Syllabus and Schedule

This course met intensively during Orientation Week and then twice a week for 2 hours each session for the semester.

We are what we eat, and what we eat shapes the environment around us. In this class we will explore our connections to food and culture, to food and sustainability, to food as it relates to social justice. We will move from feasts to famine and examine the impact that our eating habits have on our health and on the global food supply. We will draw from film and literature, from the culinary arts and cultural studies and environmental activism. We’ll visit Farmer’s Markets, talk with farmers and chefs and families, and contrast the tastes of fast foods and our local products.

Our theme will draw from the Slow Food movement, a group founded to preserve the pleasures of diverse local foods and culinary traditions. We will assess the impact of the homogenization of the fast food culture in the US and in other countries and study the pressures that our quests for coffee and chocolates and sugar put on the suppliers of the world. We will ask about sustainable agriculture and explore the promise and perils of biotech solutions to food shortages around the world.

Objectives: Students will be able to:

♦ To analyze why we eat what we eat in terms of the contributions of
  Cost
  Taste
  Convenience
  Culture, comfort
  Corporations
To analyze the path of selected foods from producers to tables
To evaluate changes in the diet of Americans (in the last 100, 50, 20 years) and their impact on nutrition and the economy
To critique how the American diet impacts global economies and how the American economy affects global diets
To analyze the links between food and the local economy—
  Who benefits from agriculture?
  How does our food availability compare to other cities, other nations?
  Can people in Beloit afford to eat well?
To evaluate the contributions of NGOs to alleviating hunger and creating a sustainable foodshed and make informed decisions about their value

Books or parts:
Counihan, Carole, ed. 2002. *Food in the USA*.
Steingarten, Jeffrey, 2006. *The man who ate everything*.

Films:
Supersize Me
Chocolat
The Real Dirt on Farmer John

FYI 2005 assignments

<table>
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<tr>
<th>Orientation week assignments</th>
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<tr>
<td>Your Moodle personality</td>
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<tr>
<td>THE TIPPING POINT-1</td>
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<td>THE TIPPING POINT-2</td>
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| Farmer's market survey and poster presentation | 20% |
| Short paper: Innovators and entrepreneurs      | 10% |
| Library search: What should we eat?            | 10% |
| Slow foods connections                         | 20% |
| Supporting good food: The philanthropy challenge | 20% |
| Oral presentations, Class participation and other stuff | 15% |

Notices:
**Academic honesty**: What you learn in this class derives from your efforts to understand the readings and to integrate and communicate your ideas. There are many writing assignments directed to this purpose. It’s important as you prepare papers that you attempt as much as possible to put concepts into your own words. Where it is necessary to use the words of others to succinctly express a concept, or to demonstrate that your ideas are derived from an established tradition of research and thinking, make sure to quote appropriately and to reference correctly. I am less concerned about the format of the citation than with its accuracy. When citing documents on the Internet, please reference the exact page your information comes from and the date you have visited that site. Remember that anyone can post pages on the Internet, so please try to verify their accuracy before you use them. The reference should be in the form of a
journal reference with the web address added. You should similarly reference any tables or diagrams or photographs that you use in your work.

Oral presentations should also be clearly and appropriately referenced.

Papers in which sections are copied from books or from web articles are unacceptable and leave this instructor insulted and outraged. This practice should be avoided at all costs. For more information on the Beloit College Academic Honesty policy see (http://www.beloit.edu/~stuaff/acadplcy.html#acts)

**Students with Disabilities:**
Students: If you have a disability and would like to speak to someone about possible accommodations, please visit the LSSC (Learning Support Services Center) located on the first floor of 635 College St. You will need to provide appropriate documentation of your disability to Diane Arnzen, Director of the LSSC. If you wish to receive accommodations in my class please provide me the LSSC Accommodation Verification Letter dated for this semester as soon as possible so your learning needs may be appropriately met.

**The Writing Center:** The Writing Center is a great place for you to get help with your assignments. Their job is not to rewrite papers for you, but to guide you in writing and rewriting them yourself. If you go to the Writing Center, always take your assignment with you.

**Using Moodle:** Our syllabus will be constantly updated on Moodle. If you don’t check in you will miss important events and assignments. All assignments submitted on Moodle should be saved as a Microsoft Word and titled Yourlastname.assignmentdescription.doc (Jones.osmosislab.doc).

**Slow Food: FYI Week One Schedule**
**Saturday night:** Read Gladwell, Introduction and Chapter 1 so that you can write about it on Sunday.

**Sunday August 22**
9:- 9:30 Introduction Eaton Chapel
9:30 – 12 Seminar
Talk about seminar and food
Talk about The Tipping Point and how these ideas fit with real life

1-2 Writing
2:00 Advising- What to expect in your first semester, how to read the course listing,
3 to 4: Seminar Writing about research
Gladwell’s style, Perhaps Gladwell’s review and discussion

Assignment: Moodle: Find your moodle personality

7-8 Read Gladwell, Chapter 2 and articles on Moodle on Slow Food
Think about what Gladwell says- “The success of any kind of social epidemic is heavily dependent on the involvement of people with a particular and rare set of social gifts.”
Monday August 23
9-12 seminar
9-10 Review The law of the few
10-11 Movie- either Supersize Me or Chocolat
11-12 SLOW FOOD vs FAST FOOD: our fascination with flavor and magic of food

1:30-2:30 Advising
2:30 to 4:30 Advising appointments for 8 people
3-4 Reading time- Start Halweil, Slow food if you have it
4-5 Preprofessional sessions

Monday 7-9 Assignment Read Gladwell Chapter 3 and 4
Think about how these concepts relate to Fast food and to Slow food.

Make a list, draw a concept map, work in groups of 2 to 4 (no more) using computer, markers, collage, or just writing.

Tuesday 8:30 to 10_30
Stickiness and context
Donuts/ Natural ovens: Walmart White/ Banana bread
Broken windows and social capital and cohesiveness and eating behavior
Does the power of the soundbite triumph over taste?

10:30 Maura Cullen on diversity
12 Eat lunch as a group

1:30 to 3
Discuss diversity (Carrick on campus norms)
What led you to know that Beloit was a place that accepted diversity?
How is this similar/ how is this different than your school?
Is this a tipping point phenomenon too?

3 to 5:30
Advising
3 to 4 Read Power of context 2 Chapter 5
Read one of Gladwell’s sources Leventhal 1965, Valente, PHR, Friedman 1980
How does he get from the article to his conclusions?

7-8 Read Tipping Point 5,6, 7 optional, 8 Take notes on one chapter and develop discussion points for each chapter

Wednesday
9-12 Seminar
9-9:30 Reflect
9:30 to 10:30 Responsibility
10:30 to 12 Explain source/study/conclusions and how they relate to how Gladwell uses them

1:30 to 3 Being critical of Gladwell- How do we use this book
What are its strengths, its weaknesses?
What is role of popular sociology, popular science?
Complexity and syntheses
Follow up advising appointments

7-8 Read and write—Food fad and how it tipped.

**Thursday: Art museum and farm**

Friday: Beloit’s Farmer’s market
Who comes, who doesn’t?
What would you want to know?
Develop questions and go and watch - Take photos and bring them back
Look at demographics, how the crowd changes during the day.

What can we gather that will be of use to city planners? Does market serve a wide population?

**20 August - 26 August  Week One: Slow Food meets the Tipping Point**

Resource Week one schedule
Journal Your moodle personality
Read the articles below about Slow Food. What are the important aspects of "slowness?"

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<tbody>
<tr>
<td>Slow Food: an article from The Nation by Alexander Stille, 2001</td>
<td>This article provides good background on the Slow Food Movement. It is also liked on the web pages of the Organic Consumer Movement <a href="http://www.thenation.com/doc/20010820/stille">http://www.thenation.com/doc/20010820/stille</a></td>
</tr>
<tr>
<td>Slow Food guiding principles</td>
<td><a href="http://www.slowfoodusa.org/about/principles.html">http://www.slowfoodusa.org/about/principles.html</a></td>
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**27 August - 2 September  What is our foodshed?**

Tuesday Sept 1 Read Eat Here Chapters 2 and 3
Read Peterson article about foodshed and article linked below on foodshed.

Thursday Read Eat Here Chapters 4 and 5 and the article on Consumers, Vendors and Farmer’s Markets.

Where have all the farmers gone? Discuss economies of small scale farming. Is it possible to bring about change? What is the power of corporations? Do local Farmer’s Markets make a difference? Work on our farmer’s Market survey.

<p>| What is a foodshed? | The foodshed project, <a href="http://www.foodshedproject.ca/">http://www.foodshedproject.ca/</a>, and Wisconsin |</p>
<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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<tbody>
<tr>
<td>Oldways: The Food Issues Think Tank</td>
<td>This is an excellent website. Look for corporate sponsorship! Use this to see new strategies for weight control, food pyramids that represent varied approaches to nutrition. <a href="http://www.oldwayspt.org/">http://www.oldwayspt.org/</a></td>
</tr>
<tr>
<td>3 September - 9 September Can we eat locally and sustainably?</td>
<td>Can we eat locally and sustainably? Tuesday, Meet as group with John Greenler, discuss sustainable lifestyle. At 10 we will discuss article below &quot;Two Restaurants, Two Americas.&quot; Thursday, Eat Here, Chapters 6,7,8. How would you design a &quot;tipping point?&quot; Read also Growing Food, Growing Community by Wells in Counihan, p 401-408.</td>
</tr>
<tr>
<td>Don't Get Fresh: A critique</td>
<td>This critique of the elitism of the fresh food movement appeared in the New York Times on July 22, 2005.</td>
</tr>
<tr>
<td>USDA Center for Nutrition Policy</td>
<td>The US government's list of statistics and reports on food availability and nutritional adequacy. <a href="http://www.cnpp.usda.gov/">www.cnpp.usda.gov/</a></td>
</tr>
<tr>
<td>Two Restaurants, Two Americas</td>
<td>By Rebecca Skloot, New York Times Magazine, October 17, 2004 Does everyone want to eat &quot;slow?&quot;</td>
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<tr>
<td>Madison Area Community Supported Agriculture website</td>
<td>Look here for more links to Troy Gardens, Empty Bowls event, etc. <a href="http://www.macsac.org/">http://www.macsac.org/</a></td>
</tr>
<tr>
<td>10 September - 16 September American cuisine</td>
<td>American cuisine Tuesday, Global cuisine. Read Eating American by Mintz and What do we eat, by Gabaccia, both in Counihan. For fun, read the interview with Mintz below.</td>
</tr>
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</table>
Thursday. Finish Halweil, also read Hunger in the US, by Nestle in Counihan. Slow foods and the politics of eating. In class we will work on analyzing the results of our class survey of the Farmer's Market in Beloit.

**Assignment Slow food assignment**

<table>
<thead>
<tr>
<th>Sid Mintz on Why America doesn't have a national cuisine</th>
<th>This article is from the Johns Hopkins Alumni Magazine. It's not academic, but is about one of the great food anthropologists in the US. <a href="http://www.jhu.edu/~jhumag/1198web/taste.html">http://www.jhu.edu/~jhumag/1198web/taste.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Union of Concerned Scientists, Sustainable Agriculture</td>
<td>These linked web pages from the Union or Concerned Scientists look at food and the environment, antibiotics in our food, and biotechnology. <a href="http://www.ucsusa.org/food_and_environment/sustainable_agriculture/page.cfm?pageID=1757">http://www.ucsusa.org/food_and_environment/sustainable_agriculture/page.cfm?pageID=1757</a></td>
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**17 September - 23 September**

**Corporate foods- Genetically Modified Foods and Fun foods, and new technologies**

Tuesday: Read Monsanto brochure linked below, view video on GMOs Are the corporations all bad? Also read, New Agricultural Biotechnologies by Middendorg et al, p 373-383 in Counihan. Read also Consumer Culture and participatory democracy by Weiner, p 123-141 in Counihan

Thursday Read about Coffee and Big Macs in Counihan- , Yuppie Coffees by Roseberry, p 149-168, and China's big mac attack by Watson, p 347-357. Read also, Who Deserves a Break Today, by Kane, p 315-324.


**24 September - 30 September Healthy foods**

Tuesday What should we eat? The development of nutritional understanding Library visit

Thursday How safe is the food we eat? Mad cows, salmonella salad and more Presentations and discussion

<table>
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<tr>
<th>Mediterranean Diet and Mortality</th>
<th>“Mediterranean Diet and Mortality,” Hu, Frank, New England Journal of Medicine, 348(26): 2595, 200. Since the 1950s some scientists have lauded the diet of Greece and Italy as being the healthiest in the world. What do you think of the evidence?</th>
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<tbody>
<tr>
<td>NYTimes reviews diet and cancer</td>
<td>On Tuesday, September 27, 2005 the New York Times took on our assignment. Read their conclusions.</td>
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</table>
On Friday, go see the movie, The Real Dirt about Farmer John about Beloit College graduate, John Peterson. He will discuss the film on Friday night.

Resource The movie

1 October - 7 October  Bread
No class on Tuesday- Rosh Ha Shanah

Wednesday- go to talk about Bringing about Nutritional Change by Paul Stitt in Moore Lounge, 7:30

Thursday- Read article on Bread from Steingarten, The Man Who Ate Everything and also . . . Discuss Innovators and Entrepreneurs assignment.

| Bread links from the Exploratorium | Read about history of break, nutrition, and recipes.  
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<tr>
<td><a href="http://www.exploratorium.edu/cooking/bread/index.html">http://www.exploratorium.edu/cooking/bread/index.html</a></td>
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| Dangerous Ingredients | The Seven Most Dangerous Ingredients from Organic Consumers, Inc  
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<tr>
<td><a href="http://www.organicconsumers.org/articles/article_705.cfm">http://www.organicconsumers.org/articles/article_705.cfm</a></td>
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| NIH on Vitamin D | Here's an informative website on Vitamin D from the NIH  
|-----------------|-------------------------------------------------------------|

8 October - 14 October  Poster presentation week
Class meets informally on Tuesday to work on posters
Thursday- Meet in Java Joint with Mystery Meats and Crops/Cuisines for posters

15 October - 21 October  BREAK

22 October - 28 October  American traditions
Tuesday: Read The Invention of Thanksgiving by Siskind in Counihan, p 41-58
Thursday, Read The American Response to Italian Food, p 75-90, and The Origins of Soul Food, p 91-108 in Counihan

| McDonalds to include nutrition info on packaging |  
|--------------------------------------------------|--------------------------------------------------|

29 October - 4 November  More American Traditions
Student choices from Food in the USA, Students in groups present articles of their choices.

5 November - 11 November  Obesity in the USA
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<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>Hunger in America</td>
<td>By Trudy Lieberman from The Nation, August 18, 2003 <a href="http://www.thenation.com/doc/20030818/lieberman">http://www.thenation.com/doc/20030818/lieberman</a></td>
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12 November - 18 November
Food security, poverty and the challenge of hunger

Tuesday  Read article from Amateur Gourmet below and Steingarten on the Food Stamp diet. Begin Poverty and Obesity article

Thursday- discuss poverty and obesity article and the challenge of reading technical articles

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<tbody>
<tr>
<td>Amber Waves Magazine: Obesity Policy and Unintended Consequences</td>
<td>Amber Waves is the magazine of the USDA. This article focuses on policy to control obesity. <a href="http://www.ers.usda.gov/AmberWaves/June05/Features/ObesityPolicy.htm">http://www.ers.usda.gov/AmberWaves/June05/Features/ObesityPolicy.htm</a></td>
</tr>
<tr>
<td>Choices Magazine, special issue of Economics of Obesity</td>
<td>This is the magazine of the American Agricultural Economics Association <a href="http://www.choicesmagazine.org/2004-3/index.htm">http://www.choicesmagazine.org/2004-3/index.htm</a></td>
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19 November - 25 November
Thanksgiving dinner First world hunger
Read Popendiek in First World Hunger, on reserve.
Enjoy Thanksgiving break.

26 November - 2 December
Responding to Hunger: Policy change in the US
Resource Hunger in America

<table>
<thead>
<tr>
<th>America's Second Harvest</th>
<th>This group serves millions of Americans, <a href="http://www.secondharvest.org">www.secondharvest.org</a></th>
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<tbody>
<tr>
<td>Children's Defense Fund on Children and Food Insecurity</td>
<td>Food insecurity is one way to talk about hunger in developed nations. Food insecurity is characterized by periods where there isn't enough food and the need to use emergency food pantries. The impact can be both physiological and psychological. <a href="http://www.childrensdefense.org/site/News2?page=NewsArticle&amp;id=6642">http://www.childrensdefense.org/site/News2?page=NewsArticle&amp;id=6642</a> and link to full report.</td>
</tr>
</tbody>
</table>
3 December - 9 December
Pulling it all together: Hunger, sustainability and the promise of Slow Food
Work on presentations

| Famine, Affluence and Morality by Peter Singer | This classic paper (1972) outlines the moral responsibility to assure the good of others. It is from Philosophy and Public Affairs, Vol 1 No 1. [http://www.utilitarian.net/singer/by/1972-----.htm](http://www.utilitarian.net/singer/by/1972-----.htm) |
| Oxfam International | [http://www.oxfam.org](http://www.oxfam.org) |

10 December - 16 December

Final presentations about grant choices
Discussion of activism and change

**Assignments:**
Farmer’s Market survey and poster presentation

- **Farmer’s Market survey and poster presentation, October 13**
  - As a group we will develop a questionnaire to understand the use of the Beloit Farmer’s Market. Our survey will be based upon ideas from the readings we have done.

  Each student will be responsible for being present at the Farmer’s Market on the date specified for 2 hours to do interviews.
  Each student will be responsible for entering data from surveys into the computer database.
  We will use class time to learn how to make graphs from our data and to interpret them.

  For your assignment, you should choose a set of questions from the surveys to analyze.
  Develop a hypothesis and test it with your data.

  Your report should be written as a laboratory report. You will need an introduction, a description of methods and the population surveyed, a presentation of data and interpretation.

  The poster should display your findings in a clear and concise manner so that others will understand what you have done and what you have found.
Short paper: Innovators and entrepreneurs 10% Based on presentations by Paul Stitt and Farmer John, Due October 11

FYI: Slow Food
Nutrition Assignment: Why we know what we know 10%

This is a Library nutrition scavenger hunt.

Go to library. We will meet with Chris Johnson, the Reference Librarian, for guidance. Your task is to find 3 articles from peer reviewed medical journals on good nutrition or the benefits of nutrition in disease prevention.
   One of your articles can be a review article.
   One should be written before 1995.
   At least one should report the results from a large epidemiological study with at least 1000 participants.

Your task is to summarize the articles you have read, and to be able to present the findings to the class. We will use these articles to discuss and to establish some of the guidelines for healthy eating.

Here are some examples of acceptable articles.


Slow foods connections 20% due October 27
Choose one of the Guiding Principles of Slow Food USA. Use at least 3 examples from our readings and/or other research that you do to illustrate the principle you’ve chosen. For each example, describe the situation and its implications. Provide a summary conclusion that integrates your examples to justify the importance of this principle. Here are the steps that I will evaluate:
   1. Identify the principle and describe it in your own words using a personal or local example. (1/2 to 1 page long.)
2. Identify 3 relevant readings and explain why they relate to this theme. You can discuss each reading separately, or, better yet, integrate them in your discussion. This section of the paper should be at least 3 pages long.
3. Make a concept map that links together the ideas you have discussed
4. Write your summary and conclusion. (This should be one page long.)

Symposium reflections- 5% Go to 3 presentations at the International Symposium on Wednesday November 9. Turn in summaries of the presentations, including the name of the presenter and where he/she is presenting about on Thursday, November 10.

FYI: Slow food
Exploring global hunger.

We have talked about the problems of food insecurity in the city of Beloit and the larger phenomenon of first world hunger. We have seen how cheap food is calorie dense food and how there can be the strange relationship between poverty and obesity.

We will spend the last part of the semester exploring the nature of hunger both in the US and in other parts of the world, and exploring how individuals and groups respond to hunger.

On Tuesday, Michael Banda from UNICEF will speak with us about the impact of hunger in sub-Saharan Africa. To prepare for his visit, please explore the nature of hunger in a different country. You can choose a country in Africa, or Asia or Central America. The Food and Agriculture Organization publishes nutritional profiles of many countries around the world. You can access them at [http://www.fao.org/es/ESN/index_en.stm](http://www.fao.org/es/ESN/index_en.stm)

Please develop a one to two page profile of the nature of hunger and food security in the country that you have chosen. You do not need to write paragraphs: bullet points will do. Try to put them in your own words if possible. Cite where your facts come from by page numbers from the reports. Write a one paragraph summary outlining the major challenges facing the country you chose.

Although the FAO isn’t really promoting Slow Food, they do share some perspectives with our discussions of the beginning of the year. There is a section in which they promote gardens as one way of assuring that people have quality food. They discuss participatory nutrition as one way that people become empowered in their communities. They are interested in promoting a varied diet so that children avoid micronutrient deficiencies. I assume that they are also concerned about “coca colonization.”

As you move from this activity to the final paper you may want to look at some organizations that address food security. They include:
FRAC
Campaign to end childhood hunger
Heifer Inc
UNICEF
Doctors without borders
Organizations that promote sustainable agriculture
Slow foods
American's Second Harvest
Caritas in Beloit
ECHO in Janesville
Somewhere in your home town
Salvation Army
A faith based organization that provides emergency food
Children's Defense Fund
Oxfam
Worldwatch

**Supporting good food: The philanthropy challenge**

20%  First draft due
November 29, final paper due on the last day of class

You have recently been asked by a small foundation that knows about your interests in food, environmental sustainability, and prevention of hunger to prepare a list of organizations that they can support in order to help the environment and to improve access to good food. They have become confused about the role of local foods, affordable foods, and food for the world. They would like your advice on a focus to develop; they will be giving annual donations of $5000 for a 5 year period and would like to make a difference.

Your task is to find 3 organizations that they could support, and to justify your choices.

Develop a framework that identifies one area for intervention. You can choose projects that support local farmers, sustainable agriculture, the education of taste, programs like Caritas in Beloit or Second Harvest that fight hunger, or international organizations like Heifer International or Oxfam that aim to reduce hunger and build self-sufficiency.

For the projects that you have selected, identify their mission and goals and why you think these are important to support. Use science and social science research, government documents and journalistic reports to develop your arguments.

**Philanthropy project assessment**

Your presentation will be evaluated a "board" of 4 reviewers who will decide which groups of projects will receive the allocated funds. The reviewers are: CD, student who has done research on hunger in the US, RW, student activist who is working with BC to plan a hunger awareness week at Beloit College for Spring 2006, GB, Head of Academic Advising and committed volunteer who has worked in community development projects in the United States and in Latin America and Africa, and Marion Fass, Biology Professor with an interest in doing good.

The presentations will give your group the opportunity to convince the “board” of the value of the organization(s) you recommend in terms of its contribution to the problem of hunger. The “board” has not yet decided whether they will donate money locally or
globally- part of your challenge is to make the case for the approach that you have taken.

The “board” recognizes that many different approaches are valid in combating hunger.

The “board” is also interested in the effectiveness of the group you suggest- does it use a range of appropriate strategies, does it coordinate with local governments, etc.

Reflection on community service throughout the semester 5%

Oral presentations, Class participation and other stuff 10%