Course Overview

This course is the first half of a two-semester exploration of the role of food in American life. It surveys three major topics: the role of food in crafting personal and collective identities; the origins and implications of current food consumerism; and the history and ethics exploration of the production and consumption of animal products. The second semester of the course examines vegetable agriculture, food activism, and the use of food in political and cultural critique.

Our point of departure involves two seemingly contradictory facts. How can we navigate the fact that what we decide to eat matters now more than ever, even as we are faced with ever an more complex food system?

First, throughout American history, the facts and functions of eating have connected ordinary Americans to an increasingly complex and expansive network of food production, distribution, and consumption. Food knits together a diverse and sprawling array of players: scientists who design and perfect consumable items in laboratories on the other side of the world; farmers and laborers who spray pesticides, spread fertilizer, pick fruit, or slaughter animals, all of which will be processed, packaged, and shipped; truck drivers and stevedores who physically move food along the thousand-mile routes of distribution, from distant continents to regional warehouses to the corner store; marketers and celebrities who advertise over-stuffed burritos and diet-sodas; stock-boys and checkers at your local grocery store; haute cuisine chefs at five star restaurants; the short-order cook at a roadside diner; and, of course, you – the person who plucks down $6.99 for a KFC double-down. Compounding this, a vast array of non-human forces -- pests, diseases, soil, synthetic chemical compounds, implements, rain clouds, and cattle hormones -- require consideration and accommodation. Every one of these actors contributes to what arrives on your plate and, eventually, in your belly. But how do they fit together? As more people become involved in more remote locations, the story becomes more complicated and the interconnections multiply. It becomes more and more difficult to know where our food comes from and how our food choices effect other players along the way.

Second, in the last three decades, Americans have also become increasingly certain that their personal food consumption choices shape their communities and world in striking ways. Whether it is the recent “locavore” movement popularized by writers like Michael Pollan, or technical debates about the differences between “organic” and “conventional” food products, Americans are scrutinizing their food now more than ever. Food writers emphasize that consumer choices reflect ethical and political commitments – that what you eat is no longer merely a matter of taste, but a crucial indicator of how seriously you take your responsibilities to your family, neighbors, community, and world. If the collected prescriptions for “responsible” eating are inchoate, they are, nevertheless, usually based on equally passionate and sincere convictions. Whether it is a matter of personal health, environmental ethics, or our perceived
obligations to our furry or feathered biological fellow travelers, Americans are being told to consume more responsibly.

How are we to make sense of these two realities? Can we change either of those facts? Should we? These are extremely difficult questions to which there are no simple answers. In fact, this class is not designed to arrive at a single or final answer to any of these questions. Rather, this course musters a diverse set of perspectives that provide historical, experiential, and cultural contexts for our contemporary food system. By the time you complete both semesters of this course, I anticipate that you will have begun to arrive at your own answers to some of these questions, hopefully informed by some of the thoughtful voices you will have encountered throughout the year. Along the way, I encourage you to consider not just your own relationships to food as a consumer, but also as a producer and as a political actor.

**Course Objectives**

1. To increase your knowledge about historical and contemporary systems of food production, distribution, and consumption.

2. To enhance your writing and speaking skills. This course will teach you how to express your opinions in an informed, clear, and respectful fashion. It also promotes a crisp, active prose style suitable for both academic and general writing.

3. To improve your research skills. This course will teach you how to efficiently read academic writing, analyze historical and literary sources, and to navigate libraries and archives where additional knowledge is waiting.

4. To hone your critical thinking skills. This course will help you to understand how arguments are constructed and how to use evidence to support or refute an argument. This course is not just designed to expose you to arguments about food; it is also designed to teach you about what assumptions those arguments make, in hopes of empowering you to arrive at your own independent, informed conclusions.

**Course Policies and Components**

*Attendance and Participation* – You are expected to attend all regular meetings of the class. More than four unexcused absences from regular class meetings will result in a failing grade. In class, I expect you to be an active, informed, and enthusiastic participant in all discussions and activities.

*Unplug* – When you enter the classroom, please make sure you turn off your cell phone.

*Field Trips* – You will also be responsible for attending two events outside of our normal class meeting times:

*Dinner with Professor Scott Swanson on Tuesday, September 14 at 7:00 PM.*

*A visit to an organic meat processing plant on the morning of Saturday, November 13 (Time*
Both of these events are extremely important to the course goals and are only possible thanks to the generous contribution of time by members of our community. They will also be a lot of fun and very informative. They are absolutely mandatory. Unexcused absence from either of these events will result in a failing grade in the course. Please plan now accordingly.

Food – I will sometimes ask you to eat a dish that I have prepared. These dishes are pedagogically important to the course and will help you to understand key course concepts. I anticipate that you will enjoy the overwhelming majority of these dishes, though, as they say, there is no accounting for taste. I will respect decisions to abstain from eating if they are based on religious, ethical, or health concerns. Beyond those, I expect you to either partake or to complete a supplemental writing assignment.

Readings – You are responsible for the content of all class readings. These readings will be the basis of regular class discussions. Keep in mind that participation is a major component of your course grade. You are expected to have completed the readings by the Tuesday class of each week, unless otherwise noted. In some cases, I will ask you to begin reading a book several weeks before we discuss it. Take note of these instances and plan accordingly.

Writing Assignments – This course is writing-intensive. It features a number of different writing assignments that are designed to strengthen your academic writing skills and give you the opportunity to critically reflect on the course components. The first five “reaction papers” will be very short (250 words) and will not be graded. Please note that I assign paper length by minimum word count, not by page length. In addition, please observe the following guidelines for paper writing:

*Use 12-point Times New Roman font, 1” margins, and double-space.
*Please use Chicago Style citation.
*Turn in both electronic and paper copies of your assignment. Electronic copies should be saved in .doc format and emailed to me (grosenbe@butler.edu).
*Reaction papers will be due at the beginning of our Tuesday meeting. All other paper assignments will be due by 5:00 PM on the Friday of the week in which they appear on the syllabus.

Class Blog – You will also be responsible for regularly participating in a class blog. Over the course of the semester, I would like you to regularly read the “dining and wine” section of the New York Times (http://www.nytimes.com/pages/dining/index.html). When you read an article that relates to any element of the course (a reading, a movie, a dish, an event, or something said in a discussion), I would like you to post a link to the article and provide a 150 word commentary. This commentary should explain the connection to the course and provide some critical reflection on the issues raised. Over the course of the semester, I would like you to contribute a minimum of one post per major course “section” (Appetizer, Relevés, and First Entree). In addition, I would like you to comment at least twice per major course section on the posts of other class participants. The blog will be completely private: only enrolled class members will have posting and reading privileges. I will walk you through how to post and
comment on the blog during one of our initial class meetings.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reaction Papers</td>
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<tr>
<td>Recipe Assignment</td>
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<tr>
<td>Long Reaction Paper</td>
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<td>Research Paper</td>
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<tr>
<td>Course Blog</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>30%</td>
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Grading scale:

A = 100 – 93; A- = 92 – 90; B+ = 89 – 87; B = 86 – 83; B- = 82 – 80; C+ = 79 – 77; C = 76 – 73; C- = 72 – 70; D = 69 – 60; F = <60.

**Academic Honesty**

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**Assigned Readings**

The following texts will be required reading for the course and will be available in the bookstore:

Andrew Warnes, *Savage Barbecue: Race, Culture, and the Invention of America’s First Food*, (Georgia UP, 2008).  

In addition, you will also be responsible for the articles and chapters listed throughout the syllabus in the “Readings” sections. These will be made available to you through Online Course Reserve (OCR) and through the course's blackboard site (BB). To access the course's blackboard site, go to http://blackboard.butler.edu. Log on using your regular butler username and password. Click on the “courses” tab and this course will be listed. Once there, click on the “content” tab and you will find the course syllabus, as well as course readings divided by week.
Support

I hold regular office hours at the campus Starbucks every Tuesday and Thursday from 10:30 AM to noon. During those times, I am fully available to answer your questions, review the reading with you, or work with you to improve your writing. Butler also has many fine academic resources you may call upon:
* The Writer's Studio: http://www.butler.edu/writers-studio/
* The Speaker's Lab: http://www.butler.edu/speakers-lab/
* The Learning Resource Center: http://www.butler.edu/learning/
* The Library's Information Commons: http://www.butler.edu/library/library-information/departments/information-commons

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Schedule of Meetings

I. Amuse Bouche

Week 1
8/26 – Introduction: Course Overview and Objectives; Why Study Food?, pt. 1: The Twinkie as Technoscientific Object

Week 2
8/31 – Why Study Food?, pt. 2: Consumption, Politics, and Agency in the “Consumer's Republic”
9/02 – Why Study Food?, pt. 3: Eating as a Form of Local Knowledge

Readings:
*Wendell Berry, “The Pleasures of Eating” (BB)
*Julie Guthman, “The Food Police: Why Michael Pollan makes me want to eat Cheetos”
*Mary Douglas, “Deciphering a Meal” (BB)
*Micel Callon, “Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St Brieuc Bay” (BB)
Assignment:
*Reaction paper
*Library Plagiarism Tutorial

Dish:
*Indiana Late Summer Salad.

II. Appetizer: The Personal History of Food

Week 3
9/7 – Food as Biography, pt. 1: Affect
9/9 – Food as Biography, pt. 2: Kinship

Readings:
*Maya Angelou, Excerpt from “I Know Why the Caged Bird Sings” (BB)
*Ruth Riechl, “The Queen of Mold” and “Grandmothers” (BB)
*Anthony Bourdain, “Food is Good” (BB)
*Roger Ebert, “Nil by Mouth” (BB)

Assignment:
*Write a recipe for a dish that has either emotional or familial significance for you. In a brief preface to the recipe (300-350 words), explain why and how the dish is personally meaningful to you. Keep in mind that your recipe and explanation will be compiled and shared with the entire class.

Dish:
*Snickerdoodles.

Week 4
9/14 – ***NO CLASS*** Instead, Gnocchi with Professor Swanson at my home @ 7 p.m.
9/16 – Begin watching “Big Night”

Readings:
*Janet Flammang, “Household Work” and “Table Conversation” (BB)
*Mark Weiner, “Consumer Culture and Participatory Democracy: The Story of Coca-Cola during World War II” (BB)
*Begin reading Andrew Warnes, Savage Barbecue

Dish:
*Gnocchi and Pesto

Week 5
9/21 – Finish Watching “Big Night”
9/23 – Food and Identity: Cosmopolitan Palettes, Food Fusions and the End of Race?
Readings:
* Sabina Magliocco, “Playing with Food” (BB)
* Psyche Williams-Forson, “Suckin' the Chicken Bone Dry” (BB)
* Continue reading Andrew Warnes, Savage Barbecue

Assignment:
* Reaction paper.

Dish:
* Matzo Ball Soup

Week 6
9/28 – Food and Difference, pt. 1: Consuming Whiteness
9/31 – Food and Difference, pt. 2: The Omnivorous Class

Readings:
* Finish readings Andrew Warnes, Savage Barbecue.
* Samuel Gompers, “Meat vs. Rice” (BB)
* Josée Johnston and Shyon Baumann, “Democracy versus Distinction” (BB)

Assignment:
* Reaction paper.

III. Relevés: The Culture of Consumption

Week 7
10/5 – Table Manners pt. 1: A History of Manners
10/7 – Table Manners pt. 2: Class and Consumption

Readings:
* Frances Trollope, “American Cooking” (BB)
* Edith Wiggin, “Manners at the Table” (BB)
* James McWilliams, “Refined Crudeness in the Middle Colonies” (OCR)

Assignment:
* Reaction paper.

Dish:
* Lentils and Rice
Week 8
10/12 – Gender, Technology and Food Preparation
10/14 – ***NO CLASS***

Readings:
* Laura Shapiro, “‘I Guarantee’: Betty Crocker and the Woman in the Kitchen” (BB)
* Amy Bentley, “Feeding Baby, Teaching Mother” (BB)
* Heather Paxson, “Post-Pasteurian Cultures: The Microbiopolitics of Raw-Milk Cheese in the United States” (BB)
* Begin Reading Eric Schlosser, Fast Food Nation

Assignment:
* Reaction paper.

Dish:
* Indiana Cheese

Week 9
10/19 – Food Preparation, pt. 1: Art or Labor?; Begin viewing “Hell's Kitchen” and “Top Chef”
10/21 – Food Preparation, pt. 2: Art or Labor?; Complete viewing of “Hell's Kitchen” and “Top Chef”

Readings:
* Anthony Bourdain, “Food is Sex,” “Food is Pain,” and “Who Cooks?” (BB)
* Johnston and Baumann, “Class and Its Absence” (BB)
* Continue Reading Eric Schlosser, Fast Food Nation

Dish:
* Wonderbread vs. Fresh Baked Bread

Week 10
10/26 – Class and Consumption, pt. 1: Mass Food; Begin Viewing “Super Size Me”
10/28 – Class and Consumption, pt. 2: Choice, Agency, and Class; Complete Viewing of “Super Size Me”

Readings:
* Finish Reading Eric Schlosser, Fast Food Nation
* Michael Pollan, The Omnivore's Dilemma, Chapters 5, 6, 7.
* Begin Reading Upton Sinclair, The Jungle

Assignment: Write a 500-600 word essay that addresses one of the following sets of questions:

1. How do the television shows “Hell's Kitchen” and “Top Chef” reflect the division between cooking as art and cooking as labor? What sorts of audiences do you think these
shows appeal to? How do these shows relate to the considerations of class raised by the Baumann and Johnston reading?

2. Is class absent in “Super Size Me”? How would a full consideration of class change the message of “Super Size Me”? Relate your answers to the Baumann and Johnston reading.

IV. First Entree: Meat

Week 11
11/2 – Meat from the Start, pt. 1: Nature, Animals, and Humans in Pre-Colonial America

Readings:
* William Cronon, “Landscape and Patchwork,” “Seasons of Want and Plenty,” and “Bounding the Land” (BB)
* Karl Jacoby, “The State of Nature” (OCR)
* Continue reading Upton Sinclair, The Jungle.

Dish:
* Pheasant Stew

Week 12
11/9 – Manufacturing Meat, pt. 1: Railroads, Meatpackers, and Urban America
11/11 – Manufacturing Meat, pt. 2: Supermarkets and Convenient Meat
11/13 – ***FIELD TRIP TO MEAT PROCESSING PLANT***

Readings:
* William Cronon, “Annihilating Space: Meat” (BB)
* Finish Reading Upton Sinclair, The Jungle
* Roger Horowitz, “Convenient Meat” (OCR)

Assignment:
* 1200 word research paper on the history of a meat commodity.

Dish:
* Tripe

Week 13
11/18 – The Meat-Corn Complex, pt. 2: Global Implications; Finish Watching “Food Inc.”

Readings:
* Pollan, The Omnivore's Dilemma, Chapters 2, 3, 4
* Steve Striffler, “An American Food” and “Inside a Poultry Plant” (BB)
* Brian Page, “Restructuring Pork Production, Remaking Rural Iowa” (BB)
Dish:
  *Pumpkin Pie

**Week 14**
11/23 – ***NO CLASS***
11/25 – ***NO CLASS***

**Week 15**
12/2 – The Ethics of Eating Animals, pt. 2: A Case for Vegetarianism?

Readings:
  * Peter Singer, “Animal Liberation: Vegetarianism as Protest” (BB)  
  * Matthew Scully, “The Things That Are” (BB)  
  * Steven L. Davis, “The Least Harm Principle May Require that Humans Consume a Diet Containing Large Herbivores, Not a Vegan Diet” (OCR)  
  * Roger Scruton, “The Conscientious Carnivore” (BB)  
  * Carl Cohen, “A Critique of the Alleged Moral Basis of Vegetarianism” (BB)

**V. Palette Cleanser**

**Week 16**
12/7 – Semester Review  
12/9 – Revisiting the Omnivore's Dilemma

Dish:
  *Indiana Roasted Winter Salad

**Final Assignment, due by December 17, 5:00 PM.**

Write a 1200 word essay that addresses the ethics of eating meat. Draw on the course readings, discussions, films, and field trip. Take a decisive position (“Yes, it is ethical to eat meat” and “No, it is not ethical to eat meat”) and support your position with evidence.
Course Overview

This course is the second half of a two-semester exploration of the role of food in American life. It surveys three major topics: the history and practice of horticulture; food controversies and activism; and the use of food in cultural criticism.

Our point of departure involves two seemingly contradictory facts. How can we navigate the fact that what we decide to eat matters now more than ever, even as we are faced with ever an more complex food system?

First, throughout American history, the facts and functions of eating have connected ordinary Americans to an increasingly complex and expansive network of food production, distribution, and consumption. Food knits together a diverse and sprawling array of players: scientists who design and perfect consumable items in laboratories on the other side of the world; farmers and laborers who spray pesticides, spread fertilizer, pick fruit, or slaughter animals, all of which will be processed, packaged, and shipped; truck drivers and stevedores who physically move food along the thousand-mile routes of distribution, from distant continents to regional warehouses to the corner store; marketers and celebrities who advertise over-stuffed burritos and diet-sodas; stock-boys and checkers at your local grocery store; haute cuisine chefs at five star restaurants; the short-order cook at a roadside diner; and, of course, you – the person who plunks down $6.99 for a KFC double-down. Compounding this, a vast array of non-human forces -- pests, diseases, soil, synthetic chemical compounds, implements, rain clouds, and cattle hormones -- require consideration and accommodation. Every one of these actors contributes to what arrives on your plate and, eventually, in your belly. But how do they fit together? As more people become involved in more remote locations, the story becomes more complicated and the interconnections multiply. It becomes more and more difficult to know where our food comes from and how our food choices effect other players along the way.

Second, in the last three decades, Americans have also become increasingly certain that their personal food consumption choices shape their communities and world in striking ways. Whether it is the recent “locavore” movement popularized by writers like Michael Pollan, or technical debates about the differences between “organic” and “conventional” food products, Americans are scrutinizing their food now more than ever. Food writers emphasize that consumer choices reflect ethical and political commitments – that what you eat is no longer merely a matter of taste, but a crucial indicator of how seriously you take your responsibilities to your family, neighbors, community, and world. If the collected prescriptions for “responsible”
eating are inchoate, they are, nevertheless, usually based on equally passionate and sincere convictions. Whether it is a matter of personal health, environmental ethics, or our perceived obligations to our furry or feathered biological fellow travelers, Americans are being told to *consume more responsibly.*

How are we to make sense of these two realities? Can we change either of those facts? Should we? These are extremely difficult questions to which there are no simple answers. In fact, this class is not designed to arrive at a single or final answer to any of these questions. Rather, this course musters a diverse set of perspectives that provide historical, experiential, and cultural contexts for our contemporary food system. By the time you complete both semesters of this course, I anticipate that you will have begun to arrive at your own answers to some of these questions, hopefully informed by some of the thoughtful voices you will have encountered throughout the year. Along the way, I encourage you to consider not just your own relationships to food *as a consumer,* but also *as a producer* and *as a political actor.*

**Course Objectives**

1. **To increase your knowledge about historical and contemporary systems of food production, distribution, and consumption.**
2. **To enhance your writing and speaking skills.** This course will teach you how to voice your opinions in an informed, clear, and respectful fashion. It also promotes a crisp, active prose style suitable for both academic and general writing.
3. **To improve your research skills.** This course will teach you how to efficiently read academic writing, analyze historical and literary sources, and to navigate libraries and archives where additional knowledge is waiting.
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**Course Policies and Components**

*Attendance and Participation* – You are expected to attend all regular meetings of the class. More than four unexcused absences from regular class meetings will result in a failing grade. In class, I expect you to be an active, informed, and enthusiastic participant in all discussions and activities.

*Unplug* – When you enter the classroom, please make sure you turn off your cell phone, laptop, and other electronic device.
Out of Class Commitments – You will also be responsible for attending three events outside of our normal class meeting times:

*A farmer’s market on the morning of March 5, 2011.
*A trip to a local farm on April 2, 2011.
*A class dinner on May 7, 2011.

These events are extremely important to the course goals -- and, in fact, will both be integral parts of larger assignments -- and are only possible thanks to the generous contribution of time by members of our community. They will also be a lot of fun and very informative. They are absolutely mandatory. Unexcused absence from any of these events will result in a failing grade in the course. Please plan now accordingly.

In addition to these field trips, you will also be expected to complete two “service” projects over the course of the semester: (1) For the “Food Bank” Project, you will be expected to volunteer six hours of labor at an organization that provides food to low-income individuals. (2) For the “Farm” Project, you will be expected to volunteer six hours of labor at the campus farm. In both cases, you will need to plan ahead and arrange your volunteer times on your own. We will not be doing these projects as groups.

Food – I will sometimes ask you to eat a dish that I have prepared. These dishes are pedagogically important to the course and will help you to understand key course concepts. I anticipate that you will enjoy the overwhelming majority of these dishes, though, as they say, there is no accounting for taste. I will respect decisions to abstain from eating if they are based on religious, ethical, or health concerns. Beyond those, I expect you to either partake or to complete a supplemental writing assignment.

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Writing Assignments –

*Use 12-point Times New Roman font, 1” margins, and double-space.
*Please use Chicago Style citation.
*Turn in both electronic and paper copies of your assignment. Electronic copies should be saved in .doc format and emailed to me (grosenbe@butler.edu).
**Grading**

Debate 1 10%
Debate 2 10%
Ethnography 10%
Food Bank Reflection 10%
Farm Project Reflection 10%
Final Project Reflection 20%
Class Participations 20%

Grading scale:
A = 100 – 93; A- = 92 – 90; B+ = 89 – 87; B = 86 – 83; B- = 82 – 80; C+ = 79 – 77; C = 76 – 73; C- = 72 – 70; D = 69 – 60; F = <60.

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**Assigned Readings**

The following texts will be required reading for the course and will be available in the bookstore:

Michael Pollan, *Omnivore's Dilemma*
Amy Cotler, *The Locavore Way*
James McWilliams, *Just Food*

In addition, you will also be responsible for the articles and chapters listed throughout the syllabus in the “Readings” sections. These will be made available to you through through the course's blackboard site (BB). To access the course's blackboard site, go to [http://blackboard.butler.edu](http://blackboard.butler.edu). Log on using your regular butler username and password. Click on the “courses” tab and this course will be listed. Once there, click on the “content” tab and you will find the course syllabus, as well as course readings divided by week.

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- The Learning Resource Center: [http://www.b Butler.edu/learning/](http://www.b Butler.edu/learning/)
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**Schedule of Meetings**

**VI. Digestif**

**Week 1**
1/18 - Welcome back and syllabus review
1/20 - Re-reading Pollan

Readings:
- Review Pollan, Chapters 1 - 7.

**VII. Salad: Machines and Vegetables**

**Week 2**
1/25 - Corn, Pt. 1; View “King Corn”
1/27 - Corn, Pt. 2; Finish “King Corn”

Readings:
- McWilliams, “Introduction”
Week 3
2/1 - Industrial Ideals
2/3 - Agro-Capitalism

Readings:
- Deborah Fitzgerald, selections from “Every Farm a Factory.”
- Donald Worster, selections from “Rivers of Empire.”

Week 4
2/8 - The Origins of Organic
2/10 - What does “organic” mean?

Readings:
- Julie Guthman, “Agrarian Dreams.”
- McWilliams, Chapter 2
- Pollan, Chapters 8 - 9

Week 5
2/15 – Locavores and Global Agriculture
2/17 – Hunger

Readings:
- McWilliams, Chapter 1
- Start Reading Cotler, *The Locavore Way*
- Pollan, Chapters 10 -14

Week 6 -- No class for Food Bank Project

Readings:
- McWilliams, Chapters 3 - Conclusion
- Finish Cotler

VIII. Dessert: Debating Food and Its Discontents

Week 7
3/1 - Debate Prep
3/3 - Debate 1: Should we eat locally? (A & B)
3/5 - Farmer’s Market Field Trip and ethnography assignment

Readings:
- TBA by Discussion Leaders

Week 8
3/8 - Debate Prep
3/10 - Debate 2: Should GMO labeling be mandatory? (C & D)

Readings:
- TBA by Discussion Leaders

Week 9
3/15 - No class for Spring Break
3/17 - No class for Spring Break

Week 10
3/22 - Debate Prep

Readings:
- TBA by Discussion Leaders

Week 11
3/29 - Debate Prep
3/31 - Debate 4: Should confinement farming be permitted?
4/2 - Farm Field Trip

Readings:
- TBA by Discussion Leaders

Week 12
4/5 - No class for Farm Project
4/7 - No class for Farm Project

Readings:
- Pollan, Chapters 15 - 20.

IX. Cheese: Food and Bodies in American Culture
Week 13
4/12 - Nutritionism?
4/14 - Fat Rights

Readings:
- Selection from Sander Gilman, “Fat.”

Week 14
4/19 - Cannibals all!; “Texas Chainsaw Massacre” part 1
4/21 - “Texas Chainsaw Massacre” pt. 2

Readings:
- Bell Hooks, “Eating the Other”

Week 15
4/26 - Elizabeth Costello and Course Conclusion
4/28 - No class to prepare for final project

Readings:
- Coetzee, “Elizabeth Costello”

5/7 - “Class Dinner Project” Due at 7:00 PM – In groups, you will prepare a dinner for each other, the professor, and other individuals who contributed to this course over the two semesters. In groups of 4 or 5 you will prepare a single dish according to the following rules: (1) Your expense may not exceed $25. (2) You must shop and cook as a group, with all members present. (3) All of your ingredients must be purchased from a farmer’s market and/or a Kroger. At least one ingredient must come from each. (4) You may not use private automobiles during the project. You must either walk, bicycle, or take mass transit.

5/10 - Dinner Project Reflection Due -- Answer the following topic in at least 1500 words. You may submit it to me electronically.

Think about the challenges you faced preparing your dish for the dinner. Over this course, through books like Fast Food Nation, Omnivore’s Dilemma, and Just Food, we’ve talked about how larger social, political, economic, and material structures constrain and influence food choices. Which of those structures shaped the decisions you made in preparing dinner? Use evidence from at least three course readings and from two of the course’s practical exercises to (a) identify those structures and (b) suggest how those structures should be altered or changed. Make sure that you advance a specific thesis and that your evidence supports that thesis.