

EngL 1905 Topics: Freshman Seminar

Writing from Plow to Plate: Sustainable Food Narratives in the U.S.

Tu/Th, 12:45-2 pm
Lind Hall 302
3 credits
Fall 2010
Class #52323
Section 2

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Course Description

This seminar will explore how the sustainable food movement got started in the U.S. by focusing on the farmers, activists, cooks, and eaters who made it all possible. We'll read some of the most important things they wrote over the last forty years, including manifestos, cookbooks, memoirs, and more. We'll also spend some time shopping, cooking, and eating; watching a few great new documentaries on food; and visiting "Cornercopia," the student organic farm on the St. Paul Campus. Writers whose work we'll read include Wendell Berry, Wes Jackson, Frances Moore Lappé, Peter Singer, Julia Child, Alice Waters, Carlo Petrini, and Michael Pollan. Our goal throughout will be to discover the role that writers have played in telling the story of our food from farm to table, or "plow to plate."

Course web site: <https://moodle.umn.edu/>

Class time: 30% lecture, 10% film/video, 50% discussion, 5% student presentation, 5% field trips

Work load: 75 pages reading per week, 15 pages writing per term, 1 paper, 1 presentation, 3 quizzes, 2 personal essays, 4 reading responses, 1 food journal

Grade: 45% reports/papers, 15% quizzes, 15% journal, 5% reflection paper, 10% in-class presentation, 10% class participation.

Objectives

What questions will the course help you to answer? How will you grow in knowledge and understanding? What intellectual abilities will the course help you to develop?

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

- recognize and understand basic facts and concepts concerning food, food writing, and sustainability
- collaborate with others to increase your knowledge and understanding of these facts and concepts
- make connections between your own personal experience of food and the many disciplinary perspectives that exist on food, including those of literature, sociology, anthropology, geography, history, and politics
- analyze and evaluate competing arguments about what constitutes "sustainable food"
- communicate your ideas effectively in writing and in speaking

Texts

What reading materials will help you to pursue the goals of this course?

There is one required textbook for this course:

- Kingsolver, Barbara. Animal, Vegetable, Miracle: A Year of Food Life. New York: HarperCollins, 2007. ISBN: 978-0-06-085256-6. \$14.95.

We will also be reading a number of articles, which will be available on our course web site, listed above.

Grades

How will I evaluate the nature, quality, and progress of your learning?

I will award grades in this course according to the University of Minnesota's Uniform Grading Policy:

A: achievement that is outstanding relative to the level necessary to meet course requirements

B: achievement that is significantly above the level necessary to meet course requirements

C: achievement that meets the course requirements in every respect

D: achievement that is worthy of credit even though it fails to meet fully the course requirements

F: represents failure and signifies that the work was either:

- completed but at a level of achievement that is not worthy of credit, or
- not completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (Incomplete)

I will also award pluses and minuses, with the highest possible grade being an "A."

An "I" (Incomplete) is assigned at the discretion of the instructor when, due to extraordinary circumstances, such as hospitalization, a student is prevented from completing the work of the course on time. An Incomplete requires a written agreement between instructor and student.

Students taking this course using the S/N option must complete all requirements, which will be graded using the A-F system. Students must earn a "C-" or better to receive an "S" (Satisfactory). Students earning a "D+" or worse will receive an "N" (No Credit).

Grades will be assigned in terms of a percentage of possible points according to the following standards:

	B+ >= 87%	C+ >= 77%	D+ >= 67%		
A >= 93%	B >= 83%	C >= 73%	D >= 63%	F < 63%	
A- >= 90%	B- >= 80%	C- >= 70%			

I may choose to grade more generously, but I will not raise my standards above these. If at any time you have concerns about your grade, please do not hesitate to contact me.

How to Calculate Your Grade

You can calculate your grade at any time by adding up all the points you received on your assignments to date and dividing that number by all the points you could have received on those assignments. (Grades for attendance and participation will not be calculated until the end of the semester.)

Credits and Workload Expectations

This three-credit course will require, for the average University of Minnesota undergraduate student, nine hours of academic work per week, averaged over the term, in order to complete the work of the course. Since the course meets for three hours a week, you should expect to spend an additional six hours a week on coursework outside the classroom. All grades are based on the quality of the work submitted, not on hours of effort.

Student Academic Success Services

University Counseling & Consulting Services (UCCS) offers learning support services, including classes, workshops, individual consultation and counseling, and study skills resources to help you be successful at the University. They have two Twin Cities campus locations: Minneapolis (340 Appleby Hall) and St. Paul (199 Coffey Hall). Phone: 612-624-3323. Web: <http://www.uccs.umn.edu/>

University Policies

What University policies apply to this course so that you will have a safe, productive, and fair environment for learning?

Sexual Harassment

Sexual harassment by or toward a member of the University community is prohibited by Board of Regents policy. Complaints about sexual harassment should be reported to the University's Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall.

Classroom Conduct

All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is not disruptive behavior. Both instructors and students have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. Students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior will be removed from class.

Accommodations for Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. If you have a disability, please contact me and/or Disability Services (180 McNamara Alumni Center, [612] 626-1333 TTY/voice) to schedule an appointment with a Specialist. All requests will remain confidential. This syllabus is available in alternative formats upon request.

Student Academic Integrity and Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. Any student found guilty of scholastic dishonesty in this course can be assigned a penalty up to and including an "F" or "N" for the course and be reported to the University's Office for Student Academic Integrity. If you have any questions regarding the expectations for a specific assignment or exam, please ask.

Requirements

What will you be doing to pursue the goals of this course?

To succeed in this course, you must complete the following requirements, which are worth a total of 1,000 possible points. For more information on this point system, see the section on grades.

1. Attendance and Participation (100 points)

The word "seminar" derives from the Latin seminarium, or "seed plot," a place or thing in which something is developed or cultivated. More than other kinds of courses, seminars are intended to be places where everyone works together to broaden our knowledge and deepen our skills. As a result, I expect only the best of what you have to offer. Your mind, your courtesy, and your sense of humor should all be operating in top form.

More than two unexcused absences will seriously affect your grade in this portion of the course, and a pattern of unexcused absences is cause for a grade of "F" or "N" in the entire course. If you know in advance that you are going to be absent on a particular day, please let me know. You are also responsible for documenting the legitimacy of any absence. Legitimate reasons for absence include:

- illnesses certified by Boynton Health Service or your family physician
- emergencies caused by a death or serious illness in your immediate family
- participation in intercollegiate athletic events or other group activities sponsored by the University
- subpoenas, jury duty, military service, and religious observances

Our time in class is limited and therefore valuable. For this reason you should:

- arrive on time and stay the entire class period. Students who arrive late or leave early disrupt the flow of class and may miss important information. You should not expect to pass this course if you arrive late or leave early on a regular basis.
- stow your cell phone, iPod, and other electronic devices. In order to learn as much as we can from one another, we must pay attention to one another, and that means no texting, emailing, or web surfing during class. Your cell phone must be off, away, and out of sight. Because I will post most of my lecture notes online, you should also not need to take notes on a laptop.

In return, I will always begin and end class on time, will place any lecture notes online as soon as possible after the end of class, and will make myself available to answer your questions and discuss your concerns before and after class, whenever possible, in addition to during my office hours.

Your regular attendance and active participation matter because this course is not just about acquiring knowledge; it is also about improving your ability to engage in public discourse. This involves reading and listening carefully, interpreting what you have read or heard, and making your own contribution to an ongoing conversation. Your “participation grade,” therefore, is my attempt to evaluate how committed you have been to actively engaging others, observing how other people (myself and your fellow students) engage one another, and receiving feedback about your own engagement. I will evaluate your class participation using the following scale:

- A: frequent and courteous participation, with mature and thoughtful insights
- B: above average participation and insight
- C: moderate participation and reasonable insight
- D: below average participation with little understanding of the issues
- F: little or no participation

Halfway through the semester, I will ask you to evaluate your own class participation using this scale, as well as identify what can you do to improve. At the end of the semester, I will ask you to evaluate yourself again, as well as indicate what have you done to improve since mid-semester. I will then take this final evaluation into account when assigning grades in this portion of the course.

To receive the full 100 points for attendance and participation, therefore, you should read the assigned texts carefully, attend the class meetings conscientiously, and participate actively in class discussions, small-group work, and other in-class assignments.

2. Presentation (90 points)

For one class meeting I will ask you to work with another student to analyze a food artifact for 15 minutes at the start of class on the particular day you chose. This assignment will help you to get to know another student in the class, learn how to collaborate effectively, and practice your public speaking skills. You may approach this assignment in any way you wish (be creative!), but you **MUST** prepare a written document for use on the day of your presentation, either as a handout or a short PowerPoint presentation. (If you prepare a handout, make sure you leave enough time to visit one of the Copy Centers on campus before class.) Artifacts you could analyze include:

- a food item we can eat (bring enough so we all can have a taste)
- one or more food advertisements
- a food-related web site
- a few issues of a food periodical, such as Cook’s Illustrated, Bon Appetit, Gastronomica, etc.
- one or more cookbooks
- a book about food

In your analysis, be sure to consider how your food artifact addresses (or does not address) one or more of the issues we will be considering in class. You and your partner should consult with me ahead of time for suggestions about how to prepare your presentation. Your presentation will count for 90 points, which will be awarded on a pass-fail basis.

3. Reading Responses (60 points)

Another important part of our course are the four short reading responses you will write over the course of the term. These responses will allow you to share your written thoughts with the other students in the class, and they will also allow other students the opportunity to respond to your ideas if they wish.

Logistics: At some point during each of the four main parts of our course (parts 2-5), you should submit a reading response to the discussion forum on our Moodle site. You must submit a reading response during each of the four main parts of the course. In other words, in part three you may not go back and submit a response for part two, nor may you wait until the end of the course to submit all four of your responses. All reading responses are due by the beginning of class on the dates marked on the course schedule. You may, however, submit your responses at any time prior to the deadline in each part of the course—and, in fact, I strongly encourage you to do so.

Content and Grading: Each response should be approximately 300 words long (the equivalent of a printed page) and should be a thoughtful, considered reaction to one of the texts or films in that part of the course. These four reading response should be based primarily on your own attention to and engagement with the texts and/or films. However, I also encourage you to engage the responses of other students by posting follow-up responses. Each reading response will be worth 20 points, which will be awarded on a pass-fail basis. If you choose to reply to the reading responses of other students, I will factor the quality and frequency of your replies into your participation grade.

4. Food Memoirs (150 points)

In addition to your reading responses, I would like you to submit two, 2-3 page food memoirs recounting and analyzing some aspect of your own personal engagement with food. The primary purpose of these memoirs is recounting (to help you to formulate your own food narratives), but a secondary purpose is analyzing (to get you to think critically about the content of those narratives). Choose one of the following subjects to write about, or consult with me if you have another idea:

- a childhood food memory
- one or more meals that stand out in your mind
- how you learned to cook
- how you cooked a new food or used a new cooking technique
- why you eat the way you do
- a typical weekday meal (breakfast, lunch, or dinner) your family would eat, and how your family would eat it
- a grace or blessing your family says before a meal
- a favorite family recipe: its personal, cultural, and historical significance
- a meal associated with a cultural or religious holiday, such as Thanksgiving: what you ate, where you gathered, who was there, how the gender and age of the participants affected who did what
- your birthday and any foods associated with its celebration
- a visit to two different kinds of food markets: a conventional supermarket, a neighborhood grocery store, a food co-op, a Whole Foods, and/or a farmer's market
- a taste test between two different foods (Coke vs. Pepsi, name brand vs. generic cereals, etc.)
- a visit to a restaurant you have never been to before or that serves a kind of food you have never eaten before
- your experience with a particular national, regional, or local cuisine or food
- your experience with University Dining Services (UDS)

Have fun, be creative, and feel free to use dialogue and humor! You may also consult with friends and family members if you need help remembering certain details of your experiences. Each memoir is worth 75 points. Your first one is due on September 21, and your second is due on November 2.

5. Food Journal and Paper (150 points)

To help you pay attention to the patterns and implications of your own food choices, I will ask you to keep track of all the food you eat over a one-week period and then write a short paper about the choices you made.

Journal (75 points): For seven days consecutive days, you should record everything you eat, where and how much you eat, when and how long you eat, with whom you eat, and how much it costs. Don't forget beverages and snacks! Most important, make note of which food items are from a local farm or garden, are organically or sustainably grown, are unpackaged and unprocessed, are vegetarian, or are thrown away. (The goal here is not to gain or lose weight, so you don't need to keep track of the amount of fat grams and calories you consume, only the general content and context of your meals.) You may record these items in whatever way is most convenient for you, but remember that the final journal you submit will need to be typed and organized in a way that both you and I can easily understand. Single-spacing is fine.

Paper (75 points): Write a 2-3 page paper discussing the patterns and implications of your choices. Consider the following questions, but please do not answer them in sequence. Instead, use them as prompts to reflect on the significance of your own food choices in a holistic way, paying particular attention to whether and how you could make your choices more sustainable.

- What patterns emerged in your food choices? Were you surprised by or concerned about your consumption patterns? If so, why? What did you like about them, and what would you like to change?
- Do you have a “normal” or “typical” breakfast, lunch, dinner, or snack? What is “normal” or “typical” about it? Do your food habits change on weekends?
- How often do you eat meals with others, and how often do you eat them alone? With whom do you eat most often? For which meals? When you eat alone, do you do anything besides eat? What needs does your food consumption fulfill, beyond simply eating?
- How often do you go hungry? How often do you skip a meal? How much meat do you eat? Have you always eaten this way?
- How hard was it to determine where your food came from, what resources went into the production and transportation of your purchases, and how much waste you generated? Should steps be taken to make tracking these things easier? How and why?
- How did this exercise make you feel? Has it changed how you think about food and sustainability? What steps can you take now and in the future to eat more sustainably?
- How much should eating sustainably be the responsibility of individuals, and how much should it be the responsibility of organizations, corporations, and governments? How could you encourage others to eat more sustainably?

Your food journal and paper are due on November 23, and a portion of the discussion that day will be set aside for you to share your findings with other students.

6. Quizzes (150 points)

Over the course of the semester I will give three quizzes, which will consist of several identification and short answer questions based on the readings and my lectures. Each quiz will be worth 50 points, and partial credit will be given for partially correct answers. Quizzes will be given on the dates indicated on the schedule. Make-up quizzes will be given at my discretion and only if you can document the legitimacy of your absence.

7. Seminar Paper (300 points)

The final requirement for this course will be a 5-7 page seminar paper that will give you an opportunity to think broadly about the sustainable food movement and draw together the various writings we have read over the course of the semester. This will be due on December 14, the last day of class. Details forthcoming.

How to Format, Submit, and Get Help with Your Assignments

Format

Unless otherwise noted, all papers and other written assignments must be typed, proofread, and spellchecked. The text should be double-spaced with one-inch margins and formatted in a standard-size font. Your pages numbered in the upper right-hand corner, and stapled in the upper left-hand corner. Your name, the course number, my name, and the date should appear at the top left of the first page, and any title should be centered on the next line. Do not include a separate title page.

Citations

If you quote from or refer to one or more of our course texts, lectures, or other outside readings in a paper, please cite them appropriately:

Within the body of your paper: Please indicate (a) the name of the author you are citing, (b) the title of the article or book the citation appears in, and (c) the page number on which it can be found. If you quote from or refer to a lecture from this course, simply place the word “lecture” in parentheses, followed by the date of the lecture, like so: (lecture, 9/23/10). Also, please do not drop quotations into your papers without providing context for them through the use of signal phrases. Here is an example of a quotation introduced by a signal phrase and cited with a parenthetical page reference (notice that the period falls outside the parentheses):

According to Roderick Nash in Wilderness and the American Mind, “the first immigrants approached North America with a cluster of preconceived ideas about wilderness” (8).

In a bibliography: Please list any sources you cite in a bibliography, using the citation style with which you are most familiar (MLA, APA, or Chicago). Please do not mix styles or create your own citation method. To cite a web page in your bibliography, simply give enough information that we can (a) locate it, and (b) evaluate its quality. If you are citing a single web page, give its author and/or title (if available), the web address, and the date you accessed it. If you are citing an article that is part of a database, and the address is quite long, you need only provide the short form of the address (for example, <<http://www.cnn.com/>>).

Submissions:

Unless otherwise noted, papers and other written assignments may not be submitted by email. You must bring a hard copy of the assignment to class with you. I do, however, encourage you to print your papers on the reverse sides of previously used, recycled paper. Please keep a copy of each assignment you submit in case your original is somehow lost or destroyed.

Due dates and late submissions

Assignments are due at the beginning of class. Assignments submitted after the beginning of class will have their grades reduced by ten percent for every class day they are late. Note that I cannot accept “computer problems” as an excuse for late papers. Please back-up your files and avoid waiting until the last minute to print your papers.

Grading criteria

I will grade your papers and other written assignments according to the following criteria, as appropriate:

1. Content: Did you follow the assignment instructions? Have you read and understood the course material? Is your analysis insightful?
2. Coherence and clarity: Is your paper focused and well organized? Do you clearly state your purpose, explain how you will fulfill that purpose, and devote your paper to doing so? Do you support your claims with evidence and address opposing arguments?
3. Format, proof-reading, and documentation: Did you follow the formatting guidelines? Is your paper free of errors in grammar, punctuation, and spelling? Do you credit the source of borrowed ideas and statements appropriately?

Help with assignments

The U of M Center for Writing <<http://writing.umn.edu/>> offers free, individualized writing instruction, both face-to-face and online.

Contact Me

How can you contact me to help you learn?

The best way to contact me is immediately after class; I would be happy to meet with you briefly to answer a question or elaborate on a point made in class. To contact me at other times, feel free to call me at my office, send me email, or stop by during my office hours. If my office hours are inconvenient for you, please let me know, and we can arrange to meet at another time. Even if you do not have a specific question, I encourage you to stop by my office at some point during the semester, so that I can get to know you better as a person and so that we can talk in more detail about the subjects that interest you. The main reason I am here is to help you learn and grow, so please take advantage of this opportunity and come see me. **My contact information appears at the top of this syllabus.**

Course Schedule

How is this course structured to develop your knowledge, understanding, and abilities throughout the semester?

This schedule is subject to change, so if you miss a class you should check with a classmate for the most current information. Lecture notes, handouts, and additional readings will be available on our web site.

1. Introduction

9/7 **Welcome**

9/9 **Subject: What is sustainable food discourse, and why does it matter?**

Read: Michael Pollan, "The Food Movement, Rising"

In class: Jerry Seinfeld on food, from "I'm Telling You for the Last Time" (video, 1999)

9/14 **Theory: What are the strengths and weaknesses of disciplinary knowledge?**

Read: David Orr, "What is Education For?" from *Earth in Mind* (1994)

Richard Kerridge, "Environmentalism and Ecocriticism" (2006)

9/16 **History: What are the literary roots of the sustainable food movement?**

Read: Henry David Thoreau, "Higher Laws," from *Walden* (1854)

Aldo Leopold, "The Land Ethic," from *A Sand County Almanac* (1948)

Rachel Carson, "A Fable for Tomorrow," from *Silent Spring* (1962)

READING RESPONSE #1 DUE

2. Farmers: Should we grow our food differently?

9/21 **Barbara Kingsolver: What is your own "food life"?**

Read: Kingsolver, chpts. 1-2

FOOD MEMOIR #1 DUE

9/23 **Barbara Kingsolver: Should we try to eat locally, and if so, why?**

Read: Kingsolver, chpts. 3-4

In class: "What Will We Eat? The Search for Healthy, Local Food" (video, 2005)

9/28 **Wendell Berry: Is industrial agriculture the problem?**

Read: Wendell Berry, "The Agrarian Standard"

Wendell Berry, "Farming and the Global Economy"

Wendell Berry, "The Pleasures of Eating"

READING RESPONSE #2 DUE

Note: For information on the Healthy Foods Summit 2010, to be held Sept. 30 & Oct. 1, see <http://www.arboretum.umn.edu/healthyfoodsummit2010.aspx>

9/30 **Film: King Corn (2007)**

Read: Michael Pollan, "When a Crop Becomes King"

Note: For information on Nobel Conference 46: Making Food Good, to be held Oct. 5 & 6 at Gustavus Adolphus in St. Peter, MN, see: <http://gustavus.edu/events/nobelconference/2010/>

10/5 **Wes Jackson: Is sustainable agriculture the solution?**

Read: Scott Russell Sanders, "Lessons from the Land Institute"

Wes Jackson, "Natural Systems Agriculture"

QUIZ #1

10/7 **Field trip to "Cornercopia," the U of M student organic farm (tentative)**

Read: Kloppenburg, et al., "Coming in to the Foodshed"

3. Activists: Should we eat fewer animals and/or minimize the suffering of animals?

- 10/12 **Barbara Kingsolver: What does it mean to be an activist?**
Read: Kingsolver, chpts. 5-6
- 10/14 **Barbara Kingsolver: What does it mean to be an activist?**
Read: Kingsolver, chpts. 7-8
In class: "The True Cost of Food" (video, 2004)
- 10/19 **Francis Moore Lappé: How should we feed the hungry?**
Read: Frances Moore Lappé, from *Diet for a Small Planet*
Frances Moore Lappé, "A Shortage of Democracy, Not Food"
READING RESPONSE #3 DUE
- 10/21 **Francis Moore Lappé: Can biotechnology solve the problem of hunger?**
Read: Frances Moore Lappé, "Biotechnology Isn't the Key to Feeding the World"
In class: "The Future of Food" (video, 2003)
- 10/26 **Peter Singer: Should we minimize the suffering of nonhuman animals?**
Read: Peter Singer, "The Animal Liberation Movement"
Peter Singer, "A Vegetarian Philosophy"
In class: "Meet Your Meat" (video, 2003)
- 10/28 **Peter Singer: What should we do about CAFOs?**
Read: Peter Singer, "Factory Farming: A Moral Issue"
In class: "The Meatrix" (video, 2003)
QUIZ #2

4. Cooks: Should we change the way we cook at home and/or in restaurants?

- 11/2 **Barbara Kingsolver: What does it mean to eat local, organic, and slow?**
Read: Kingsolver, chpts. 9-11
FOOD MEMOIR #2 DUE
- 11/4 **Barbara Kingsolver: What does cooking have to do with farming?**
Read: Kingsolver, chpts. 12-13
Lynn Ireland, "The Compiled Cookbook as Foodways Autobiography"
- 11/9 **Julia Child: How did we become a gourmet nation?**
Read: Julia Child, "Omelettes," from *Mastering the Art of French Cooking*, vol. 1, rev. ed.
Julia Child, "About the Television Series"
Nancy Cobb, "Julia and Me"
In class: "Julia Child: America's Favorite Chef" (video, 2004)
READING RESPONSE #4 DUE
- 11/11 **Film: Julie & Julia (2009)**
Read: The Julie/Julia Project file (blog)
Anita Blanchard, "Blogs as Virtual Communities: Identifying a Sense of Community in the Julie/Julia Project"
- 11/16 **Field trip to cook a Julia Child recipe (tentative)**
- 11/18 **Alice Waters: How can restaurants help to shape place-based cuisines?**
Read: Alice Waters, "The Farm-Restaurant Connection"
Barbara G. Shortridge, "Not Just Jello and Hot Dishes: Representative Foods of Minnesota"
Lisa Heldke, "Let's Eat Chinese! Reflections on Cultural Food Colonialism"
QUIZ #3

5. Eaters: Should we eat less fast food and more local food?

11/23 **Barbara Kingsolver: How should we eat?**

Read: Kingsolver, chpts. 14-16

Eric Schlosser, "Why McDonald's Fries Taste So Good"

In class: "Super Size Me" (video, 2004)

DUE: FOOD JOURNAL AND PAPER

11/25 **No class: Thanksgiving**

11/30 **Thanksgiving: How are food traditions invented?**

Read: Kingsolver, chpt. 17

Janet Siskind, "The Invention of Thanksgiving: A Ritual of American Nationality,"

Critique of Anthropology 12.2 (1992): 167-191.

12/2 **Field trip to a sustainable restaurant (tentative)**

12/7 **Barbara Kingsolver: What do you eat in January?**

Read: Kingsolver, chpts. 18-20

READING RESPONSE #5 DUE

12/9 **Critics of sustainable eating**

Read: Rachel Laudan, "A Plea for Culinary Modernism"

Jill McCorkle, "Her Chee-to Heart"

12/14 **Last class**

In class: Course evaluations

DUE: SEMINAR PAPER