

**Sociology 3335**  
**Sociology of Food and Society**  
(3 credit hours)

Fall 2017  
T/R 12:30-1:50 PM, CHSS 226

Professor: Dr. Maki Hatanaka  
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Email: [maki.hatanaka@shsu.edu](mailto:maki.hatanaka@shsu.edu) (When emailing me, please include the course number in the subject line.)  
Office Hours: Tuesday 2:00-4:00 and Thursday 2:00-3:00, or by appointment.



(Sources: <http://www.awmalabor.com>; [www.theatlantic.com](http://www.theatlantic.com); [www.nj.com](http://www.nj.com))

**Course Description:**

Everybody eats food. However, this most basic of human needs is often taken for granted, especially by those who are surrounded by abundant food. For example, how is your food produced, where and by whom? Who determines the quality and safety standards of your food, and how? What are the social and environmental implications of contemporary food production and consumption? This course is designed to guide students to critically examine the production, distribution and consumption of food, as well as related issues of culture, power, and ecology. With the focus on the contemporary food system, students will explore the relationship between people and food using a sociological lens.

Upon completion of this class, students will:

- 1) Be able to use a variety of sociological concepts, theories, and methods to analyze the production, distribution, and consumption of food;
- 2) Understand the primary characteristics of the contemporary food system, and the major changes that food and agricultural production, distribution, and consumption have gone through in the past century.
- 3) Be familiar with the impacts of these changes on communities, labor, and environments.
- 4) Learn to think critically about the roots of hunger, food insecurity, and uneven

- food access both domestically and internationally.
- 5) Be familiar with a variety of positions on highly disputed topics such as genetically engineered food, biotechnology, biofuels, and organics.
  - 6) Be able to assess a range of alternative food systems that include food sovereignty movements, fairtrade, and local food.

**Required Text:**

Carolan, Michael. 2012. *The Sociology of Food and Agriculture*. 1<sup>st</sup> Edition. New York, NY: Routledge.

\* Additional readings can be accessed through blackboard.

**Course Requirements:**

Class Participation and Group Exercise	10%
Exploration of Ethnic Heritage Exercise	5%
Exam 1	30%
Exam 2	30%
Group Project	25%

*Class Participation and Group Exercise (10%)*

All students are required to actively participate in class/group discussions and exercises. This is part of your grade. Please note that participation includes careful listening, as well as sharing ideas and questions. I expect all students to create an environment that encourages the participation of everyone in the class. Throughout the semester, students are required to be involved in multiple class/group discussions and exercises. These discussions and exercises will be counted as class participation and will contribute to 10% of your final grade. Thus, failure to attend the class, as well as to participate in the exercises will negatively impact your participation grade.

*Exploration of Ethnic Heritage Exercise (5%)*

You are expected to bring a dish that reflects your ethnic/national heritage, or one that is special in your family to class on 10/26. On that day, you are also required to submit your reflection essay that explores your ethnic heritage. The essay should build on the following questions: Why is the dish special to your family/ethnic group/national identity? Why did you choose this dish? How did you prepare and how long did it take for you to prepare? How difficult was it to find the ingredients? What does the dish mean to you? Your essay must be 3 to 4 pages, typed, double-spaced, and use 12-size Times New Roman font.

### *Exams (30% for each)*

There will be two exams. Both exams will be essay format and will cover readings, lectures, discussions, and videos shown in class.

### *Group Project (25%)*

The remaining 25 percent of your grade will be based on a group project. Each group will conduct a Commodity Chain Analysis on a particular food commodity assigned by the professor. An important part of preparing for careers beyond college is to demonstrate successful experience in working in groups. By working in teams, students will learn to work cooperatively with others and benefit from diverse experiences and perspectives that others may offer. Towards the end of the semester, all groups will present their analysis to the class. Your peers' evaluation of your contribution to the project will be also reflected in your grade (a form outlining the criteria for this evaluation will be distributed.) Detailed guidelines for the group project will be provided in a different handout. Please note that throughout the semester, I will try to give you some class time to break up into your groups to work on your group project. However, it will be also necessary to work with your group members outside of class to successfully complete your group project. Groups will be assigned on 9/19. Two sets of the group progress report are required to be submitted. See below for the deadlines.

- Progress Report 1 (Due 10/12 in class)
- Progress Report 2 (Due 11/2 in class)

### **Grading Scale:**

Grading will be on the straight scale. The scale is:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
0-59% = F

### **Classroom Policies and Expectations:**

#### ***Attendance and Participation Policy***

Students are required to attend all scheduled class meetings. Students must realize that it is their responsibility if they are absent from or late to class. This means that they must arrange to get discussion notes and handouts from other students in the class. Also,

students need to be aware that they are responsible for all announcements made during class, any class/group discussions we have, and films shown during class meetings. If you miss a film, you are responsible for arranging and watching it on your own. Participation in class requires that you be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time.

### ***Reading Assignments***

In this class, my job is to design the course; whereas it is largely your responsibility to decide the direction of discussion, raise questions, and put forth answers for consideration. Put differently, this course is built on your contributions. As a result, it is absolutely imperative that students keep up with the reading assignments. As the reading is unevenly spread through the course, students are strongly urged to read ahead.

Students are expected to complete the reading assignment **prior to** coming to class. In doing so, students can ask questions in class, better understand the lecture, and actively participate in class and group discussions and other in-class activities.

### ***Classroom Behavior***

Electronic devices such as cell phones and MP3 players must be turned off during the class. You may bring in laptops. However, if you are using them for non-class activities, you may be asked not to bring your laptop to class. Students' participation in class and group discussions is an important component of this class. However, all discussions should be presented **in a way that is respectful to each other**.

### ***Make-up Policies***

If a student misses a scheduled exam, s/he will only be able to make it up with a medical excuse or some other pre-arranged official excuse. To make up an exam, students are required to notify the professor no later than 24 hours after the exam, and provide a valid excuse (e.g., doctor's note from a hospital). Students who fail to contact me in a timely manner will receive a zero for the exam.

### ***University Code of Conduct***

Please see: <https://netreg.shsu.edu/mirror/codeofconduct.html>

### ***Students with Disabilities***

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded solely by reason of their disability from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with me so that appropriate strategies can be considered and helpful procedures can be developed.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If

you have a disability that may affect adversely your work in this class, I encourage you to register with the SHSU Counseling Center and to talk with me immediately. All disclosures of disabilities will be kept strictly confidential. Please note that no accommodation can be made until you register with the Counseling Center.

For more information on Sam Houston State's policy on students with disabilities, please see <http://www.shsu.edu/dotAsset/9edd8433-cad5-40d1-b4bf-6a91b08f90e4.pdf>

### ***Academic Dishonesty***

Students are expected to engage in academic pursuits in a manner that is above reproach. Put differently, students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or plagiarism. Students who participate in academically dishonest activities should be aware that they will receive an F for the course at the minimum. For more information, please see <http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

### ***Religious Holidays***

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holiday, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holiday(s) shall present to me a written statement concerning the religious holiday(s). I will, then, complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

For more information, please see <http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

### ***Visitors in the Classroom***

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

### ***Instructor Evaluations***

Students will be asked to complete a course/instructor form toward the end of the semester.

### Tentative Lecture and Reading Schedule:

**Changes in the schedule may occur and will be announced in class.** Students are responsible for keeping up with the modified schedule.

BB: Blackboard

CR: Carolan

Date	Topic	Readings
<b>Week 1</b> <b>8/24</b>	Introduction <i>Reflection:</i> What do you know about your food?	
<b>Week 2</b> <b>8/29</b>	Opening Thoughts	<ul style="list-style-type: none"><li>• CR: Chapter 1</li><li>• Nestle. 2007. "Introduction" (BB)</li></ul>
<b>8/31</b>	Industrialization of the Food System	<ul style="list-style-type: none"><li>• Blatt 2008: Chapter 1 &amp; 2 (BB)</li></ul>
<b>Week 3</b> <b>9/5</b>	Globalization and Consolidation of the Food System	<ul style="list-style-type: none"><li>• CR: Chapter 2 &amp; 3</li></ul>
<b>9/7</b>	Globalization and Consolidation of the Food System (Cont.)	<ul style="list-style-type: none"><li>• Bloom, 2018: Lesson 2: Globalization (BB)</li></ul>
<b>Week 4</b> <b>9/12</b>	CAFO	<ul style="list-style-type: none"><li>• The CAFO Reader pp. 89-158 (BB)</li></ul>
<b>9/14</b>	Hunger	<ul style="list-style-type: none"><li>• Myers, 2018: Lesson 13: Hunger</li></ul>
<b>Week 5</b> <b>9/19</b>	Hunger <i>Group Formation</i>	<ul style="list-style-type: none"><li>• CR: Chapter 4, pp. 66-77.</li><li>• Lappe and Collins 2015 10 Myths (BB)</li></ul>
<b>9/21</b>	Food and Obesity	<ul style="list-style-type: none"><li>• CR: Chapter 4, pp.77-80.</li><li>• Pollan, Omnivore's Dilemma, Chapter 6-7 (BB)</li></ul>
<b>Week 6</b> <b>9/26</b>	Food and Obesity	<ul style="list-style-type: none"><li>• Guthman 2007. "Can't Stomach it." (BB)</li></ul>
<b>10/2</b>	Food Consumption	<ul style="list-style-type: none"><li>• Hatanaka 2018, Lesson 9 Consuming Food (BB)</li></ul>
<b>Week 7</b> <b>10/3</b>	Labor	<ul style="list-style-type: none"><li>• CR: Ch 5, pp.93-119</li><li>• Grey 2018: Lesson 12 Labor (BB)</li></ul>

<b>10/5</b>	<b>Exam 1</b>	
<b>Week 8 10/10</b>	Environment	<ul style="list-style-type: none"> <li>Gillon 2018, Lesson 11 Food and the Environment</li> </ul>
<b>10/12</b>	Environment (Cont.) <b><i>Progress Report 1 Due</i></b>	<ul style="list-style-type: none"> <li>CR: Chapter 10</li> </ul>
<b>Week 9 10/17</b>	GM Food and Biotechnology	<ul style="list-style-type: none"> <li>CR: Chapter 5, pp.119-128</li> <li>Blatt 2008 (BB)</li> <li>Mendelson, 2002. "Untested, Unlabeled, and You're Eating it." (BB)</li> <li>Bittman 2011. "Why aren't GMO Foods labeled?" (BB)</li> </ul>
<b>10/19</b>	GM Food and Biotechnology (Cont.)	
<b>Week 10 10/24</b>	Food Crisis and Biofuel	<ul style="list-style-type: none"> <li>CR: Chapter 8</li> <li>Monbiot 2012. "Must the poor go hungry just so the rich can drive?" (BB)</li> </ul>
<b>10/26</b>	Ethnic Food and Family Heritage (Pot luck) <b><i>Ethnic Essay DUE</i></b>	
<b>Week 11 10/31</b>	Organics	<ul style="list-style-type: none"> <li>CR: Chapter 11</li> <li>Featherstone 2006. "Mean or Green? Wal-Mart's Organic Turn Divides the Movement" (BB)</li> </ul>
<b>11/2</b>	Organics (Cont.) <b><i>Progress Report 2 Due</i></b>	
<b>Week 12 11/7</b>	Local Food	<ul style="list-style-type: none"> <li>CR: Chapter 12</li> </ul>
<b>11/9</b>	Fair Trade	<ul style="list-style-type: none"> <li>CR: Chapter 13</li> <li>Jaffee and Howard 2010. "Corporate Cooptation of Organic and Fair Trade Standards." (BB)</li> </ul>
<b>Week 13 11/14</b>	Food and Justice	<ul style="list-style-type: none"> <li>Alkon 2018: Lesson 20 Food and Justice (BB)</li> </ul>
<b>11/16</b>	<b>Group Work</b>	
<b>Week 14 11/21</b>	<b>Consultation Day</b>	
<b>11/23</b>	<b>Thanksgiving Holiday: No class</b>	

<b>Week 15</b> <b>11/28</b>	<b>Group Presentation</b>	
<b>11/30</b>	<b>Group Presentation</b>	
<b>Week 16</b> <b>12/5</b>	<b>Exam 2</b>	