Nothing is more fundamental to human survival and satisfaction than food. The production, preparation, and consumption of food involves us in intimate relations with the natural world and with each other. In this course we explore how foodways are expressions of individual and cultural identity. Special attention is given to how culinary patterns reflect the struggles and aspirations of minority and immigrant communities. Experiential learning techniques in and outside of the classroom are supplemented by a “dinner lab” in which we will cook and share a meal together each Tuesday evening. By the end of the course, I hope that you will have a better understanding of the role of food in your own life and that of the contemporary United States, and that you will have acquired a broader perspective from which to engage cultures other than your own. In addition, the class is intended to help you improve your ability to read critically, to explore new subject matter creatively and efficiently, and to communicate your ideas quickly and effectively in written and oral formats.

ATTENDANCE (29 points). I hope that you will find it interesting and instructive to attend all classes. I will talk some, but much of the class will be seminar-style discussion of the readings and related issues. Your active participation is critical if we are all to learn together. You will receive one point for each class you attend.

Class will start promptly at 4:00pm. Please show me and your fellow students the courtesy of coming to class on time.

READINGS. A large proportion of what you learn in this class will be transmitted by the readings. I expect you to do them all. I have selected them because they are interesting and engaging as well as informative and instructive. All readings for the course are available on-line through Learn@UW. There, the readings are arranged by week and can be identified by the author’s last name, the date of publication, and an abbreviated title (e.g., “Walker 1988 not only will your teachers appear).

WEEKLY EXERCISES (24 points). Though the readings are important, we will also be acquiring information and experience through interaction with a variety of guests, and through a number of field trips and activities. In order to help you process, interpret, integrate, and digest
these different modes of learning, you will each week be assigned one or more simple exercises. Frequently, I will pose questions or problematics raised by our reading and/or our class activities. Alternatively, I may ask you to simply reflect on your experiences. These exercises will entail you writing a few paragraphs, generally about a half page single spaced. These short exercise papers will be due in class on Thursdays, and we will use them to generate and stimulate discussion. The objective is to generate points of departure for class discussion that come from your thoughts and experience. I will give the papers a score of 2 (fine), 1 (could be better), or 0 (inadequate).

TERM EXERCISE (25 points). It is important that you learn to write well. The term exercise involves doing some research/exploration on your own. You should select an exercise from the list below, or even better, develop your own exercise. The results of each exercise will be reported in an 8-10 page (double spaced) essay. Exercises should be well organized, thoughtful, and will benefit from references to class readings and some additional research in order to make and illustrate points. I strongly advise you to complete a first draft as early as you can and to take it to the Writing Center where you will be provided with an assessment of your writing and receive guidance on improvement. Due dates for various parts of the term paper exercise are: Thursday, September 23, selection of paper topic Thursday, October 7, completion of first draft Thursday, October 21, draft returned to you with comments Thursday, November 11, final draft due.

1. Alice Walker Seaweed Effect. Try something new that you fear you might not like or that you have always been intrigued by but have never gotten around to tasting (oysters, Roquefort cheese, Swiss chard, seaweed, kumquats, goat cheese, yogurt, sushi, Korean food, etc.). Research the food and learn about it. Find a recipe. Cook it yourself (or have it at a restaurant). Is it what you expected? Better? Worse? Describe your reactions. Are they similar to or different from Alice Walker’s (see the reading for the first day of class)? Would you eat the food again?

2. Grace. Research the place of food in your religion. Does your family say grace at any meals? If yes, describe the prayer/ritual. What do you think and feel about it? If your family does not say grace, why not? Do you think saying grace would add anything important to a meal? How could the precepts of your religion guide your food choices and their relation to sustainability?

3. Cultural Alternatives I. Visit two of the following ethnic grocery stores (Asian Midway Foods - 301 S. Park St., Yue Wah Oriental Foods - 2328 S. Park St., Oriental food Mart - 1206 S. Park St., Mercado Marimar - 2102 S. Park St., La Hispana Grocery - 3060 Fish Hatchery Rd., or other similar ones). Write an essay describing how they differ (or do not differ) from what you are accustomed to. Be an anthropologist. Be brave - talk to people, ask for advice from the staff! Buy something! In your essay, comment on product selection, smells, packaging, language, people, social activity, clothing, prices, what it feels to step into another culture, etc.
4. **Cultural Alternatives II.** Visit an ethnic restaurant whose cuisine you are not familiar with (e.g., El Pastor, Bahn Thai, Sa Bai Thong, Lao Laan-Xang, Himal Chuli, Chautara, Bandung, Buraka, Lulu’s, etc.) Before going, learn about the cuisine of the country or ethnic group whose food you are sampling. Order something you’ve never had before. Write an essay describing how the experience differs (or does not differ) from what you are accustomed to. Be an anthropologist - comment on the food, the presentation, the decor, the ambience, the menu, other customers, smells, flavors, prices, the “authenticity,” how you feel, etc.).

5. **Grocery Market Alternatives.** Visit both Whole Foods grocery and Willy Street Co-op. Describe the differences and similarities you observe between the two stores (i.e., ownership structures, management, community involvement, products, customers, prices, advertising, etc.), and how they both differ from conventional supermarkets.

6. **Fast.** Do some research on fasting. If you feel confident that you will suffer no seriously debilitating effects, fast for three days. Keep notes. Assess the physical, sensory, psychological, and spiritual dimensions of the experience. Consider the reactions of your friends/family.

7. **My Menu.** Go to a My Menu store (there are four in Madison, closest to campus is at 2862B University Ave.) Buy 2 meals that you could cook. Prepare and consume the My Menu meals. Prepare and cook the same meals yourself. Compare and contrast. Reflect. Will My Menu succeed? Why or why not? Would you buy from them again?

8. **Eat Local Challenge.** For one week, do your best to eat only foods produced within 100 miles of Madison. Evaluate the experience. How difficult was it? What foods did you find? What did you learn? How did the experience affect your position on the value of “eating locally”?

9. **Supermarket Redlining?** Visit the Copp’s at University Avenue. Visit the Copp’s on South Park Street. Observe selection, pricing, ambience, clientele and pricing. Compare and contrast.

10. **Food Deserts?** Make up a list of the foods that you (or your family) typically buys for several days of meals. Go to the type of store you or your family typically shops at and make a list of the prices. Now suppose that you could only shop at a convenience store. Go to a convenience store (e.g., the 7-11 on Regent Street) and try to get your list of foods. What can you get? What can you not get? What are the prices? Reflect.

11. **Homegrown Thanksgiving.** Plan a menu for a Thanksgiving dinner the way your family celebrates it. Get a recipe for each dish (preferably from your parents/grandparents). Find out where you can buy the ingredients and how much they cost. Then find out how many of the ingredients you can buy in organic form, where or from whom you can get them, and how much they cost. Then find out how many of the ingredients you can find in local form (defined as produced in Dane County), where or from whom you can get them, and how much they cost. Compare.


14. **Follow the News.** Follow *The New York Times* for 2 weeks. Read all the articles and advertisements that relate to food. Provide a list of the articles you find. What was covered? What did you learn? How satisfied were you with the coverage and analysis provided by the articles? How useful or interesting did you find it to follow the news so closely?

15. **Uncovered Topics.** Choose a topic that is not covered in class that you would like to know more about (e.g., genetically engineered food, food and spirituality/religion, cannibalism, buying food on the web, cookbooks, food and labor, food-based social movements). Find four good readings on your topic of the type I might use in the reader for this class. Write an essay exploring the issues related to your topic that would be of relevance for the class.

16. **Commodity Analysis.** Select a food product that is available in two (or more) forms. The two forms will differ from each other on at least one important dimension (e.g., locally produced/globally produced, conventional/organic, produced by a big company/produced by a small company, you like it/you hate it, etc.) You will then trace the two versions of the food/product back through the various social and physical transformations they have undergone on the way to your mouth. The point of the paper is to explore the range of ways in which the two versions of the product differ, and to come to your own conclusions about which one you would prefer to consume, and why. Professor Kloppenburg will provide a conceptual and methodological model for this exercise.

17. **Be Creative.** Construct your own exercise. Check with me and have it approved. Do it.

**POST-PRANDIAL PRESENTATION, POSTER, AND PAPER (18 points).** At the end of the semester, each student will make a short (10 minute) presentation on some element(s) of what they have learned over the course of the semester. Presentations should be tight, well organized, and to the point. Presentations will be scored by all students in the class. You will also prepare a poster to illustrate your presentation. The poster should be an artistic, image-oriented design rather than an empirical prop filled with charts and statistics. Be creative! A one page single spaced paper should accompany the post and explain what it is you learned and how the poster is an expression/reflection of that learning. I will arrange to have the posters and papers displayed in the Ethnic Studies Library in H.C. White Hall. The presentation, poster and paper are worth 6 points each. Your fellow students will score your presentation. You will be randomly assigned a presentation date in the last two weeks of the semester.
PARTICIPATION (4 points). Prof. Kloppenburg will assign each student up to 4 points for the quality of their overall participation in and contribution to class.

GRADING. Points are earned in a variety of ways:

- 1 point for every class that you attend.  
- 29 possible points
- up to 2 points for each of 12 weekly exercises completed  
- 24 points
- up to 25 points for the term exercise paper  
- 25 points
- up to 5 points for the post-prandial presentation (students score)  
- 6 points
- up to 5 points for the post-prandial presentation poster  
- 6 points
- up to 5 points for the post-prandial presentation paper  
- 6 points
- up to 5 points for quality of participation overall  
- 4 points

Total Points  
100 points total

Final grades are computed according to the following table:

- A = 93-100
- AB = 85-92
- B = 77-84
- BC = 69-76
- C = 61-68
- D = 55-60
- F = 0-54

CLASS SCHEDULE

WEEK 1

Thursday, September 2  Course Introduction

WEEK 2

Tuesday, September 7  Getting to Know Each Other  
Dinner Lab: cookout at Jack’s house

Thursday, September 9  Eating Your Teachers, Teaching Your Eaters  
Exercise: personal/family food history

Readings

Walker, Alice  

Rozin, Elizabeth and Paul Rozin  
WEEK 3  FOOD AND FREEDOM
Tuesday, September 14  Making a FIG Meaningful
  Guest: Peter Anderson (UW Department of Nutritional Sciences, Instructor for Nutritional Sciences 132, “Nutrition Today”
  Exercise: Questions for Anderson
  Dinner Lab: Anderson’s Garden bounty
Thursday, September 16  Tasting food, Tasting Freedom
  Exercise: 3 forms of food freedom
Readings
  Berry, Wendell
  Mintz, Sidney
  Shange, Ntozake
Saturday, September 18  Field Trip:  Badger Rock School hoop house project

WEEK 4
Tuesday, September 21  Sustainable Food or Food Justice?
  Guest: Alfonso Morales, UW Department of Urban and Regional Planning
  Dinner Lab: open
Thursday, September 23  Celebrating the South Madison Farmers Market
  Activity: attend South Madison Farmers market celebration
  Exercise: Digesting the Badger Rock hoop house trip
Readings
  Moore Lappé, Frances and Anna Lappé
  Morales, Alfonso
    2010  “Growing food AND justice: dismantling racism through sustainable food systems.”
  Winne, Mark
Saturday, September 25,  Activity: visit Dane County Farmers Market and attend the Food For Thought Festival

WEEK 5
Tuesday, September 28  Freedom to Farm, Farming for Freedom
  Guests: Robert Pierce (South Madison Farmers Market; Program for Entrepreneurial Training; Center for Resilient Cities) and Megan Taft (GreenHouse Residential Learning Community, Farley Center for Peace, Justice and Sustainability)
  Dinner Lab: Robert Pierce and Megan Taft
Thursday, September 30  Food For Thought
Exercise: Digesting celebrations - South Madison and Food For Thought

Readings
Klindienst, Patricia

Royte, Elizabeth

WEEK 6  AN INDUSTRIAL CUISINE?
Tuesday, October 5  Is There an American Cuisine?
Dinner Lab: open

Thursday, October 7  A Toxic (Corporate) Food Environment?
Exercise: Digesting toxics

Readings
Mintz, Sidney

Nestle, Marion

Wansink, Brian

WEEK 7
Tuesday, October 12  Soul Food Itself
Guest:  Rev. Larry Jackson (JA’s Restaurant)
Dinner Lab:  JA’s soul food buffet

Thursday, October 14  Soulful Talk About Soul Food
Exercise: digesting JA’s

Readings
Opie, Frederick Douglas

Jones, Leroi (Amiri Baraka)

Grosvenor, Verta-Mae

Nettles, Kimberly D.
WEEK 8
Tuesday, October 19  Food and the Spirit I
Guest: Jordan Rosenblum (Department of Hebrew and Semitic Studies)
Dinner Lab: Latkes and Lox

Thursday, October 21  Food and the Spirit II
Exercise: Digesting the spirit

Readings
Shapiro, Samantha
Explore the web site “the jew & the carrot: jews, food & contemporary issues,” at http://blogs.forward.com/the-jew-and-the-carrot/

Opie, Frederick Douglas

Winckler, Suzanne
1999  “A savage life: if you want to be an omnivore, you should try killing your own meat.” The New York Times Magazine (February 6).

WEEK 9
Tuesday, October 26  Food and Personal Identity
Dinner Lab: Jim Nienhuis (UW Department of Horticulture) - Chile rellenos

Thursday, October 28  Food and Cultural Identity
Exercise: Digesting your identity

Readings
Christensen, Paul

Nguyen, Bich Minh

Bentley, Amy

Rozin, Paul

WEEK 10
Tuesday, November 2  Hunger at Home, Hunger Abroad
Dinner Lab: open

Thursday, November 4  What Should You Do? What Are You Willing to Do?
Exercise: Singer Solution debate
**Readings**

Mittal, Anuradha  

Singer, Peter  

Grosvenor, Verta-Mae  

Winne, Mark  

**WEEK 11  OPEN**

*Tuesday, November 9*

Dinner Lab: open

*Thursday, November 11*

**WEEK 12**

*Tuesday, November 16  Are You Washed in the Blood of the Lamb?*

Dinner Lab: open

*Thursday, November 18  What Should You Do? What Are You Willing to Do?*

Exercise: Vegetarian debate

**Readings**

Schlosser, Eric  

Pollan, Michael  

Hasselstrom, Linda M.  

Wild, Conner  

**WEEK 13**

*Tuesday, November 23*

Guest: Tory Miller and staff (L’Etoile Restaurant)  
Dinner Lab: L’Etoile

*Thursday, November 25*

Exercise: digesting L’Etoile
Readings
Pollan, Michael
O’Neill, Molly
1993 “The Zen of cooking, or joy when time allows.” The New York Times (October 27).
Amster-Burton, Matthew
Bourdain, Anthony

*******************     THANKSGIVING BREAK     *******************

WEEK 14
Tuesday, November 30   Post-prandial Presentations
Dinner Lab: open
Thursday, December 2   Post-prandial Presentations

WEEK 15
Tuesday, December 7   Post-prandial Presentations
Dinner Lab: open
Thursday, December 9   Post-prandial Presentations

WEEK 16
Tuesday, December 14   What Did We Accomplish?
Dinner Lab: potluck at Jack’s house
FOOD, CULTURE, AND SOCIETY - DINNER LAB
Community and Environmental Sociology / Sociology 222

Professor Jack Kloppenburg
Fall Semester 2010
1 Credit
Tuesday 5:30-7:30

Each student must take responsibility for organizing one lunch. Students may work together in teams to plan a simple meal appropriate for dinner. You will demonstrate the preparation of that meal, providing what complementary cultural/culinary commentary you can. We will then eat dinner together, during which time we will talk informally.

Grades are determined by the number of labs you attend:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td>AB</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>11</td>
</tr>
<tr>
<td>C</td>
<td>9</td>
</tr>
</tbody>
</table>

Tuesday, September 7: Cookout (Kloppenburg)
Tuesday, September 14: Garden Bounty (Anderson)
Tuesday, September 21: open
Tuesday, September 28: (Robert Pierce, Megan Taft)
Tuesday, October 5: open
Tuesday, October 12: JA’s Soul Food Restaurant
Tuesday, October 19: Latkes and Lox (Rosenblum? students?)
Tuesday, October 26: Chile Rellenos (Nienhuis)
Tuesday, November 2: open
Tuesday, November 9: open
Tuesday, November 16: open
Tuesday, November 23: L’Etoile
Tuesday, November 30: open
Tuesday, December 7: open