

<b>Fiscal Unit/Academic Org</b>	Anthropology - D0711
<b>Administering College/Academic Group</b>	Arts and Sciences
<b>Co-administering College/Academic Group</b>	
<b>Semester Conversion Designation</b>	New Program/Plan
<b>Proposed Program/Plan Name</b>	Food, Culture, and Society
<b>Type of Program/Plan</b>	Undergraduate certificate program
<b>Program/Plan Code Abbreviation</b>	FCS-CRT
<b>Proposed Degree Title</b>	

## Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			3	
	Maximum			3	
Required credit hours offered outside of the unit	Minimum			9	
	Maximum			12	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

## Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- Identify the cultural, social and historical foundation of eating and food locally and globally.
  - Explain food traditions and understand the role that food and eating play in the relationship of culture and history.
  - Apply knowledge from the certificate to real-world challenges.

## Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

## Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

## Pre-Major

Does this Program have a Pre-Major? No

**Attachments**

- Food Studies Certificate Proposal.pdf: Full Proposal  
*(Program Proposal. Owner: Healy, Elizabeth Ann)*
- Food culture and society certificate letter S. Fink.docx: Letter ASC  
*(Letter from the College to OAA. Owner: Vankeerbergen, Bernadette Chantal)*

**Comments**

- 10/22/2019: You will need a letter of support from the college. You can submit this now, and I will ask Steve Fink for a letter. *(by Haddad, Deborah Moore on 10/22/2019 03:21 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	10/22/2019 01:05 PM	Submitted for Approval
Approved	McGraw, William Scott	10/22/2019 02:06 PM	Unit Approval
Approved	Haddad, Deborah Moore	10/22/2019 03:22 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	10/22/2019 03:22 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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College of Arts and Sciences

Offices of the Associate  
and Assistant Deans

114 University Hall  
230 North Oval Mall  
Columbus, OH 43210

614-292-1667 Phone  
[asc.osu.edu](http://asc.osu.edu)

October 29, 2019

I am writing to offer the College of Arts and Sciences' support for the proposed embedded undergraduate certificate (type 1b) in "Food, Culture, and Society," a multidisciplinary certificate to be administered by the Department of Anthropology.

Sincerely,

Steve Fink

Associate Executive Dean



26 September 2019

To the Members of the ASC Curriculum Committee:

I am writing to offer my full support for the proposed certificate "Food, Culture and Society." This certificate program draws on courses across the college and should support strong enrollments in the five courses that comprise it. This is a timely topic that is very visible in the public realm and should have strong appeal for students as a degree enhancement, whether based on personal interest or career considerations. With its focus on sociocultural dimensions of food, this certificate will be a good complement for degrees in the social sciences. It should also attract students outside of ASC who want to incorporate social sciences perspectives on diet and nutrition into their studies.

Sincerely,

Kristen J. Gremillion  
Professor and Chair

Food, Culture and Society Certificate (FCS-CRT): an integrative, multi-department certificate, for approval by the College of the Arts and Sciences

Jeffrey H. Cohen, Anthropology

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We hope to have the certificate approved and available to undergraduates at OSU for the Fall, 2020; and meet the requirements of the ASC as outlined in the draft rules and guidelines governing certificates.

1. Required information:

- Food, Culture and Society Certificate (FCS-CRT)
- Type 1b, embedded Undergraduate Academic Certificate (Post-High School Diploma).
- Future goals:
  - Identify and incorporate additional courses from across the college that will enhance and further diversify certificate offerings.
  - Develop a graduate certificate and a professional program that would be open to non-students.
- Delivered through classroom instruction (with option of on-line in the future).
- Ideally, we would like to have our certificate approved by Fall, 2020.
- The FCS-CRT is housed in the department of anthropology; and, all advising will take place in anthropology. While the certificate is located in anthropology, the

FCS-CRT includes several departments within the College of Arts and Science including Sociology, Comparative Studies, History, WGSS, as well as French and Italian. In the future, the FCS-CRT may extend to include additional departments and programs such as the Center for Folklore Studies and Latin American Studies. A further goal for future growth will be to expand the breadth of the certificate to include courses from allied departments in the college.

## 2. Rationale

- The FCS-CRT coordinates and combines courses that are offered across the College of the Arts and Sciences to serve a growing interest in the cultural, historical and social meaning and value of food at home and across the globe.

Writing in the New York Times (4/13/2012), Jan Ellen Spiegel captures the relevance and value of food studies: *This new academic field, taking shape in an expanding number of colleges and universities, coordinates the food-related instruction sprinkled throughout academia in recognition that food is not just relevant, but critical to dozens of disciplines. It's agriculture; it's business; it's health; it's the economy; it's the environment; it's international relations; it's war and peace.*

- The FCS-CRT focuses on the culture, history and social meaning of foods creates a dynamic framework that brings together departments in the College of Arts and Sciences and supports OSU undergraduate students. Brillat-Savarin, writing in the late 19<sup>th</sup> century, stated: *Tell me what kind of food you eat, and I will tell you what kind of man you are.* Our certificate elaborates upon this core idea and asks students to confront the complex ways in which food and eating are implicated in cultural life, history, social inequalities and traditions; as well as the ways food practices are defined around ethnicities, genders, nationalities and economics.

## 3. Sources of student demand for the proposed certificate.

- Courses on food studies are increasingly popular on American college campuses. Food study courses and certificates are important to discussions of cultural traditions, social inequalities and justice. Our students are driven to learn and to create new avenues to answering age old questions about life. Our certificate brings together broadly connected courses and gives our students the opportunity to bring additional relevancy to their degrees.

## 4. Learning outcomes:

- There are three learning outcomes that students must meet to earn their Food, Culture and Society Certificate. Mastery of learning outcomes is demonstrated by the completion of certificate classes and specific assignments. Students will author a report that documents their course work and organize their assignment. Together, these items will become an electronic portfolio that must be presented to the FCS-CRT advisor before the certificate can be awarded. The report and course work that are included in the electronic portfolio will summarize and document their

successful work in certificate courses.

- A course assignment can be used to meet a single outcome (see below). To complete the certificate, students will select and summarize three assignments. Each assignment will have been evaluated in its respective class.

1. Identify the cultural, social and historical foundation of eating and food locally and globally

To effectively meet this learning outcome, students will select one of the following assignments. Students will summarize the assignment in their report and add the assignment to their electronic portfolio:

- a. 1 of 2 papers completed for COMPSTUDIES2420
- b. The completed final paper for HIST2702. As defined in the syllabus, this paper can be on any subject in the history of food, from cannibalism to space food. It can be on any time and place from prehistoric Africa to contemporary Greenland.
- c. The group cookbook project with appendices for WGSST3101. In the report, students must note their contributions.
- d. Final research paper on an issue relating to food and social inequality written for SOCIOLOGY 4463.

2. Explain food traditions and understand the role that food and eating play in the relationship of culture and history.

To effectively meet this learning outcome, students will select one of the following assignments. Students will summarize the assignment in their report and add the assignment to their electronic portfolio:

- a. Group cookbook project with appendices for WGSST3101. In the report, students will note their contributions.
- b. Final research paper on an issue relating to food and social inequality SOCIOLOGY 4463
- c. Complete the “what’s for dinner” activity in ANTH5624. Presentation and write up that documents the history of food practices, cultural role of eating and a ritual meal for an anthropological population. In the report, students will note their contributions.

3. Apply knowledge from the certificate to real world challenges.

To effectively meet this learning outcome, students will select one of the following assignments. Students will summarize the assignment in their report and add the assignment to their electronic portfolio:

- a. Final research paper on an issue relating to food and social inequality SOCIOLOGY 4463.
- b. Complete the “what’s for dinner” activity in ANTH5624. Presentation and write up that documents the history of food practices, cultural role of eating and a ritual meal for an anthropological population. In the report, students will note their contributions.

Portfolio details: Students will prepare a portfolio and submit it to the FCS-CRT advisor. The portfolio and certificate program form must be filed at least by the time the graduation application is submitted to a college/school counselor. The portfolio includes two parts, a report that summarizes the students’ work and the assignments completed to demonstrate that learning outcomes have been met. The portfolio includes:

- 1. Courses completed for the certificate as well as final grades.
  - a. To complete the certificate students must earn a passing grade in each class that is selected for use as part of the certificate.
- 2. Assignments completed for each learning outcome. For group projects, students will note their contributions.
- 3. A copy of each assignment (written paper, PowerPoint presentation and/or cookbook entry) applied to meet a learning outcome will be added electronically to the portfolio.
- The FCS-CRT certificate will be assessed annually through the review of student participation and the successful completion of certificate requirements by students. Of the 50-100 students who register for food themed classes annually in the College of Arts & Sciences; we anticipate that approximately 20 will elect to participate in the certificate. The certificate will be considered successful when at least 70% of the students who have joined the program have successfully completed their reports and portfolios.
- 5. Relationship to Other Programs / Benchmarking
  - Identify overlaps with other programs or departments and letters of concurrence.
    - We are not aware of other certificates on campus that focus on the cultural, social and historical meaning of food. With support from InFACT, we are building this program as one in a series of certificates that will be available to OSU students and the public.
  - Status of similar proposals.
    - There are many food studies programs around the country and globe serving students at every stage of learning.



- In their 2017 article, “Interdisciplinary food-related academic programs: A 2015 snapshot of the United States landscape” (Journal of agriculture, food systems, and community development, 2017, volume 7, issue 4: 35-50); Hartle et al. note the growth in food certificates and food studies majors and identify 83 programs on 63 university campuses.
  - Similar programs at other universities in Ohio or in the United States.
    - Ohio University:  
 Food, its production, consumption and meaning is of deep social, political, cultural and economic consequence. Food is at the heart of debates about globalization, science, technology, and social progress. The Food and Society Certificate program allows students to think critically about an aspect of their lives simultaneously deeply personal, public, and political to which they can readily relate. The certificate seeks to promote an interdisciplinary understanding of how food is grown, treated, harvested, sold, purchased, consumed, shared, and disposed of and the impact it has on its suppliers, consumers, and environment—and how in short food affects us all. The certificate emphasizes both food culture and food systems.
    - Ohio Wesleyan University:  
 The Food Studies mentored minor is overseen collaboratively by the OWU Department of Health & Human Kinetics and the Environmental Studies Program, and views food from a multidisciplinary perspective. We recognize the importance of food as biological fuel, as a natural resource with problems of abundance and scarcity, as a focus of celebration, as a human obsession, as a cultural expression, as a multi-billion-dollar industry, and as an interaction with the global environment through agriculture and waste disposal. By studying food across a range of disciplines, students in this minor will improve their ability to investigate, debate, and solve some of the most important problems affecting the human condition in the 21st century, including food scarcity, malnutrition, obesity, preserving cultural heritage in a global society, and feeding people in a world of 7 billion and more.
    - Indiana University Food Studies:  
 The Food Institute will provide an interdisciplinary venue for the many undergraduate students at IU, current and potential, who are interested in food issues. To this end it will promote collaboration between units and increase undergraduate student involvement on campus and in the wider Bloomington community regarding issues of health, nutrition and conservation as they relate to issues of food production, consumption and distribution. The Certificate in Food Studies divides its required courses into three categories: the history, art and culture of food; the political economy of food; and the science of food, drawing on the expertise and course offerings of faculty in all three areas.

Students will be required to take at least 3 credits from each area. They will also do two internships: one indoor (food services) and one outdoor (gardening/farming), which reflects the university's commitment to provide students with meaningful internships. Students interested in the certificate should contact the IU Food Project director ([iufp@indiana.edu](mailto:iufp@indiana.edu)).

- Food studies programs from the Association for the Study of Food and Society

The American University of Rome (Italy)

The Graduate School

Degree(s) awarded: M.A. in Food Studies

<http://www.aur.edu/gradschool/graduate-programs/food-studies/introduction/>

Arizona State University (online, USA)

School of Nutrition and Health Promotion

Degree(s) awarded: Master of Science in Nutrition (Dietetics)

<http://asuonline.asu.edu/online-degree-programs/graduate/master-science-nutrition-dietetics>

Benedictine University (online, USA)

Master of Science in Nutrition and Wellness

Degree(s) awarded: M.S. in Nutrition and Wellness

<http://online.ben.edu/msnw/masters-in-nutrition-wellness>

Boston University, Metropolitan College (USA)

Gastronomy and Food Studies

Degree(s) awarded: Master of Liberal Arts in Gastronomy, graduate Food Studies Certificate

[www.bu.edu/gastronomy](http://www.bu.edu/gastronomy)

Carleton University (Canada)

Food Science & Nutrition

Degree(s) awarded: BSc (Honours)

<http://www.carleton.ca/chem/fsn/>

Chatham University (USA)

Falk School of Sustainability

Degree(s) awarded: M.A. in Food Studies

<http://www.chatham.edu/mafs>

City University of London (England)

Public, Healthy, Primary Care & Food Policy

Degree(s) awarded: MSc Food Policy

<http://www.city.ac.uk/communityandhealth/phpcfp/foodpolicy/courses/index.htm>

City University of New York: The Graduate Center (USA)  
Food Studies  
Degree(s) awarded: Ph.D.  
<http://www.city.ac.uk/communityandhealth/phpcfp/foodpolicy/courses/index.htm>

Culinary Institute of America (USA)  
Applied Food Studies  
Degree(s) awarded: B.P.S.  
<http://www.ciachef.edu/bachelors-degree-applied-food-studies/>

Cornell University (USA)  
Division of Nutritional Sciences  
Degree(s) awarded: M.S., M.S./Ph.D. or Ph.D.  
<http://www.nutrition.cornell.edu/>

Cornell University (USA)  
Department of Food Science  
Degree(s) awarded: M.S. and Ph.D.  
<http://foodscience.cornell.edu/>

Drexel University (USA)  
Department of Culinary Arts and Food Science  
Degree(s) Awarded: Master of Science in Culinary Arts and Science  
<http://drexel.edu/hsm/academics/Culinary-Arts-Food-Science/MS-in-Culinary-Arts-and-Science/>

Dublin Institute of Technology (Ireland)  
Department of Culinary Arts and Food Technology  
Degree Awarded: Master of Gastronomy and Food Studies  
<http://www.dit.ie/studyatdit/postgraduate/taughtprogrammes/allcourses/dt9400ptgastronomyfoodstudiesma.html>

Gustolab Institute  
ACES "Food & Culture-Food Media" University of Illinois Urbana Champaign,  
"Critical Studies on Food in Italy" UMass Amherst, Food Studies  
Degree(s) awarded: Study abroad programs  
<http://www.gustolab.com/>

Le Cordon Bleu International  
Culinary/Hospitality Management/Gastronomy  
Degree(s) awarded: Masters/Bachelors/Diploma  
<http://cordonbleu.edu/>  
Locations: Paris, London, Ottawa, Seoul, Kobe, Tokyo, Adelaide, Sydney

Johns Hopkins University (USA)  
Bloomberg School of Public Health

Degrees: PhD, DrPH, MPH, MSPH, Certificate in Food Systems  
<http://www.jhsph.edu/academics/certificate-programs/certificates-for-hopkins-and-non-degree-students/food-system-envir-publ-health.html>

Institut European d'Histoire et des Cultures de l'Alimentation, Universite de Tours (France)

Histoire et Cultures de l'Alimentation

Degree(s) awarded: Master d'Histoire et des Cultures de l'Alimentation

<http://www.iehca.eu>

New Mexico State University (USA)

Anthropology

Degree(s) awarded: Graduate Minor in Food Studies

[http://www.nmsu.edu/~anthro/Graduate\\_Minor\\_Food\\_Studies.html](http://www.nmsu.edu/~anthro/Graduate_Minor_Food_Studies.html)

New School (USA)

Food Studies

Degree(s) awarded: Courses can be taken for an undergraduate degree

<http://www.newschool.edu/generalstudies/foodstudies.aspx>

New York University– Steinhardt (USA)

Department of Nutrition and Food Studies

Degree(s) awarded: B.S., M.A., PhD

<http://steinhardt.nyu.edu/nutrition/>

Oxford Brookes University (England)

Oxford School of Hospitality Management

Degree(s) awarded: B.S., M.A., Ph.D.

<http://www.brookes.ac.uk/studying/courses/postgraduate/2013/food-wine-culture>

Ryerson University (Canada)

School of Nutrition & Center for Studies in Food Security

Degree(s) awarded: post-degree Certificate in Food Security

[http://ce-online.ryerson.ca/ce\\_2009-2010/program\\_sites/program\\_default.asp?id=2102](http://ce-online.ryerson.ca/ce_2009-2010/program_sites/program_default.asp?id=2102)

Selcuk University (Turkey)

Faculty of Vocational Education / Family Economy and Nutrition Teaching

Degree(s) awarded: Bachelor

<http://www.mef.selcuk.edu.tr/>

Sterling College (Vermont, USA)

Sustainable Agriculture/Sustainable Food Systems

Degree Awarded: B.A.

<http://www.sterlingcollege.edu/academics/areas-of-study/sustainable-food-systems/>

Suhr's University College (Denmark)

Nutrition and Health

Degree(s) awarded: B.S., M.S.

<http://internet.suhrs.dk/sites/english/Pages/Forside.aspx>

Syracuse University (USA)

Food Studies Program in Department of Public Health, Food Studies and Nutrition

Degree(s) awarded: B.S. and M.S. in Food Studies

<http://falk.syr.edu/FoodStudies/>

The Umbra Institute (Italy)

Food Studies

Degree(s) awarded: Certificate

<http://www.umbra.org/academics/food-studies/>

Tufts University (USA)

Agriculture, Food & Environment

Degree(s) awarded: M.S., Ph.D.

[http://nutrition.tufts.edu/1174562918439/Nutrition-Page-nl2w\\_1177953852962.html](http://nutrition.tufts.edu/1174562918439/Nutrition-Page-nl2w_1177953852962.html)

Università degli studi Roma Tre (Italy)

Human Development and Food Security

Degree(s) awarded: Masters

<http://host.uniroma3.it/master/humandevlopment/index.htm>

Universitat Oberta de Catalunya (UOC, Open University of Catalonia) (Spain)

Food Systems, Culture and Society

Degree(s) awarded: M.A.

[http://www.uoc.edu/masters/eng/master/web/food\\_systems\\_culture\\_society/food\\_systems\\_culture\\_society/](http://www.uoc.edu/masters/eng/master/web/food_systems_culture_society/food_systems_culture_society/)

Université François Rabelais, Tours (France)

UFR Arts et Sciences Humaines / Département Histoire

Degree(s) awarded: M.A. (Food History)

<http://www.univ-tours.fr> or <http://www.iehca.eu>

Université du Québec à Montréal (Canada)

Certificat en gestion et pratiques socioculturelles de la gastronomie (in French)  
(Management and Sociocultural Practices of Gastronomy)

Degree(s) awarded: one-year university certificate (undergraduate level, which can be combined with a major to become a bachelor's degree)

<http://www.esg.uqam.ca/gastronomie/index.php>

University of Arizona (Tucson, AZ, USA)  
Food Studies & Nutrition and Food Systems  
Degree(s) awarded: B.A and B.S.  
<https://sbsmajors.arizona.edu/foodstudies>  
<https://foodsystems.arizona.edu/>

University of Barcelona (Spain)  
Biennial master's degree in History and Culture of Diet  
Degree(s) awarded: M.A.  
[http://www.ub.edu/alimentacio/eng/pres\\_eng.html](http://www.ub.edu/alimentacio/eng/pres_eng.html)

University of British Columbia (Canada)  
Land and Food Systems  
Degree(s) awarded: B.S., M.F.S, M.Sc., and Ph.D.  
<http://www.landfood.ubc.ca/graduate/>

University of California, Davis (USA)  
Program in International & Community Nutrition  
Degree(s) awarded: Ph.D.  
<http://picn.ucdavis.edu/>

University of Gastronomic Sciences (Italy)  
Gastronomy & Food Communications (in English or English/Italian)  
Degree(s): B.A., M.A. (equivalent)  
[www.unisg.it](http://www.unisg.it)

University of London, School of Oriental & African Studies (England)  
Anthropology & Sociology  
Degree(s) awarded: M.A.  
<http://www.soas.ac.uk/programmes/prog13983.html>

University of New Hampshire (USA)  
Dual Major in Ecogastronomy  
Degree(s) awarded: Bachelors  
<http://www.unh.edu/ecogastronomy/>

University of Oregon  
Graduate Specialization in Food Studies  
Degree(s) awarded: B.A. (Concentration), M.A., M.S., M.B.A., Ph.D. or J.D.  
<http://foodstudies.uoregon.edu/graduate-specialization-in-food-studies/>

University of Southern Maine (USA)  
Food Studies Program

Degree(s) awarded: Undergraduate minor and graduate certificate in Food Studies.  
Undergraduate major in development.

University of Vermont  
Food Systems Graduate Program  
Degree(s) awarded: M.Sc., Ph.D., Food Systems  
<http://www.uvm.edu/foodsystemsprogram/>

Vrije Universiteit Brussel (VUB, Free University of Brussels) (Belgium, classes taught  
in English)  
Social and Cultural Food Studies  
Degree(s): M.A. in History  
<http://research.vub.ac.be/food-history>

## 6. Student Enrollment

- Each semester, we anticipate that 50-100 students will enroll in courses associated with the certificate and that 20 students annually will elect to earn a food studies Food, Culture and Society Certificate.

## 7. Curricular Requirements

- Minimum number of credits required for completion of the certificate.
  - 12 hours (completing 4 of 5 courses)
- Number of semesters expected to complete the certificate.
  - 3-4 semester
- Courses offerings and frequency.
  - Certificate courses are offered bi-annually
  - HISTORY 2702 Food in World History
  - COMPSTD 2420 American Food Cultures
  - WGSST 3101 Food & Gender
  - SOCIOL 4463 Food and Inequality in the United States
  - ANTHROP 5624 The Anthropology of Food: Culture, Society and Eating
- In addition, students will complete a portfolio that includes major work from their courses and meets the three learning outcomes associated with the certificate. The evaluation of portfolio materials will take place in the associated classes and by course faculty. The satisfactory evaluation of portfolio materials by course instructor will indicate that the student has meet the learning outcomes of the certificate.
- Existing facilities, equipment, and off-campus field experience and clinical sites to be used.
  - n/a
  - Advising and other student support.
- Advising through Department of Anthropology.

- Additional university resources (including advisors and libraries) that will be required for the new certificate.
  - N/A

8. Appendices.

- ASC advising sheet for proposed certificate.
- Semester-by-semester sample program.
- A list of the courses (department, title, credit hours, description) which constitute the requirements and other components of the certificate.



## Appendix 1: ASC advising sheet for proposed certificate

**FOOD, CULTURE AND SOCIETY CERTIFICATE**  
**COLLEGE OF ARTS AND SCIENCES**  
**THE OHIO STATE UNIVERSITY**

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Coordinating Advisor: Jeffrey H. Cohen, 4022 Smith Laboratory, 174 W. 18<sup>th</sup> Ave., Columbus, OH 43210; 614- 247-7872; cohen.319@osu.edu

The 12 credit hour Food, Culture and Society Certificate introduces students to an interdisciplinary approach to understanding the culture, history and societal role that food plays in human life.

**Required courses:**

Students pick 4 of the following 5 classes to complete the certificate:

- HISTORY 2702 Food in World History
- COMPSTD 2420 American Food Cultures
- WGSST 3101 - Food & Gender
- SOCIOL 4463 Food and Inequality in the United States
- ANTHROP 5624 The Anthropology of Food: Culture, Society and Eating

Certificate Portfolio. Students will demonstrate their mastery of certificate materials by organizing a certificate portfolio documenting course work. The assignments included in the portfolio will have been evaluated by course instructors. The satisfactory evaluation of these assignments will be necessary to be considered for the Food, Culture and Society Certificate.

**Food, Culture and Society Certificate guidelines**

The following guidelines govern the Food, Culture and Society Certificate. Required for certificate: Yes.

Credit hours required: Minimum of 12 credits.

Certificate Portfolio

Overlap with a major

- Max 50% overlap with major program courses.

Grades required

- Minimum C- for a course to be listed on the certificate.
- Minimum 2.00 cumulative point-hour ratio required for the certificate.

Certificate Completion: While students can petition to use additional courses to meet the 12 hour requirement for the Food Studies Certificate, the student should consult with the FSC advisor before selecting any courses that are not listed above.

Filing the certificate program form: The certificate program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the certificate: Once the certificate program is filed in the college office, any changes must be approved by the College of Arts and Sciences Coordinating Advisor.

College of Arts and Sciences advisor

Karen Royce, [royce.6@osu.edu](mailto:royce.6@osu.edu)

275 Mendenhall Laboratory

(614) 292-6961

Department of Anthropology advisor

Karen Royce, [royce.6@osu.edu](mailto:royce.6@osu.edu)

275 Mendenhall Laboratory

(614) 292-6961

Food, Culture and Society Certificate Advisor

Jeffrey H. Cohen, [cohen.319@osu.edu](mailto:cohen.319@osu.edu)

4022 Smith Laboratory

(614) 247-7872

**ANTHROPOLOGY DEPARTMENT  
COLLEGE OF ARTS AND SCIENCES  
TYPE 1B FOOD, CULTURE, AND SOCIETY CERTIFICATE (FCS-CRT)**

**STUDENT NAME:**

\_\_\_\_\_

**STUDENT OSU EMAIL:**

\_\_\_\_\_

**CERTIFICATE ADVISOR NAME:**

\_\_\_\_\_

\_\_\_\_\_

**REQUIRED COURSES (12 HOURS)**

4 OF 5 COURSE OPTIONS COMPLETED

<b>Course (Hours)</b>	<b>Course Grade</b>	<b>Term Completed</b>
HISTORY 2702 (3)		
COMPSTD 2420 (3)		
WGSST 3101 (3)		
SOCIOL 4463 (3)		
ANTHROP 5624 (3)		

**SUBSTITUTIONS APPROVED:**

\_\_\_\_\_

\_\_\_\_\_

**CERTIFICATE ADVISOR SIGNATURE**

\_\_\_\_\_

**DATE** \_\_\_\_\_

## Appendix 2: Semester-by-semester sample program

The certificate can be completed in a 2-year period, taking 1 class from the list of 5 courses over consecutive semesters.

Year 1, Semester 1	Year 1, Semester 2	Year 2, Semester 1	Year 2, Semester 2
HIST 2702	WGSST3101	ANTHROP5624	SOCIOL4463
COMPSTD 2440			
Alternating years			
ANTH5624	SOCIOL4463	HIST2702	WGSST3101
		COMPSTD 2440	

Upon completion of the classes, students will in portfolio to FCS-CRT advisor to demonstrate that learning outcomes have been met and requirements completed.

## Appendix 3: Course list

## History 2702: Food in World History

Professor Chris Otter

[otter.4@osu.edu](mailto:otter.4@osu.edu)

Tuesday and Thursday 9.35-10.55

Ramseyer Hall 059

Office Hours: 263 Dulles Hall, Wed/Fri 11.00-12.00 or by appointment

Graders: Dylan Cahn

[cahn.15@buckeyemail.osu.edu](mailto:cahn.15@buckeyemail.osu.edu)

Kiki Mackaman-Lofland

[mackaman-lofland.1@osu.edu](mailto:mackaman-lofland.1@osu.edu)

### **Course Description and Goals**

Food is implicated in all dimensions of human existence. It is a biological necessity, without which human beings die. Control over food supplies is a basic function of all organized states and societies. Shared food traditions and tastes shape cultural identities. Human history, then, can be told as a history of how food has been produced, distributed and consumed. This course offers a synoptic, global history of food. It begins with the Paleolithic and Neolithic periods ends with the recent wave of global “food crises” (late 1940s, early 1970s, early 2000s). The course is divided into three. The first section (weeks 1-8) offers a historical narrative of world food history. The second section (weeks 8-10) explores the history of three foodstuffs critical to the “nutrition transition” associated with global economic development (sugar, wheat and meat). The final section (weeks 11-15) looks at several critical themes in more recent world food history, for example famine, dieting, the rise of “mismatch diseases” and the increasing tendency towards global food crises since 1945.

### **Learning Outcomes:**

- Students acquire a perspective on history and an understanding of the factors that shape human activity.
- Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- Students think, speak, and write critically about primary and secondary historical sources by evaluating diverse interpretations of past events and ideas in their historical contexts.

### **Additional Goals:**

- Students learn the profound ways in which the production, distribution and consumption of food has shaped historical processes like health transitions, globalization, and environmental transformation.



- Students discover the complex and surprising history of everyday foodstuffs like chicken, wheat, and sugar.
- Students are introduced to multiple interpretations of food history.
- Students understand the political nature of food.

***This course fulfils GE requirements for Historical Study and Diversity: Global Studies***

**Course Organization, Reading, Assignments and Grading**

This course is a lecture course, with no separate discussion sections. However, I will pause to ask and invite questions throughout the lecture, and students should feel free to raise their hands to ask questions whenever they wish.

There is ***no required textbook for this class***. Instead, readings chosen from a variety of books will be made available on Carmen for lectures. The reading for each lecture should be undertaken before the lecture in question.

Assignments:

Attendance	10%
1st response paper (Sept 27)	20%
2nd response paper (Oct 18)	20%
3rd response paper (Nov 27)	20%
Final paper (Dec 4)	30%

Response papers consist of short essays written in response to questions based on individual lectures and class reading.

Your final paper is on a subject of your choice. It can be on *any subject in the history of food*, from cannibalism to space food. It can be on *any time and place* from prehistoric Africa to contemporary Greenland. It can be on *any type of food* from blood to lentils. *Use your imagination – the more original the topic, the more your grader will like it!!*

More details about requirements will be distributed as assignments are due. You will submit an outline of your final paper on October 30.

Dylan and Kiki will each grade half of the class (60 students). Dylan will grade the response papers of students with surnames beginning with A to KI, and Kiki students from KI-Y. For the final paper, we will reverse this and Dylan will grade papers of students with surnames running from KI-Y.

**Course Requirements and Policies**

***Attendance and Punctuality.*** Students are expected to attend every class, on time, and not to

leave before the end of class. I also expect you to stay awake during lectures, and a sleeping student will be considered absent. A student unable to extract themselves from an electronic device will also be regarded as not present. More than two unexcused absences will result in a grade of 0 for the “attendance, in-class discussion and class participation” part of the course. A pattern of lateness will also result in a lowered grade for the class.

**So if you cannot make class, email me and your grader to tell us why!!**

*Submission of assignments.* Students must submit all assignments on time. Graders will provide more details of how late submissions affect grades when the first response paper is given out.

*Academic Dishonesty.* The work you submit to me must be your own. Any cases of plagiarism and cheating will be referred to the appropriate University Committee on misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

*Enrollment.* In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

*Cellphones and Laptops.* This classroom is **device-free**. All cellphones and laptops should be switched off and put away. Texting, typing, and surfing the internet during class creates an atmosphere of distraction and undermines the basic purpose of education: to listen, learn, think and discuss the topic at hand. Numerous studies have demonstrated that multi-tasking is detrimental to classroom learning.<sup>1</sup>

\* The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Ave\*

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<sup>1</sup> See, for example, Faria Sana, Tina Weston, and Nicholas Cepeda, “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” *Computers and Education*, 62:2013, 24-31.

## Class Schedule and Readings

### Week 1

Aug 21: Introduction

No reading

Aug 23: The Omnivore's Dilemma: Milk, Insects, Horsemeat and Cannibalism

\* Benjamin Phelan, "The Most Spectacular Mutation in Recent Human History: How Did Milk Help Found Western Civilization?" *Slate*, October 23, 2012. Access online (just google it!)

\* Marvin Harris, Marvin Harris, "Hippophagy," and "Small Things," in *Good to Eat: Riddles of Food and Culture* (New York: Simon and Schuster, 1985), 88-108, 154-174.

### Week 2

Aug 28: Foraging, Hunting, and Fire: Food in Deep Human History

\* Kristen J. Gremillion, "Beginnings," and "Foraging," in *Ancestral Appetites: Food in Prehistory* (Cambridge: Cambridge University Press, 2011), 12-47.

Aug 30: The Neolithic Revolution: What was it? Was it a Good Thing?

\* Jared Diamond, "The Worst Mistake in the History of the Human Race," *Discover Magazine*, 1987. Access online at:  
<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

\* Jason Antrosio, "Agriculture as 'Worst Mistake in the History of the Human Race'?" *Living Anthropologically*, 2011. Access online at:  
<https://www.livinganthropologically.com/archaeology/agriculture-worst-mistake/>  
Some supplemental reading (on Carmen): Jared Diamond, "Farmer Power," "History's Haves and Have-Nots," and "To Farm or Not to Farm," in *Guns, Germs and Steel: The Fates of Human Societies* (New York: Norton, 1997), 85-113.

### Week 3

Sept 4: No class (I am at a conference)

Sept 6: The Emergence of East and South Asian Food Cultures

\* E.N. Anderson, "The Crucial Millennium," in *The Food of China* (New Haven: Yale University Press, 1988), 29-56.

#### Week 4

Sept 11: The Emergence of American Food Cultures

\* Sophie D. Coe and Michael D. Coe, "The Aztecs: People of the Fifth Sun," in *The True History of Chocolate*, 2<sup>nd</sup> ed. (London: Thames and Hudson, 2007), 65-105.

Sept 13: No class (I am at a conference)

#### Week 5

Sept 18: Food in Ancient Greece and Rome

\* Linda Civitello, "Grain, Grape, Olive: Ancient Greece and Imperial Rome," in *Cuisine and Culture: A History of Food and People* (Hoboken: John Wiley and Sons, 2008), 25-52.

Sept 20: Food in Medieval and Renaissance Europe

\* Massimo Montanari, "To Each His Own," in *The Culture of Food*, trans. Carl Ipsen (Oxford: Blackwell, 1994), 68-97.

**FIRST RESPONSE PAPER HANDED OUT AFTER CLASS**

#### Week 6

Sept 25: No class

**WORK ON FIRST RESPONSE PAPER**

Sept 27: The New World and the Columbian Exchange

\* Alfred Crosby, "New World Foods and Old World Demography," in *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Westport, CT: Praeger, 2003), 165-207.

**FIRST RESPONSE PAPER HANDED IN AFTER CLASS**

#### Week 7

Oct 2: The Nutrition Transition and the Industrial Revolution, c.1700-1900

\* Rachel Laudan, "Modern Cuisines: The Expansion of Middling Cuisines, 1820-1910," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press,

2013), 248-307.

Oct 4: European Cuisines: France, Germany and Italy

\* Carol Helstolsky, "Introduction," and "The Cooking of Consent, Italy 1922-1935," in *Garlic and Oil: Politics and Food in Italy* (New York: Berg, 2004), 1-10, 63-90.

### Week 8

Oct 9: The Formation of US Food Culture

\* Harvey Levenstein, "The Golden Age of Food Processing: Miracle Whip *über Alles*," "The Best-Fed People the World Has Ever Seen?" and "Fast Food and Quick Bucks," in *Paradox of Plenty: A Social History of Eating in Modern America* (Berkeley: University of California Press, 2003), 101-130, 227-236.

Oct 11: The Globalization of Food in the Twentieth Century

\* Rachel Laudan, "Modern Cuisines: The Globalization of Middling Cuisines, 1920-2000," *Cuisine and Empire: Cooking in World History* (Berkeley: University of California Press, 2013), 308-359.

### **SECOND RESPONSE PAPER HANDED OUT AFTER CLASS**

### Week 9

Oct 16: No class

### **WORK ON SECOND RESPONSE PAPER**

Oct 18: Sugar

\* Sidney Mintz, "Food, Sociality, and Sugar," and "Power," in *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin Books, 1985), 3-18, 151-186.

### **SECOND RESPONSE PAPER HANDED IN AFTER CLASS**

### Week 10

Oct 23: No class

### **PRODUCE OUTLINE FOR FINAL PAPER**

Oct 25: Meat

\* Vaclav Smil, "Meat in Modern Societies," in *Should We Eat Meat? Evolution and Consequences of Modern Carnivory* (Chichester, UK: Wiley-Blackwell, 2013), 71-111.

## **OUTLINE FOR FINAL PAPER HANDED IN AFTER CLASS**

### Week 11

Oct 30: Bread

\* Aaron Bobrow-Strain, "The Invention of Sliced Bread: Dreams of Control and Abundance," and "The Staff of Death: Dreams of Health and Discipline," in *White Bread: A Social History of the Store-Bought Loaf* (Boston: Beacon Press, 2012), 51-104.

Nov 1: Famine

\* Alex de Waal, "A Short History of Modern Famines," in *Mass Starvation: The History and Future of Famine* (Cambridge: Polity Press, 2018), 53-82.

### Week 12

Nov 6: War

\* Lizzie Collingham, "Introduction – War and Food," "Germany's Quest for Empire," and "The Soviet Union – Fighting on Empty," in *The Taste of War: World War II and the Battle for Food* (New York: Penguin, 2012), 1-14, 18-48, 317-346.

Nov 8: Food, Health, and Mismatch Diseases

\* Daniel Lieberman, "The Vicious Circle of Too Much," in *The Story of the Human Body: Evolution, Health and Disease* (New York: Allen Lane, 2013), 251-292.

### Week 13

Nov 13: Diets and Dieting

\* Hillel Schwartz, "Prologue: Ritual and Romance," and "Hearts of Darkness, Bodies of Woe," in *Never Satisfied: A Cultural History of Diets, Fantasies and Fat* (New York: Anchor Press, 1986), 1-20, 189-236.

Nov 15: Food, Development and Global Politics Since 1945

\* Nick Cullather, "The World Food Problem," and "A Parable of Seeds," in *The Hungry World: America's Cold War Battle against Poverty in Asia* (Cambridge, Mass: Harvard

University Press, 2010), 1-10, 159-179.

**THIRD RESPONSE PAPER HANDED OUT AFTER CLASS**

Week 14

Nov 20: No class

**THANKSGIVING BREAK**

Nov 22: No class

**THANKSGIVING BREAK**

Week 15

Nov 27: The Future of Food

\* Warren Belasco, "The Recombinant Future," in *Meals to Come: A History of the Future of Food* (Berkeley: University of California Press, 2006), 219-261.

\* Alex de Waal, "Mass Starvation in the Future," in *Mass Starvation: The History and Future of Famine* (Cambridge: Polity Press, 2018), 199-203.

**THIRD RESPONSE PAPER HANDED IN AFTER CLASS**

Nov 29: No class

**WORK ON FINAL PAPERS**

Week 16

Dec 4: No class

**SUBMIT FINAL PAPERS**

COMPARATIVE STUDIES 2420  
Autumn 2019

AMERICAN FOOD CULTURES

Instructor: Rick Livingston

[Livingston.28@osu.edu](mailto:Livingston.28@osu.edu)

Office: Hagerty Hall 427 Office

Hours: T,Th 2:30 - 5 and by appointment.



This class provides an introduction to food studies in the context of OSU's General Education Curriculum. It fulfills GE Requirements in "Culture and Ideas" and "Social Diversity."

In keeping with Ohio State's motto "Education for Citizenship," this class aims to help you participate more actively and thoughtfully in the food system, bringing awareness to the larger contexts in which personal tastes and family traditions are situated. We'll start with some insights from anthropology about how food organizes cultural environments and

explore the food cultures in your own family. Then we'll turn to the historical development of food cultures in the United States, examining how political arguments about "real Americans" have implications for farming, cooking and eating. Finally, we'll turn to contemporary debates about fast food, local food, hunger and food justice.

We'll draw our evidence from a range of sources, including first-person memoirs and autobiographies, journalism, historical accounts, and the visual culture of advertising and art. You'll also have a number of "intentional culinary experiences," in which you'll take the conversation out of the classroom and bring it to tables you share with others.

**Required Texts:** S. Mintz, *Tasting Food, Tasting Freedom*  
D. Gabaccia, *We Are What We Eat*  
M. Pollan, *The Omnivore's Dilemma*

Additional Readings on Carmen; Films at <https://resourcecenter.odee.osu.edu/secured-media-library>

**Class Requirements**

Attendance and Active Participation	10%
Five ICE Write-Ups (1-2 pp)	20%
Two Papers (3-4 pp)	40%
Take-Final	30%



## Course Policies

Learning in classes like this takes place through active participation, sharing your ideas and listening carefully and respectfully to others. Absences diminish the vitality of the classroom: when you're not there, we're missing an essential voice. **Regular attendance is required**, and more than two unexcused absences will lower your grade. Please come to class having done the assigned reading for the dates indicated on the syllabus, and with questions or responses to the readings in mind (keeping a reading journal is a highly recommended practice). **Because the readings build on one another, making connections to other readings is always a good conversation-starter.**

“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu)”

### GE Culture and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### GE Diversity

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.

Expected Learning Outcomes: Social Diversity in the United States

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.

### Learning Outcomes:

In this class, students will

- analyze food and foodways as sites for the enactment of social and cultural identities
  - examine the changing images and ideals that have shaped the American diet, connecting fields and farms to kitchens and dinner tables
- explore the cultural politics of the contemporary food system and efforts to re-localize food and

agriculture

## Schedule of Class Meetings

Please complete the readings **before the next class meeting** and come prepared for discussion

20 Why Food? American Food Cultures and General Education  
Joy Harjo, "Perhaps the World Ends Here"

READ: Fussell, "Eating My Words"  
Leviticus 11 (Laws About Animals for Food)  
Prose, "On the Persistence of Taboo"  
TAKE BASELINE SURVEY

22 What Are Food Cultures?

Read: Bourdain, from *Kitchen Confidential*  
Julia Child, from *My Year in France*  
M.F.K. Fisher, "The First Oyster"  
Coplen, "Tamale Traditions"  
Trillin, "A Magic Bagel"  
Lahiri, "Indian Takeout"

27 NO CLASS: Take Food Survey

Read: Mary Douglas, "The Uses of Goods" (on the meanings of consumption)  
Sidney Mintz, *Tasting Food, Tasting Freedom* (pp. 1-32, 92-105)

2

29 Concepts/Analyze Food Survey

Read: Giard, "The Nourishing Arts"  
Shapiro, "Do Women Like to Cook?"  
De Salvo, "The Bread/The Other Bread"  
Kingston, "My Mother's Cooking"  
Gonzalez, "Mama Menudo"  
Chang-Rae Lee, "Sea Urchin"

3 Distinctions: Gender and Age

Read: Chadburn, "[The Food of My Youth](#)"  
Ginsberg, "A Supermarket in California"  
Djanikian, "Immigrant Picnic"  
McGrath, "Capitalist Poem #5"

5 Distinctions: Ethnicity, Class

Read: Steingarten, "My Food Phobias"  
Gabaccia, *We Are What We Eat* (pp. 1-9)  
Mintz, "Eating American" (pp. 106-124)

10 Food Culture at OSU: Dining Services  
Guest Speaker, Zia Ahmed, Director of OSU Dining Services

12 Cultural Politics of American Food: Arguments about America  
**First Paper Due**

Read: Gabaccia, Chapter 1  
Thomas Jefferson, on Agrarian Democracy  
Henry Adams, from *History of the United States*  
[on Jonathan Chapman]  
Henry David Thoreau, Bread  
Henry Ward Beecher, Apple Pie  
George A. Sala, The Tyranny of Pie

17 Origin Stories  
Image: First Harvest in the Wilderness

Read: John Duncan, A Virginia Barbecue  
Hess, from *The Carolina Rice Kitchen*  
Frederick Douglass, from *My Bondage and My Freedom*  
Desmond, ["Start on the Plantation"](#)

19 North and South  
Image: Gone With the Wind

Read: William Cronon, from *Nature's Metropolis*.  
Gabaccia, Chapter 2

24 Industrializing the Food System: Grain

Read: Levenstein, "Giant Food Processors"  
Ruhlman, from *Grocery*.  
Gabaccia Chapters 3 and 4

26 Sea to Shining Sea: National Brands  
Image: Atlantic & Pacific Tea Company

1 Industrializing the Food System: Meat  
Optional film: *Shane* (1953)

Read: Jason DeParle, "[What Makes an American?](#)"

3 Immigrants and Ethnicities

Read: Levinson, "The New Nutritionists"  
Gabaccia, Chap 5

8 Towards Scientific Eating

10 FALL BREAK : Watch *The Grapes of Wrath* (Secure Media Library)

15 Breadlines, Soup Kitchens. Food Rations  
**Paper 2 Due**

Read: M.F.K. Fisher, "Define This Word"  
Paul Freedman, "Le Pavillon"  
Calvin Trillin, Buckeye Gourmet  
Watch: *Julie and Julia* (Optional)

17 American Gourmet

Read: Frederick Douglass Opie, from *Hog and Hominy*  
Ralph Ellison, from *Invisible Man*  
Toni Morrison, "Cooking Out"  
Leroi Jones, Soul Food  
Ntozake Shange

22 African-American Foodways: From Jim Crow to SoulFood

Read: Gabaccia, Chap 6

24 Class, Race and "Country Cooking."

Read: Paul Freedman, "Howard Johnson's"  
Eric Schlosser, from *Fast Food Nation*

29 Industrial Eating

Read: Pollan, *The Omnivore's Dilemma*, pp. 1-15  
Vileisis, from *Kitchen Literacy*

31 The Global Supermarket

Read: Pollan, *The Omnivore's Dilemma*, pp. 15-119

Watch: *Food, Inc.* (Optional)

5 Cultural Politics of Fast Food

Read: Laudan, "A Plea for Culinary Modernism"

Watch: *Slow Food Revolution* (through OSCAR)

7 Cultural Politics of Slow Food

Read: Pollan, pp. 129-238

12 Locavores

Read: Frances Moore Lappé, from *Diet for a Small Planet*

14 Feeding the World

Read: Hesterman, from *Fair Food*

19 Persistent Hunger

Read: TBD

21 Food Democracy, Food Justice

26 Serving Food

28 **No Class: Thanksgiving**

3 Food Futures

15

5 Take Home Final

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Interested in Food Studies? OSU is currently reviewing a proposal that would allow you to gain a Certificate in Food Studies by completing four of the following courses:

[HISTORY 2702 Food in World History](#)

[COMPSTD 2420 American Food Cultures](#)

[WGSST 3101 Food & Gender](#)

[SOCIOL 4463 Food and Inequality in the United States](#)

[ANTHROP 5624 The Anthropology of Food: Culture, Society and Eating](#)

Other, more advanced classes are being developed as well.

For more information, contact Prof. Jeffrey Cohen ([Cohen.319@osu.edu](mailto:Cohen.319@osu.edu))

## **Perhaps the World Ends Here**

By Joy Harjo (U.S. Poet Laureate)

**The world begins at a kitchen table. No matter what, we must eat to live.**

The gifts of earth are brought and prepared, set on the table. So it has been since creation, and it will go on.

We chase chickens or dogs away from it. Babies teethe at the corners. They scrape their knees under it.

It is here that children are given instructions on what it means to be human. We make men at it, we make women.

At this table we gossip, recall enemies and the ghosts of lovers.

Our dreams drink coffee with us as they put their arms around our children. They laugh with us at our poor falling-down selves and as we put ourselves back together once again at the table.

This table has been a house in the rain, an umbrella in the sun.

Wars have begun and ended at this table. It is a place to hide in the shadow of terror.  
A place to celebrate the terrible victory.

We have given birth on this table, and have prepared our parents for burial here.

At this table we sing with joy, with sorrow. We pray of suffering and remorse. We give thanks.

Perhaps the world will end at the kitchen table, while we are laughing and crying, eating of the last sweet bite.







# SYLLABUS: WGSST/3101 FOOD AND GENDER FALL 2019

## Course overview

### Classroom Information

Format of instruction: Lecture and Discussion

Meeting Days/Times: (Tuesday/Thursday 9:35 am-  
10:55 am) Location: University Hall 056

### Instructor

Instructor: Dr. Juno Salazar

Parreñas Email address:

parrenas.1@osu.edu

Office hours: book online at [Parrenas.youcanbook.me](http://Parrenas.youcanbook.me)

### Course description

If you are what you eat, then food is a means for understanding gender, sexuality, culture, society, race, and socioeconomic class. This class explores feminist studies of food. The questions we will address include the following: What do we consider food? How is food linked to power? How is the production and consumption of food gendered and racialized? How does buying and preparing food serve as examples of how we perform gender and encounter gender expectations? When we talk about food, how are we expressing our cultural attitudes about our bodies? By thinking through food, we explore such topics as vegetarianism, diets, pleasure, farming, hunger, fat studies, boycotts, eating disorders, waste, and culinary heritage. This class is literally food for thought.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- Question common-sense, dominant assumptions about what seems “natural,” “timeless,” “universal,” “human,” and “normal,” by critically speaking, thinking, writing, and reading.

- Work and learn compassionately and collaboratively.
- Understand “feminisms” as interdisciplinary, creative, theoretical and social movements.
- Critically engage categories of social difference (such as but not limited to gender, sexuality, race, class, language, ethnicity, nation, empire, geography, and (dis)ability) as intersectional, always shifting, and shaped by hierarchies of power.
- Understand the interconnections between the local and the global.
- Recognize, analyze and critique their position and identity in society, thereby understanding the potential to imagine themselves and act creatively as feminist agents of social change.

### Course materials

#### Required

Articles and chapters on Carmen course website  
Articles hyperlinked on syllabus

### Grading and instructor response

#### Grades

Assignment or category and due dates	Points
Food Diary (submitted with Unit 1 and 2 exams )	10
Unit 1 exam due September 5	25
Unit 2 exam due November 5	25
Group cookbook project with appendices due December 3	25
Group project presentation December 3	5
Attendance	10
Total	100

The food diary will be a place to connect theory from the class into our everyday practices. Note what you ate on the days that readings were due (Tuesdays and Thursdays). How do these foods connect to the readings? If they do not connect, why do you think that is? Submit these

food diaries with Unit 1 and 2 exams. They can be a source of inspiration for your cookbook projects later in the term.

The unit 1 exam will be a take home exam. Please type it with 1" margins and a 12-point font in Calibri or Arial. It should be no more than 5 pages. Please complete it on September 5. Please submit it to the WGSS office in 286 University Hall by the normal end time of class.

The unit 2 exam will be a take home exam. Please type it with 1" margins and a 12-point font in Calibri or Arial. It should be no more than 5 pages. Please complete it on November 5. Please submit it to the WGSS office in 286 University Hall by the normal end time of class.

The final project is a collaborative group project. By then, we will all be familiar with the ways that food production and consumption are and have been gendered. How can you create a cookbook that speaks to the multifaceted relationship between food and gender? What foods nourish feminist lives? Why might food be a source of justice, self-care, revolution, transformation, or \_\_\_\_\_?

You will work in a self-selected group between 2 to 5 participants. You will form these groups on November 7 and you will work together for the last two weeks of the course. Each group will submit a single cookbook with cover sheet, report, appendix, and bibliography. It should contain five recipes with either a large essay, up to five short essays, or a short story that actively engages the course readings with citations. Excluding the actual food recipes, these accompanying writings will be a minimum of 5 pages single-spaced. The food recipes will follow cookbook convention with an ingredient list and step by step instructions. The appendix is evidence of your collaborative work. The minimum appendix consists of at least of 1 page of a work journal from each participant. It can also include mock-ups and rough versions of final recipes. In your work journal, be reflexive and thoughtful about your own participation and contribution to the project. In short, it describes and considers the work you contributed to the group project. The coversheet must include the title of your project and it must list all of the participants/authors.

The presentation entails sharing your cookbooks with your peers in other groups. You could perhaps do this as a keynote slideshow or poster or a cookbook zine to exchange with other groups. We can check in and discuss potential formats later in the term on November 19. On the last day of class, you will turn in a paper version of your cookbooks to me.

## FINAL PROJECT CHECKLIST – Due December 3

- Cover sheet: cookbook title and participants' names
- Cookbook: actual recipes and a minimum of 5 pages of writing
- Appendix: including work journals and supporting documents, such as test kitchen exercises or research fieldtrip notes; minimum of 1 page per person
- Bibliography: cited references to readings from the class
- Presentation

### **Late assignments**

Late assignments will not be accepted.

### **Grading scale**

A (100-93): Excellent understanding of course themes, outstanding engagement, precise writing  
A- (92.9-90): Excellent understanding of course themes, very good engagement and writing

B+ (89.9-87): Very good understanding of course themes, very good engagement and writing  
B (86.9-83): Consistently good understanding of course themes, good engagement and writing

B- (82.9-80): Mostly good understanding of course themes, good or uneven engagement and writing  
C+ (79.9-77): Some good understanding of course themes, good engagement and writing

C (76.9-73): Superficial understanding of course themes and uneven engagement and writing  
C- (72.9-70): Incomplete understanding of course themes and uneven engagement and writing

D+ (69.9-67): Passing, but some serious deficiencies in understanding and engagement and/or writing  
D (66.9-60): Passing, but many serious deficiencies in understanding and engagement and/or writing

E (59.9-0): Not Passing, too many serious deficiencies to receive passing credit for this course

### **Instructor feedback and response time**

#### **Contact Preference**

Please book office hours online and please feel free to ask questions in person.

#### **Grading**

For large assignments, you can generally expect submitted assignments returned within **7 days**.

### **Attendance, participation, and discussions**

#### **Student attendance and participation requirements**

Attendance will be taken daily. If a student misses a class, it is incumbent on the student to review other students' postings to gauge how we might have discussed the materials. I will not

tutor students who missed class because of an absence. Three or more unexcused absences are grounds for automatic failure. Students are expected to fully participate in classroom exercises. These classroom exercises may include reading, analyzing, writing, and discussing.

**Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Course schedule (subject to change)**

Unit	Week	Dates	Topics, Readings, Assignments
1	1a	August 20	Unit 1: Food, Gender, and Embodiment Introduction
1	1b	August 22	Bordo, Susan. 2014 [1993] "Reading the Slender Body" <i>In Unbearable Weight: feminism, Western culture, and the body.</i>
1	2a	August 27	Greenhalgh, Susan. 2012. Weighty subjects: The biopolitics of the U.S. war on fat. <i>American Ethnologist</i> , 39: 471–487. Documentary film in class: <i>Nothing to Lose</i>
1	2b	August 29	Burgard, Deb. 2009 'What is "Health at Every Size"?' The Fat Studies Reader. <a href="https://www.cntraveler.com/story/the-dessert-in-paris-that-allowed-me-to-finally-enjoy-eating-in-public">https://www.cntraveler.com/story/the-dessert-in-paris-that-allowed-me-to-finally-enjoy-eating-in-public</a>

1	3a	September 3	Boero, Natalie. 2009. Chapter 12: Fat Kids, Working Moms, and the “Epidemic of Obesity” The Fat Studies Reader
1	3b	September 5	4S CONFERENCE – Take home exam with food diary
2	4a	September 10	<p><u>Unit 2: Food Production</u></p> <p>Food as a Gendered Commodity Chain</p> <p>Barndt, Deborah. 2001. " On the Move for Food: Three Women Behind the Tomato's Journey". <i>Women's Studies Quarterly</i>. 29 (1): 131-143.</p> <p>In class: Marosi, Richard. Product of Mexico. <i>Los Angeles Times</i>. December 12, 2014. [Website]  <a href="http://graphics.latimes.com/product-of-mexico-stores/">http://graphics.latimes.com/product-of-mexico-stores/</a></p>
2	4b	September 12	<p>Sugar:</p> <p>Slave Sugar: Boycotts and Ongoing Legacies</p> <p>Midgley, Clare. 1996. "Slave sugar boycotts, female activism and the domestic base of British anti-slavery culture". <i>Slavery &amp; Abolition</i>. 17 (3): 137-162.</p> <p>EXHIBIT VIEWING IN CLASS: Kara Walker’s Domino Sugar Installation</p> <p>Review of Unit 1 exam</p>
2	5a	September 17	<p>Sugar: Aftermath of Slavery</p> <p>Boa, Sheena. "Experiences of Women Estate Workers during the Apprenticeship Period in St Vincent, 1834–38: The Transition from Slavery to Freedom." <i>Women's History Review</i> 10, no. 3 (January 3, 2001): 397.</p>
2	5b	September 19	<p>Sugar, Colonialism, and Industrialism</p> <p>Documentary in class: <a href="#">Bad Sugar</a></p> <p>Esquibel, C. R., and L. Calvo. 2013. Decolonize Your Diet. <i>nineteen sixty nine: an ethnic studies journal</i> 2 (1).</p> <p>Johnston, Zach. 2016. “The Story of Frybread- From Cheap Staple to Cultural Touchstone.” <a href="https://uproxx.com/life/fry-bread-food-origin/3/">https://uproxx.com/life/fry-bread-food-origin/3/</a></p>
2	6a	September 24	<p>Plantations, Pesticides, and Toxicity Carson, Rachel. <i>Silent Spring</i>. Chapters 1-3. FILM</p> <p>IN CLASS: <i>Chemical Conundrums</i></p>
2	6b	September 26	<p>Agard-Jones, Vanessa. “Bodies in the System” <i>Small Axe: A Caribbean Journal of Criticism</i>. 17(3): 182-192.</p>
2	7a	October 1	<p>Moraga, Cherie. 1994. <i>Heroes and Saints</i>. Albuquerque: West End</p>

			Press. Act 1 <a href="https://www.npr.org/sections/thesalt/2018/07/31/634442195/when-the-u-s-government-tried-to-replace-migrant-farmworkers-with-high-schoolers">https://www.npr.org/sections/thesalt/2018/07/31/634442195/when-the-u-s-government-tried-to-replace-migrant-farmworkers-with-high-schoolers</a>
2	7b	October 3	Moraga, Cherie. 1994. Heroes and Saints. Albuquerque: West End Press. Act 1 Documentary: Rape in the Fields. <a href="https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/">https://www.pbs.org/wgbh/frontline/film/rape-in-the-fields/</a>
2	8a	October 8	Milk Hustak, Carla. "Milk" <i>In</i> Macmillan Interdisciplinary Handbooks on Gender: Animals
2	8b	October 10	FALL BREAK
2	9a	October 15	<b>FIELD TRIP: Waterman Dairy! 433 Carmack Road, Columbus, OH 43210. West campus. Biosecurity Form required (Don't show up sick!)</b>
2	9b	October 17	Milk Men Lequieu, Amanda McMillan. 2015. "Keeping the Farm in the Family Name: Patrimonial Narratives and Negotiations among German- Heritage Farmers." <i>Rural Sociology</i> 80, no. 1: 39-59. Documentary: Milk Men (Amazon Prime)
2	10a	October 22	Halley, Jean O'Malley. 2012. The Parallel Lives of Women and Cows. London: Palgrave. Excerpt. Warning: Autoethnography about abuse.
2	10b	October 24	Film at home (Warning: It's horror, but only 24 minutes): The Herd (2014): <a href="https://vimeo.com/113146203">https://vimeo.com/113146203</a>
2	11a	October 29	Poultry <a href="https://www.washingtonpost.com/outlook/2019/08/09/poultry-industry-recruited-them-now-ice-raids-are-devastating-their-communities/">https://www.washingtonpost.com/outlook/2019/08/09/poultry-industry-recruited-them-now-ice-raids-are-devastating-their-communities/</a>  Hovorka, Alice. 2006. "The No. 1 Ladies' Poultry Farm: A feminist political ecology of urban agriculture in Botswana."
2	11b	October 31	The Sexual Politics of Meat Adams, Carol J. 1990. Excerpts. <i>The sexual politics of meat: a feminist-vegetarian critical theory</i> . New York: Continuum.
2	12a	November 5	Unit 2 exam take home exam with food diary

3	12b	November 7	<p><u>Unit 3: Domesticities</u></p> <p>Smith, Christopher Holmes. 2001. "Freeze Frames: Frozen Foods and Memories of the Postwar American Family." <i>In Kitchen Culture in America</i>. Philadelphia: U Penn Press.</p> <p>Parkin, Katherine. 2001. "Campbell's Soup and the Long Shelf Life of Traditional Gender Roles" <i>In Kitchen Culture in America</i>. Philadelphia: U Penn Press.</p>
3	13a	November 12	<b>Fieldtrip: Thompson Library Reading Room</b>
3	13b	November 14	<p><b>No class in person: NWSA Meeting</b></p> <p>Bailey, Cathryn. 2007. "We Are What We Eat: Feminist Vegetarianism and the Reproduction of Racial Identity". <i>Hypatia</i>. 22 (2): 39-59.</p> <p>Film at Home: Suicide Kale: <a href="https://osu.kanopy.com/video/suicide-kale">https://osu.kanopy.com/video/suicide-kale</a></p>
3	14a	November 19	<p>Nuclear Meltdown Disaster: Inside the Fukushima Crisis Documentary: <a href="https://osu.kanopy.com/video/nova-nuclear-meltdown-disaster">https://osu.kanopy.com/video/nova-nuclear-meltdown-disaster</a></p> <p>Hirata, Aya. 2016. Chapter 3: School Lunches: Science, Motherhood, and Joshi Power. <i>Radiation Brain Moms and Citizen Scientists</i>. Clip: <i>Preschool in Three Cultures</i> (Kanopy)</p>
3	14b	November 21	<p><b>No Class in person: AAA Meeting</b></p> <p>Hirata, Aya. 2016. Chapter 1: Moms with Radiation Brain: Gendered Food Policing in the Name of Science. <i>Radiation Brain Moms and Citizen Scientists</i>. Documentary at Home: Half-Life in Fukushima <a href="https://osu.kanopy.com/video/half-life-fukushima">https://osu.kanopy.com/video/half-life-fukushima</a></p>
3	15a	November 26	Flex Day (group meetings scheduled on your own)
3	15b	November 28	U.S.A Thanksgiving holiday & Indigenous People's Day
3	16a	December 3	Classroom Cookbook Expo



# Other course policies

## **Academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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.htm](http://www.northwestern.edu/uacc/8cards.htm))

## **Accommodations for accessibility**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Student Support Policies and Resources

**Mental Health Services.** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Title IX.** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

**Recovery Support.** The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets

regularly on Wednesdays at 5pm. Stop by or visit [go.osu.edu/recovery](http://go.osu.edu/recovery) or email [recovery@osu.edu](mailto:recovery@osu.edu) for more information.

**Student Advocacy.** The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

# SOCIOLOGY 4463

## FOOD & INEQUALITY IN THE UNITED STATES

**Spring 2019**

**Professor:** Dr. Kara Young

**Class Meeting Time:** Mon/Wed/Fri 10:20-11:15 Bolz Hall 118

**Email:** young.2651@osu.edu

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

**Office Location:** 166 Townshend Hall

### COURSE DESCRIPTION AND OBJECTIVE

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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

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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://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes#SocialScience>

### **REQUIRED READING**

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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**

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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 during class
- Actively participating in class discussions
- Responding to questions asked during class
- Posing sociological questions on our discussion forum.
- Coming to see me in office hours to discuss the readings and lectures.

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 25<sup>th</sup>, 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

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I hold office hours from 1:30 pm to 4:00 pm 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 advance via Calendly. You will find a link to sign up on our course webpage. You are welcome to come individually or in groups.

**GETTING TO MY OFFICE: It is easy to get lost trying to find my office. Follow these instructions to find me:**

1. Come into the main entrance to Townshend Hall
2. Turn right
3. Walk through the undergraduate advising office and down the hall
4. My office is #166 – in the very back corner of that hallway

### GRADING

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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

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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

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

### DIFFERING ABILITIES STATEMENT

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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](https://slds.osu.edu); 614-292-3307; 098 Baker Hall, 113 W.

12<sup>th</sup> 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

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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:* <https://oaa.osu.edu/academic-integrity-and-misconduct>

*Academic Misconduct Information for Students:* <https://oaa.osu.edu/academic-integrity-and-misconduct/student-misconduct>

*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

## READING SCHEDULE

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### ① Week of January 7<sup>th</sup>

#### ***What is Sociological About Food***

**\*\*\*DUE Friday, January 11<sup>th</sup> – Short Self-Assessment\*\*\***

C. Wright Mills, "The Promise." *The Sociological Imagination*. Pages 1-6.

Alan Beardsworth and Teresa Keil, "Sociological Perspectives on Food and Eating." *Sociology on the Menu*. Pages 47-70.

Tracie McMillan, "Eating in America." *The American Way of Eating, Undercover at Walmart, Applebee's, Farm Fields and the Dinner Table*. Pages 1-13.

### ② Week of January 14<sup>th</sup>

#### ***Inequality in America***

Judith Lorber, "The Social Construction of Gender." *Excerpts from: Paradoxes of Gender*. Pages 1-11.

Ann Mourning, "Race." *Contexts*. Pages 44-46. Persell, "Social Class and Poverty."

<http://www.nyu.edu/classes/persell/reading6.html>

Michael Carolan, "Gender, Ethnicity and Poverty." *The Sociology of Food and Agriculture Second Edition*. Pages 160-186.

**(3) Week of January 21<sup>st</sup>**  
***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 2<sup>nd</sup> Edition*. Pages 33-57.

Tim Lang, "Food Industrialisation and Food Power, Implications for Food Governance." *Development Policy Review*. Pages 555-568.

Marion Nestle, *Food Politics, How the Food Industry Influences Nutrition and Health*. Chapter 1 (Pages 29-50) and Chapter 2 (Pages 51-66).

**(4) Week of January 28<sup>th</sup>**  
***Food and Labor***

Seth Holmes. *Fresh Fruit, Broken Bodies, Migrant Farmworkers in the United States*. Chapter 1 (Pages 1-29), Chapter 2 (Pages 30-44), and Chapter 6 (Pages 155-181).

**(5) Week of February 4<sup>th</sup>**  
***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*. Pages 89-120.

Lois Wright Morton et al, "Solving the Problems of Iowa Food Deserts, Food Insecurity and Civic Structure." *Rural Sociology*. Pages 94-112.

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 11<sup>th</sup>**  
***Food Insecurity and Hunger***

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

Berkeley Food Institute, "Snap in the Age of Political Chaos." *Just Food Podcast*.  
<https://food.berkeley.edu/resources/just-food-podcast/snap-in-the-age-of-political-chaos/>

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 17<sup>th</sup>**  
***Obesity***

Robert Albritton, "Between Obesity and Hunger, The Capitalist Food Industry."  
*Food and Culture: A Reader*. Pages 342-355.

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*. Chapter 2 (Pages 24-45) and Chapter 3 (Pages 46-65).

**(8) Week of February 25<sup>th</sup>**  
***Food and Race***

Rachel Slocum, "Race in the Study of Food." *Progress in Human Geography*. Pages 303-327.

Kari Marie Norgaard, Ron Reed, and Carolina Van Horn, "A Continuing Legacy, Institutional Racism, Hunger, and Nutritional Justice on the Klamath." *Cultivating Food Justice*. Pages 23-46.

Doris Witt, *Black Hunger, Food and the Politics of U.S. Identity, Race and American Culture*. Chapter 1 (Pages 21-53) and Chapter 7 (Pages 183-210).

**(9) Week of March 4<sup>th</sup>**  
***Food and Gender***

**\*\*\* MONDAY, MARCH 4<sup>th</sup> - MIDTERM EXAM \*\*\***

Marjorie DeVault, *Feeding the Family, The Social Organization of Caring as Gendered Work*. Chapter 4 (Pages 95-119) and Chapter 7 (Pages 167-202).

Patricia Allen and Carolyn Sachs, "Women and Food Chains, The Gendered Politics of Food." *International Journal of Sociology of Food and Agriculture*. Pages 1-23.

Jeffery Sobal, "Men, Meat, and Marriage, Models of Masculinity." *Food and Foodways*. Pages 135-158.

**(10) Week of March 18<sup>th</sup>**  
***Food and Cultural Capital***

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

Wendy Wills et al, "The Framing of Social Class Distinctions Through Family Food and Eating Practices." *The Sociological Review*. Pages 725-740.

Elizabeth Greenspan, "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](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 25<sup>th</sup>**  
***Eating and the Body***

**\*\*\*DUE Monday, March 25<sup>th</sup> - Final Paper Proposal\*\*\***

Michel Foucault, "Dietetics." *History of Sexuality, Part II, The Use of Pleasure*. Pages 95-140.

Jessica Hayes-Conroy and Allison Hayes-Conroy, "Veggies and Visceralities, A Political Ecology of Food and Feeling." *Emotion, Space and Society*. Pages 81- 90.

**(12) Week of April 1<sup>st</sup>**

## **Alternative Food, Local Food**

Michael Pollan, "Vote with your Fork." *The New York Times*.

<https://michaelpollan.com/articles-archive/voting-with-your-fork/>

Jack Kloppenburg Jr. et al., "Tasting Food, Tasting Sustainability, Defining the Attributes of an Alternative Food System with Competent, Ordinary People" *Human Organization*. Pages 177-186.

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

### **(13) Week of April 8<sup>th</sup> Alternative Food, Moral Food?**

Charlotte Biltekoff, *Eating Right in America, The Cultural Politics of Food and Health*. Chapter 1 (Pages 1-12), Chapter 3 (Pages 45-79), and Chapter 5 (Pages 109-149).

### **(14) Week of April 15<sup>th</sup> Food Justice + Final In-Class Presentations**

**\*\*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*. Pages 4-7.

Eric Holt Gimenez, "Food Security, Food Justice, or Food Sovereignty?" *Food First Backgrounder*. Pages 1-4.

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 22<sup>nd</sup> \*\*\* Final In-Class Presentations\*\*\* \*\*\*DUE Monday, April 22<sup>nd</sup> – Short Self-Assessment \*\*\* DUE TUESDAY, APRIL 30<sup>th</sup> - 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 11<sup>th</sup> at the beginning of class*

*Second Assessment: Due on Monday, April 22<sup>nd</sup> 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 4<sup>th</sup>*

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 25<sup>th</sup> 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 25<sup>th</sup>, 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 30<sup>th</sup> 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 30<sup>th</sup>, 2018 by 12noon. Please upload papers to Carmen.**

**Final Research Paper Grading Rubric:**

<b>Introduction</b>	Did the student coherently and concisely explain their research topic	1%
<b>Introduction</b>	Did the student explain why this topic matters to the study of food and inequality?	1%
<b>Introduction</b>	Did the student outline the argument that they make in their paper?	2%
<b>Introduction</b>	Did the student explain why this is sociologically important?	1%
<b>Findings</b>	Did the student coherently make an argument?	5%
<b>Findings</b>	Did the student back up this argument with research beyond the course material?	3%
<b>Findings</b>	Did the student correctly and coherently use class material and class readings to make their argument?	3%
<b>Findings</b>	Did the student place readings and class material in conversation with one another and form a position on their research topic.	3%
<b>Discussion</b>	Did the student discuss how their findings help us to make sense of food and inequality in the United States broadly?	5%
<b>Conclusion</b>	Did the student provide a conclusion that summarizes the argument?	1%
<b>Conclusion</b>	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%
<b>Conclusion</b>	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%
<b>Bibliography</b>	Did the student include a bibliography with at least 5 outside sources and 5 in-class sources?	1%
<b>Formatting/Grammar</b>	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:**

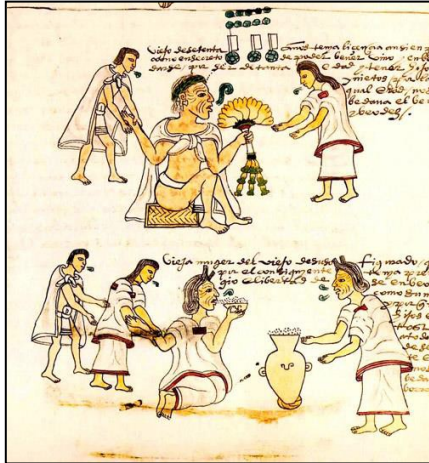
- Test technology early! If you are going to use a video, plan for how you want to create your video early on (narrated PowerPoint, filmed, animated, etc.) and do a test run to make sure you know how to do it and you have the necessary equipment.
- You don't have to be fancy with special effects, soundtracks, 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%



## 5624 The Anthropology of Food: Culture, Society and Eating

Jeffrey H. Cohen, PhD

[Cohen.319@osu.edu](mailto:Cohen.319@osu.edu)

247-7872

Tuesday & Thursday 9:35-10:55, Bolz 318

Office Hours: Tuesdays and Thursdays, 11-12:30 and by appointment

A critical component of human evolution; food defines power and identity. Food is symbolic, social, health and well-being. Our class follows anthropology's increasingly sophisticated approach to the study of food and explores:

- 1) Its role in culture, nutrition and human evolution;
- 2) Commensality, social organization and ritual life;
- 3) Social and symbolic meaning;
- 4) Power, identity, health and well-being.

After completing this course, you will understand how and why anthropologists study food, some of the challenges we face as researchers and directions for future research.

### Readings:

Gillian Crowther, *Eating Culture: An Anthropological Guide to Food*, 2<sup>nd</sup> Edition. University of Toronto Press (EC on the syllabus).

### Additional readings available on Canvas:

A Life Free from Hunger: Tackling Child Malnutrition. A report from Save the Children.

Download at: <https://www.savethechildren.org.uk/content/dam/global/reports/advocacy/a-life-free-from-hunger.pdf>

Wrangham et al, 1999. The Raw and the Stolen: Cooking and the Ecology of Human Origins. *Current Anthropology*, 40 (5): 567-577.

Gorman, Rachael Moeller, 2008. Cooking Up Bigger Brains. *Scientific American*/ Download at: <https://www.scientificamerican.com/article/cooking-up-bigger-brains/>.

Harris, Marvin, 1966. The Cultural Ecology of India's Sacred Cow. *Current Anthropology*, 7(1): 51-66.

Douglass, Mary, 1966. The Abominations of Leviticus. *In Purity and Danger*. ARK Paperbacks.

Marte, Lidia. 2007. Foodmaps: tracing Boundaries of Home through Food Relations. *Food and Foodways* 15:261-289.

Hubert, Annie 2004. Qualitative Research in the Anthropology of Food. *In Researching Food Habits*. H Macbeth and J MacClancy, editors, pp. 41-54. New York. Berg Books.

Cohen, Jeffrey H. and Paulette Shuster, 2019. To Eat Chapulines in Oaxaca, Mexico: One Food, Many Flavors. *In* Taste, Politics, and Identities in Mexican Food Cultures. S.I. Ayora Diaz, editor, pp. 115-130. New York: Bloomsbury Books.

Wutich, Amber, 2009. Estimating Household Water Use: A Comparison of Diary, Prompted Recall, and Free Recall Methods. *Field Methods*, volume 21 (1): 49-68.

Wiley, Andrea S. 2011. Milk for “Growth”: Global and Local Meanings of Milk Consumption in China, India, and the United States. *Food and Foodways* 19 (1-2):11-33.

Chikweche, Tendai, John Stanton and Richard Fletcher, 2012. Family purchase decision making at the bottom of the pyramid. *Journal of Consumer Marketing*, volume 29/3: 202-213.

FAO, 2015 The State of Food Insecurity in the World. Download at: <http://www.fao.org/3/a-i4646e.pdf>

### **Graduate Readings:**

A. Murcott, W. Belasco and P. Jackson, 2016. *The Handbook of Food Research*. Bloomsbury.

**Assignments:** This course includes in-class assignments, a group project, midterm and final.

1. In-class assignments on readings and discussions (3 points each for a total of 30).

- a. **What do you like?** Do you eat the same foods you ate as a youngster? Are there foods that your parents eat that you cannot imagine ingesting? Why? We'll define our own taste continuums and explore how our food reflects our place in life.
- b. **A Life Free from Hunger:** You will respond to this Save the Child report. Pointing out the challenges we face and the recommended solutions. Is hunger a problem that exists in our own country?
- c. **Responding to Wrangham?** Wrangham focuses on the evolution of cooking and its importance to the expansion of the human brain. His work is criticized as biased against women. What are your thoughts?
- d. **Debating approaches:** Marvin Harris and Mary Douglas stake out two unique approaches to the study of food. Harris argues ecology is critical to food decisions while Douglas maintains ideology drives our choices. You have an opportunity to comment on both.
- e. **What do you drink?** In this assignment, I want you to think about drinks and how they fit into social categories and hold cultural meaning. Pick a beverage (coffee, beer, soda, water, sports drink) and consider its social value and cultural meaning. How is the drink connected to status, identity, gender, age or something else? How does it hold meaning as a cultural symbol?
- f. **Secular and Sacred:** It isn't hard to imagine that most of the food we eat serves a biological purpose—it keeps us going, giving us energy to live. But food is more than

nutrition and we often eat for sacred reasons. Today, we'll spend some time thinking about how our eating is transformed between secular and sacred realms.

2. **What's for dinner?** This is a group assignment. Together with your classmates (you will be randomly assigned to a group), you will identify and document the food practices of an anthropological population of your choice (I am here to help your group if you would like). Using a variety of resources (library sources, H-RAF, internet, etc.) your group will document the menu, eating habits and ritual feasting of their chosen population.

Each group will present and document their progress at three points throughout the semester. First presentations (Sept. 24-26), on menu—how is food procured, processed, etc. Second presentations (Oct. 22-24), on eating. And the third presentations (Dec. 3-5), on ritual feasting.

In addition to your class presentations, your group will write up your project and summarize your findings into a document that 1) presents your study population; 2) notes how they organize their menu and food procurement; 3) references eating; and 4) notes ritual feasting. You should be able to define food's social role and cultural meaning and include social organization, cultural traditions and the place ritual feasting plays in society. In your group's presentation, this has to be accomplished in a clear, concise and controlled way. Think about how best to tell your story. For group summary, you should use about 10 pages (maybe more if you need) to document your findings.

Your presentations and summary must be turned into Canvas and your entire group should be present. Group members should share the work equally and in your reports identify yourselves; noting each members' contributions.

Your final presentations are during the last week of class (Dec. 3) and final papers are due Friday, December 6.

**Weekly organization and engagement:** Our weeks will be divided between lecture and discussion. While most Tuesdays I will in general lecture, there will be many Thursdays when we will open the classroom for discussions, for completing in-class assignments and to ask questions. Your participation is critical. There are no formal participation points, but I do expect your attention and engagement.

<b>Grading</b>	
<b>1. In class responses</b>	<b>(30 points total)</b>
a. What do you eat?	5
b. A Life Free from Hunger	5
c. Thinking about Wrangham	5
d. Debating Approaches (Harris versus Douglas)	5
e. What do you drink	5
f. Secular and Sacred	5
<b>2. What's for dinner? Indigenous menus, eating and ritual practice (100 pts)</b>	
Part I-what's on the menu?	20
Part II-eating	30
Part III -ritual practice	50



<b>3. Midterm</b>	30
<b>4. Final</b>	40
<b>Total Points</b>	200

OSU grading scale, 93% and above=A, 90-92.9%=A-, 87-89.9%=B+, 83-86.9%=B, 08-82.9=B-, and so forth.

**Graduate requirements:**

In addition to the in-class questions, each graduate student will develop a research project around a topic of their choice and that relates to your interests. You might put together a more detailed and annotated bibliography, develop part of your reading list, thesis or analyze data (yours or otherwise). You will have the opportunity to present your findings in class toward the end of the semester.

**Classroom mechanics:** Everyone has an opportunity to earn a strong A in this class, but that requires your effort. Remember grades are earned and reflect the fulfillment of the requirements I've designed for this class. Attendance is mandatory and I expect you to participate in the discussions. We are going to cover a lot of ground and your attention to detail, presence in class and commitment to the content is critical. Your failure to attend this class can result in a reduced final grade. Even with a clear and valid excuse, it can be hard to make up for lost time. If you will be attending a conference, if you are ill it is your duty to let me know and together we will try to find a solution. Furthermore, you cannot miss a planned/scheduled presentation.

In case of a dispute concerning a grade, the student must first meet with the instructor to reconcile the matter. This should be done within a week after the grade has been received. At that time, the student should be able to submit materials used in creating the paper, drafts, and other supporting material. If reconciliation proves impossible, the matter goes to the Office of Student Advocacy.

**Academic Misconduct and Plagiarism:** As commonly defined academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with course work and examinations. Acts of misconduct will be reported to the Committee on Academic Misconduct following faculty rule 3335-5-487. Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. For more information, see the code of student conduct available on line.

Triggers: While I do my best to create a welcoming classroom, there may be occasions when class materials discussions (foods?) and so forth are triggers for you. Please let me know if this is the case so that together we can find a solution and you can help me to improve the quality of the course and my awareness of the issues.

Other Courses (adapted from K. Young, sociology, OSU):

- 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
- 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
- SOC 4463: Food and Inequality in the United States
- 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/>
- o Student Farm: <https://watermanfarm.osu.edu/what-we-do/student-farm>

Tentative Schedule			
Date	Theme	Reading	Activity
8/20-22	Intro: Why study food?	EC, prologue	In class: what do you like?
8/27-29	Food Insecurity and food research, Tannya Forcone	EC chapter A Life Free from Hunger (canvas)	In class: Response to "A Life Free from Hunger."
9/3-5	Food Production and eating	EC, chapters 1 - 3	
9/10-12	Evolution	EC chapter 4 Wrangham et al, (canvas) Gorman (canvas)	In class: Wrangham
9/17-19	Methods for Food Research	Chikweche, Stanton and Fletcher (Canvas) Wutich (Canvas) Marte (Canvas)	
9/24-26	Part I: Presentations		
10/1-3	Debating Theories for why we eat differently	Harris (Canvas) Douglass (Canvas)	In class: Debating food rules
10/8	Mid term		
10/15-17	Cooking, consumption and the economy	EC, chapters 5 -7	
10/22-24	Part II Presentations		
10/29-31	Drinking	Wiley (Canvas)	In class: what do you drink
11/5-7	Rituals and Food		In class: Secular and Sacred
11/12-14	Globalization and Food	EC, chapter 8 & 9	
11/19-21	Eating Insects in Mexico, food, economy and gender	Cohen and Shuster (Canvas)	
11/26	Thanksgiving and commensality in America		
12/3-5	Part III presentations		
	Final exam		

## Healy, Elizabeth A.

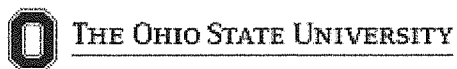
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**From:** Levi, Scott  
**Sent:** Tuesday, October 1, 2019 6:03 PM  
**To:** Healy, Elizabeth A.  
**Subject:** Certificate in Food Studies

Dear Elizabeth (if I may),

I'm very pleased to offer my enthusiastic support for the proposal that Jeffrey Cohen is planning to submit for a new certificate in Food Studies. I'm very pleased for the History Department to be partnering with our colleagues in Anthropology, Sociology, WGSS, and English on this initiative, and I hope it serves as a model for further interdisciplinary collaborations.

Yours sincerely,  
Scott



**Scott Levi**  
Professor and Chair  
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**Healy, Elizabeth A.**

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**From:** Winnubst, Shannon  
**Sent:** Thursday, October 3, 2019 5:53 PM  
**To:** Healy, Elizabeth A.  
**Subject:** WGSS Support for Food Studies Certificate

Dear Colleagues,

I fully support the proposed Certificate in Food Studies and the inclusion of WGSS' course, "Food and Gender." I am sure this will generate significant interest across and beyond the university.

All best,  
Shannon Winnubst

Shannon Winnubst  
Professor & Chair  
Department of Women's, Gender & Sexuality Studies  
Affiliated Faculty, Departments of Comparative Studies & Philosophy  
The Ohio State University  
286 University Hall, 230 North Oval Mall  
Columbus, OH. 43210  
Pronouns: she/her/hers

**Healy, Elizabeth A.**

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**From:** Shank, Barry  
**Sent:** Tuesday, October 1, 2019 2:49 PM  
**To:** Healy, Elizabeth A.  
**Cc:** Livingston, Robert  
**Subject:** Support for Food Studies Certificate

Dear Elizabeth,

I write in support of the proposal for a Food Studies Certificate. This certificate brings together carefully curated courses that will enrich students' understandings of the food they eat—and the foods they do not eat. I believe that it will be a successful certificate program and attract students to the courses included.

Yours,

Barry Shank



THE OHIO STATE UNIVERSITY

**Dr. Ryan King**  
**Chair, Department of Sociology**  
**College of Arts and Sciences**

238 Townshend Hall  
1885 Neil Avenue Mall  
Columbus, OH 43210  
614-292-4969 Phone  
614-292-6687 Fax

king.2065@osu.edu

October 8, 2019

Dear Professor Cohen,

I write this letter to express my strong support for the proposed Certificate in Food, Culture and Society. The certificate nicely ties in with the University's initiative to generate research and awareness about food insecurity, and the Department of Sociology is delighted to be part of this endeavor. I appreciate that you included Sociology 4463 on your list of courses and that you reached out to Professor Kara Young. She will be a great contributor to this effort.

Please let me know if I can assist with the development of this certificate.

Sincerely,

Ryan D. King

Department Chair, Sociology  
College of Arts and Sciences