none"> • Synthesizes debates surrounding the formation 	<ul style="list-style-type: none"> • Asks complex questions and makes complex

<p>formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.</p>	<p>and durability of political, economic, and social organizing principles in our modern food system.</p> <ul style="list-style-type: none"> • Articulates basic understanding of the similarities and differences of political, economic and social organizing principles as they relate to food consumption, production and social inequality in United States. • May struggle to understand differences and similarities across contexts even as they grasp the formation and durability of political, economic and social organizing principals or vice versa. 	<p>and durability of political, economic, and social organizing principles in the study of food and inequality.</p> <ul style="list-style-type: none"> • Articulates a solid understanding using the texts and concepts from class of how these principles are different and similar across contexts and the implications of this for the reproduction of inequality in the study of food. • Places these debates in conversation with one another and is able to form a position about these debates in written assignments and class dialogues. 	<p>connections between the formation and the durability of political, economic, and social organizing principles in the study food and inequality.</p> <ul style="list-style-type: none"> • Shows a high level and nuanced understanding of how political, economic and social organizing principles are different and similar across contexts in the study of food and inequality. • Places these debates in conversation with one another and forms unique positions in written assignments and class discussions. • Is able to draw parallels between these organizing principles in the study of food with the study of other forms of inequality in society.
<p>ELO 3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making.</p>	<ul style="list-style-type: none"> • Demonstrates a minimum level of understanding of how our individual and group values are reflected in and contribute to social inequality through food. • Recognize the social factors that contribute to problem solving and policy making around food and inequality but may struggle to articulate this in written work and class discussion. 	<ul style="list-style-type: none"> • Articulates an understanding of how individual and group values contribute to and shape social problem solving and policy making around food systems and food choice. • Synthesizes debates concerning how individual and group values shape problem solving and policy making in ways that contribute to or mediate social inequalities of race, class, and gender. 	<ul style="list-style-type: none"> • Articulates a complex understanding of how individual and group values contribute to and shape social problem solving and policy making around food systems and food choice. • Synthesizes debates concerning how individual and group values shape problem solving and policy making in ways that contribute to or mediate social inequalities of race, class, and gender and forms unique positions in written assignments and class discussions. • Identifies or constructs options for improving the realization of social problem solving or policy goals around issues of food and inequality.

<i>GE Diversity: Social Diversity in the United States:</i>			
GE Expected Learning Outcomes	(1) Benchmark <i>Average grade of 3 or below</i>	(2) Milestone <i>Average grade of 2 – 2.9</i>	(3) Capstone <i>Average grade of 1-1.9</i>
ELO 1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	<ul style="list-style-type: none"> • Demonstrates a minimum level of engagement and minimum points of view in understanding the role of race, gender, class, and ethnicity in institutions and cultures of the United States as it relates to the study of food and inequality. • May be able to describe but not evaluate or synthesize the role of race, gender, class and ethnicity in institutions and cultures of the United States as it relates to the study of food and inequality. 	<ul style="list-style-type: none"> • Articulates a solid understanding of the role of categories such as race, gender, class, and ethnicity in the pluralistic institutions and cultures of the United States through the lens of food production and consumption. • Synthesizes debates and evaluates the implications of this for the reproduction of inequality in the food system broadly. 	<ul style="list-style-type: none"> • Demonstrates complex understanding of the role of categories such as race, gender, class, and ethnicity in the pluralistic institutions and cultures of the United States through the lens of food production and consumption. • Asks complex questions and makes complex connections between readings, theories and their own lived experiences with regards to the role of race, gender, class and ethnicity in food institutions and cultures. • Brings readings, theories, and experiences to bear in forming innovative and creative positions regarding food and inequality in the United States.
ELO 2 Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	<ul style="list-style-type: none"> • Recognizes the basics of how social diversity shapes attitudes and values regarding appreciation, tolerance, and equality of others in the study of food and inequality as well as food consumption and procurement practices broadly. • Questions some assumptions regarding the role of social diversity in the study of food and inequality, but may be more aware of others' assumptions than one's own or vice versa. 	<ul style="list-style-type: none"> • Synthesizes how social diversity has shaped their own attitudes and values regarding appreciation, tolerance, and equality of others in the study of food and inequality as well as food consumption and procurement practices broadly. • Question their own explicit and implicit bias with regards to food and inequality in the United States and their own or others' food consumption and procurement practices such that they build a greater appreciation and tolerance of others. 	<ul style="list-style-type: none"> • Demonstrates a complex understanding of the role of social diversity in shaping their own attitudes and values as well as others' attitudes and values regarding appreciation, tolerance, and equality of others. • Thoroughly and systematically integrates these factors into written assignment and class discussions.

**Level of Student Achievement Expected for GE Social Science: Organizations & Politics
Expected Learning Outcomes:**

- 100 percent of students at Milestone for ELO 1; at least 25 percent of these students at Capstone.
- At least 75 percent of students at Milestone or higher for ELO 2; at least 25 percent of these students at Capstone.
- At least 75 percent of students at Milestone for Objective 3; at least 25 percent of these students at Capstone.

**Level of Student Achievement Expected for GE Diversity: Social Diversity in the United States
Expected Learning Outcomes:**

- 100 percent of students at Milestone for ELO 1; at least 25 percent of these students at Capstone
- 100 percent of students at Milestone for ELO 2; at least 25 percent of these students at Capstone

Process for Reviewing the Data:

Throughout the course of the semester, I will use the three evaluation techniques that I outlined at the beginning of this section – the two short self-assessments, the research paper assignments, and the critical food journals –in order to assess how each of my students is learning and achieving each of the GE ELOs over time. Additionally, after the course is over, I will review each of these three types of written assignments as well as students’ performance in the course overall. I will chart whether each student fell into the benchmark, milestone or capstone category for each GE EOL for each of the three types of assignments. I will then combine this data to get a sense of the level of learning that students achieved in the course overall. I will additionally assess if other factors such as engagement with course materials, attitude towards the class in general, or other factors contributed to any student’s ability to reach each EOL. Over the summer, I will change my course content including readings and assignments if there is more than a 1/3 difference between the anticipated and actual level of student achievement.

Curriculum Map: *If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major’s curriculum map, the updated map will need to be provided as well.*