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## Food and/as Communication

Leda M. Cooks

University of Massachusetts - Amherst, [leda@comm.umass.edu](mailto:leda@comm.umass.edu)

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**Comm 499CL– Food and/as Communication,**

Fall 2020

Professor Leda Cooks

Office: 338 ILC

Phone: (413) 545-2895

Email: leda@comm.umass.edu

Office Hours: Tuesday Thursday time TBD

And by appointment

**This is a two-semester, eight-credit Communication Honors Thesis Seminar focusing on the ways we create and reflect meanings made about food. The seminar delves into the material and social meanings of food and implications for identity, culture and social justice. Students will have the opportunity to research food in the context of the meanings made about it in various institutions, businesses, nonprofit organizations, neighborhoods, cultures and communities. The first semester HONORS 499 CL (Fall 2020) will 1) introduce students to food as a vehicle through which society and social life is communicated; 2) introduce methods and tools for conducting survey based and qualitative community-based research and 3) introduce potential projects for student theses. Each student will develop a proposal to conduct a research project based on their interests, abilities and relevance to community needs. The second semester HONORS 499 DL (Spring 2021) will be devoted to the analysis of data and completion of your individual research projects. All research projects, upon completion, should be suitable for conference presentation and an archivable Honors Thesis. For general Thesis guidance, see <https://www.honors.umass.edu/capstone-experience>**

**Course Description**

Food and shelter are perhaps the most material of all human needs, and are as such intimately connected to each other and to political and symbolic usage via communication. Food is never simply matter to fill the belly-- politics, power, identity and culture are inseparable from our understandings of its rather basic function—as necessity for survival. We communicate through food all the meanings we assign and attribute to culture (space, home, memory) and thus, to identity. The symbolic and ideological power we assign to food allows us to differentiate among foods (and correspondingly, people) that signify *taste*, and those without such social and cultural capital (such as people who are food insecure) to whom we might donate our *waste*. While we consider who has access to taste in this course, we will also consider who has access to “health” and how health is also symbolized through food, status and culture. In dominant U.S. culture, the collective political power of naming corporate greed as a problem is often outweighed by the social power of shaming—of labeling social group identities (poor, fat, ethnic, disabled) or personal laziness as the root of social and cultural

*dis-ease*. Food matters have real consequences, and so in this class we consider matters of policy, security, education and science in the construction of food and societal "problems" and the way various solutions are framed.

Whether we look at the social and political construction of food as a political and cultural process, or at food waste as natural and uncomplicated problem of excess, there are real consequences for people and the planet. Given the interdisciplinary breadth of food studies, this class will provide a survey of studies in communication, history, sociology, geography, and anthropology and will concentrate on the variety of ways food/waste is a vehicle for personal, cultural and political identity/ usage. Course assignments will include weekly posts on readings and reflections across various areas of your personal and academic life, and responses to others' posts, leading class discussion of the readings, and participation in class and potential field trips. Your final project will be a thesis proposal, 17- 20 pages in length.

### **Course Objectives:**

By the end of the semester students should be able to:

- Recognize the different disciplinary contributions to the study of food and foodways.
- Recognize and analyze different approaches to the study of food and foodways
- Recognize and analyze the tensions among material and symbolic analysis of food and know some of the reasons for such tensions
- Understand a variety of ways of researching food as a cultural and social phenomenon as well as a necessity for survival.
- Recognize and analyze some of the history and more recent trends of representing, advertising and cultivating food and/as identity consumption in the media.
- Develop a rationale, research questions, literature review and research design for thesis project.

### **Course Format**

This course uses a seminar format and depends on the creative and collaborative input of all participants. I will present brief lectures online on days we don't meet, and you are expected to watch these, just as you would attend a face to face class. On Thursdays, usually we will do a brief check in and then I will discuss some key points from the readings. Then, we will together raise questions and comment on the readings, and bring our experiences, previous coursework and research to bear on class activities and discussions.

### *Acknowledgement*

UMass stands on Nonotuck land. I'd also like to acknowledge neighboring Indigenous nations: the Nipmuc and the Wampanoag to the East, the Mohegan and Pequot to the South, the Mohican to the West, and the Abenaki to the North. It is important to understand the long-standing history that has brought you to reside on the land and to seek to understand your

place within that history. Land acknowledgments do not exist in the past tense or historical context: colonialism is a current ongoing process, and we (including me) need to cultivate mindfulness of our present participation.

## People of Nonotuck

The Nonotuck are one of the many Indigenous groups from Kwinitekw, the Connecticut River Valley. Their territory historically encompassed what is now Hadley and Northampton, MA and much of the land eastward toward what we now call the Pelham Hills. In the early 17th Century, English and Dutch forces pitted various Algonkian groups from throughout Kwinitekw against other regional tribes. These wars decimated a population that was already ridden with European diseases to which the indigenous population had no immunity. Due to these "beaver wars," as well as the colonial wars of the 17th and 18th centuries, the Nonotuck people folded in with Abenaki people throughout Northern New England and Southern Quebec, and have continued journeys through the area. Many have family connections with current Kwinitekw residents. Nearby territories belong to the Nipmuc to the East, and the Abenaki and Pocumtuck to the North.

## Course Policies

**Participation.** Your participation is expected in the form of 1. watching the online lectures and indicating so by raising questions or comments for discussion; 2. preparing (i.e. doing readings and/or research where indicated) for class activities and discussion; 3. Participating in forums, Voicethread comments and Zoom discussions.

**Zoom guidelines for class:** It's likely that none of us has a lot of experience teaching or taking classes online. Even for experienced instructors and students, being on Zoom can be awkward at the best of times. A tutorial is available here: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>

*Here are some guidelines for our class to help everyone feel more comfortable:*

*Microphone:* mute your microphone when you are not speaking. This cuts down on background noise.

*Video:* Since we have so few students in the class, it would be very helpful if you could enable video on your device. If you cannot enable your video for some reason, that's okay, but it's most comfortable if we can see each other.

*Chat:* you can use the chat function to ask a question or make a comment. However, since our class is so small, you may also unmute yourself and speak, as long as you are not speaking over others.

*Asking questions/ making comments:* similarly, if you want to ask a question or make a comment, you may use the raise your hand function or simply unmute yourself if no one else is talking.

*Space for class:* it may be difficult, but try to find a space free of interruptions so that you may easily participate in the class. If you have earphones, that may also help reduce background noise.

**Communication:** Please pay attention to course-related email and to the Moodle site, as there may be changes in course content NOT reflected in the syllabus. Each week I will send reminders about upcoming lectures, speakers, activities and assignments. Given the degree of uncertainty we all are facing this semester, we may all need to be flexible. Therefore, it is also likely that you will need a plan B for your thesis topic in case plan A falls through.

Our class will meet both asynchronously and synchronously. If you are unable to attend class sessions, recordings are available. If you need help with course content and assignments, I am available *by appointment* on phone, FaceTime or by zoom. I am easily accessible and you should not hesitate to let me know if you are experiencing difficulty. I will get back to you promptly.

**Style for Thesis Proposal and related Assignments:** Please use a consistent and widely accepted citation style for assignments, be it APA, Chicago, or MLA. The main principle is that when ideas come from a source, that source should be acknowledged, and specific quotes or facts should be identified with a page number so that readers can verify them. Please see me if you're feeling unsure about your citation system. Assignments should have complete referencing, single or double-spaced, and sent as email or uploaded to the provided Moodle link.

**Accommodations.** The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

**Academic Honesty.** Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. I will take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since you/students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient

evidence of lack of intent ([http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)).

**Late Assignments and Incompletes:** Given the difficulties this semester may pose for all of us, I ask that you make every effort to keep up with the reading and turn your assignments in on time. Please let me know if you are unable to do so and we will find an appropriate date. If it seems like there is too much reading for you, we can discuss and change the assignments accordingly. Again, given the extenuating circumstances of this semester, try to plan your work and research projects with the principle of complete-ability in mind. I find that students have a lot of difficulty making up incomplete course work after the semester is over. Therefore, let's make every effort to finish coursework by the end of the semester. In the event of significant illness this Fall, yours or mine, your main academic concern should be for you to finish your proposal before the spring semester begins. There will be support for you to do so from me or, if I am ill, from the Honors College.

### **Names and Pronouns:**

Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity, including the use of non-binary pronouns. Class rosters have a student's legal first name, unless they have entered a preferred/chosen first name on SPIRE. Students may indicate pronoun preferences in Spire, but if you have not done so please share your preferred pronouns with the instructors and/or class. A student's chosen name and pronouns are to be respected always in the classroom.

*Syllabus Changes:* This syllabus is a contract between us. However, it is subject to change in consultation with the class.

## **Course Assignments**

### 1. **Participation** 30%

This portion of the grade includes 1. attendance, 2. in-class contributions to discussions and group work, and may 3. include in-class written reflections.

#### ***A. In-Class Assignments (part of participation grade)***

These brief projects will occasionally require you to do some brief research outside of class prior to coming to class. For example, you may be asked to pay attention to what food choices are available to you daily and what you choose to consume and waste, food packaging and sizing, how local restaurants or markets manage their waste, where food is/ not accessible in your community, how people access that food. You may be asked to pay attention to how grocery stores stock their shelves and displays. You may be asked to observe the ways people eat—do they sit or stand, eat alone or in groups, share food or keep it to themselves? You might be asked to pick one or two food blogs or twitter feeds to follow. Most in-class assignments are concept mapping assignments: food mapping, food media and rhetoric analysis, food labor analysis, food and culture, waste mapping, and

commodity chain analysis. You may be asked to present your findings in class and to compose a short 1 page (written in class) summary to the Moodle forum.

**B. Artifact:** each week you should bring one food-related artifact to our Zoom class to discuss based on the week's readings. Your artifact can be edible or not, something you have experienced or not. You should post a minimum of five questions for discussion/ comments. You may receive a portion of the total points for incomplete work.

2. ***Leading class and facilitation of readings discussion.*** 5%

Once during the semester you and a classmate will be required to lead class discussion of the readings. We will determine who will lead the group each week by the second Zoom class meeting.

3. ***Discussion questions and responding to others posts.*** 30%

Each week (excluding first and last weeks of class) you should post at minimum three questions for discussion and one response to classmates' questions on the Moodle Discussion Forum BEFORE the start of class Thursday. Your questions and responses should be based on two or more different readings for each week, and should help us with class discussion. Your responses may also be personal reflection based on experience, as long as they connect to the question and the readings. For each question or response from the readings you should provide some context. That is, relevant quotes, page numbers, etc. You should use full sentences for questions and responses. You may include excerpts from blog posts or links to other media in your responses. You may receive a portion of the total points for incomplete work or work that does not follow the above instructions.

4. ***Final Paper – Research Proposal.*** 35%. The major requirement for the fall semester is a research proposal for an original research project on some aspect of food that intersects with your interests and concepts we have discussed throughout the semester. (You will begin your project in Fall and carry it out in the spring semester.) Your project may take any number of forms. You will have the opportunity to choose from a number of local agencies working in some way with food, or you can work with schools or create a project that will benefit a group or agency. you may also choose to work with a group you have previously partnered with. An example of a project with local campus and community groups might be to create a documentary thesis project on alternative food economies. Possible examples with schools or districts might be a study of how schools responded to the shutdown and resulting increase in student food insecurity; how students themselves managed food, cooking and eating during the shutdown; media use research with students based on food and body related topics. Other projects that are community-based and involve food in some way can also be a basis for your research. Do something that is of significant interest to you!

The proposal will be developed in a series of steps, with the following deadlines for the various written components:

- 1) **September 24:** A brief, preliminary statement of the phenomenon, problem, etc. including the theoretical framework and the rationale for the study (4 double-spaced pages), along with a (separate) preliminary bibliography (10-20 readings)
- 2) **October 24:** A critical literature review of the studies in your bibliography, assessing the quality of current knowledge in some area. Your review should build to your argument and identify a specific gap in our knowledge/research of the topic (@8 double-spaced pages)
- 3) **November 17:** A preliminary research design. In addition to explaining how you will carry out the research, you should include discussion of how your methods of research link back to your theoretical discussion of food. (2 double-spaced pages).
- 4) **December 1:** A complete and fully-integrated proposal that includes: rationale for research study, literature review, research questions and preliminary ideas about methodology-- combining and elaborating on all the previous steps into a final document (minimum 17 double-spaced pages)

### Grading Scheme

Participation	30%
Leading Class Discussion	5%
Weekly Forum Response/Discussion Questions	30%
Thesis Proposal (first three chapters)	<u>35%</u>
Total	100%

For all of your assignments and your readings in this class you must have access to MOODLE. To access MOODLE you must have an active UMass email account. Please note that some assigned readings are in books that are PDFs. You will need to search for the chapter title of the book in the PDF. If you need to, you may be able to print out the chapter if you can copy the text from pdf.

**COURSE SCHEDULE**



PLEASE NOTE: The course schedule on MOODLE will reflect any changes or adjustments made as the semester progresses. If you do NOT see an assignment posted or you have a problem uploading your assignment please email me immediately.

The course is made up of modules based on overlapping themes or areas of study, all of which look at how food communicates/we communicate about food. The first half of the semester will be devoted to the history of the relationship between food, identity and culture. The latter half will be devoted to the macro level picture of these relationships to issues of food justice, access, the food system and sustainability. Throughout the semester we will discuss how to write your thesis proposal. Your proposal will constitute the first two chapters of your thesis with the beginnings of a third, methods section.

*Another note:* We will have speakers coming to class whose topics may not follow what we are reading. This is due to scheduling conflicts and needs. Food is a broad topic and encompasses many disciplines and occupations, so we will not always be able to cover all topics brought up by speakers or even in the readings.

### **Week 1:**

**Tuesday:** Voicethread introductions. Upload your introduction to Voicethread. See link in Moodle.

**Thursday: Zoom discussion.** Overview of the course. Check ins.

**Reading and viewing assigned for next week:** Syzmanski; Barthes; Bourdieu; Alkon TED talk

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### **Week 2: FOOD AND/AS COMMUNICATION**

**Sept 1: asynchronous.** What/does Food Communicate? What can a communication perspective bring to food studies?

Why so many different ways of talking about and studying food? Community projects and partners discussed. How do we communicate via food? Why study food through a communication perspective?

### **September 3:**

**Post discussion questions and responses before class**

#### **Reading Due.:**

Syzmanski, I. (2015). Redescribing food from the perspective of feminist methodologies of Science. *Global food, global justice : essays on eating under globalization*, edited by Mary C. Rawlinson and Caleb Ward. Newcastle upon Tyne, England : Cambridge Scholars

Barthes, R. (2013; Original 1961). Toward a Psychosociology of Contemporary Food Consumption. In C. Counihan and P. Van Esterlik (Eds.), *food and culture a reader* (third edition). NY: Routledge.

Bourdieu, P. (2013; Original 1979). *Distinction: A Social Critique of the Judgement of Taste*. In C. Counihan and P. Van Esterlik (Eds.), *food and culture: a reader* (third edition). NY: Routledge. Pp. 31-39

Allison Alkon TED talk: food as radical empathy.

<https://youtu.be/f3aW-5qmbLY>

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Discussion posts due before Thursday class: Greene and Cramer; Lévi-Strauss; Douglas; Zhang.

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Week 3: FOOD AND/AS CULTURE

**September 8 and 10 :**

**Tuesday: Discussion posts due before THURSDAY class.**

**Topic:** Food justice and writing a thesis.

To do: identify some interests on food topics for thesis project. Think about connections to community or campus based groups.

Thesis statement tips: <https://wts.indiana.edu/writing-guides/how-to-write-a-thesis-statement.html>

*A few Ideas for projects/agencies to work with or on. Just to spur your thinking.*

1. Food insecurity on campus and alternative economies.
2. Oral history project. Interview and/or record the food histories of immigrants and or seniors through local agencies. These can be archived by agency, or library.
3. Research food needs of food bank and shelter clients. Campaign to raise awareness of Gluten free and sugar free foods for banks and shelters. See questions in #6
4. Help out\* at local shelters and food security agencies and interview them about their efforts toward producing greater equity (race, class, etc) in the food system. What are underlying structures that perpetuate hunger? Can food banks address this issue? Do food banks replace food access? You will need to raise and trouble these questions.
5. Food security, food systems, food chains, food labor, food waste, etc. and COVID.

\*Any face to face community work or research will need pre approval through CESL at UMass.

**Thursday:**

Assign dates for discussion leaders. Speaker: Madeleine Charney

**Reading discussed (time permitting):**

Greene, C. and Janet M. Cramer, *Beyond mere sustenance*. In Cramer et al(eds), *Food as communication/ Communication as food*. pp. ix-xviii.

Lévi-Strauss, C. (2013, original 1966). The Culinary Triangle. In C. Counihan and P. Van Esterlik (Eds.), *food and culture—a reader* (third edition). NY: Routledge. pp. 40-47.

Douglas, M. (2013, original 1966). The Abominations of Leviticus. In C. Counihan and P. Van Esterlik (Eds.), *food and culture—a reader* (third edition). NY: Routledge. pp. 48-58.

Zhang, P. (2013). Food as a Social Medium and a Medium of Culture. *ETC.: A Review of General Semantics*. 4 pages

*Discussion questions and responses uploaded to Moodle forum BEFORE next class: (Mennell; Ashley, et al., chapter 3; Councilor*

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#### **Week 4: FOOD AND/AS BODIES**

**September 15 and 17**

**Tuesday**

Online lecture: Are we what we eat? If so, why? What makes something food? Material and symbolic qualities of food. Do animals eat food or something else? How is food equated with culture? Identity? What does it mean to cook and how is that related to identity and culture?

**Discussion questions and responses posted before Thursday class.**

**Thursday.**

Topic: What makes us civilized and what do manners have to do with social capital? What is appetite and how is it related to hunger?

**Reading discussed:**

Mennell, S. (1997). On the Civilizing of Appetite. In *Food and Culture: A Reader*. Routledge  
24 pages.

Ashley et al. Food, bodies, etiquette. In *Food and cultural studies* reader. Routledge.

Councilor, KC. (2017) “Feeding the Body Politic.” *Communication and Critical/Cultural Studies*, 14(2); 139-157.

*Discussion questions and responses uploaded to Moodle forum BEFORE next Thursday class:*  
Johnston & Baumann; Cooks)

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#### **Week 5: FOOD AND/AS BODIES/CULTURAL CAPITAL**

**Sept 22 Tuesday:**

Topic:

**Sept 24 Thursday:**

*In-class activity:* mapping food and body metaphors. First, tell a story in a dyad about how your family or friends talk about your food habits. Then, come up with a metaphor to illustrate their discussion of you. Next, come up with your own metaphor for your body in relation to food. Share only if you wish to, but do complete the exercise.

**PROPOSAL DUE**

Reading discussed:

Johnston, J. & Baumann, S. (2009). Introduction: The world of foodies. In *Foodies: Democracy and Distinction in the Gourmet Foodscape*. Routledge. (20 pages).

Johnston and Baumann, Chapter 1. In *Foodies: Democracy and Distinction in the Gourmet Foodscape*. Routledge. (Read first 20 pages).

Cooks, L. M. (2019). Bodies, spaces and places for food taste and waste. In C. Greene, (ed.), **Food, Place and Space**. New York: Peter Lang

Discussion questions and responses uploaded to Moodle forum BEFORE TH class: Lupton, DeVault, Counihan

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**Week 6: FOOD AND/AS SELF**

**Sept 29 Tuesday**

Food and families

October 1 **Thursday**

**Topic: body, self, boundaries.**

**Activity:** discuss food rules and your family and now, wherever you are. How do these rules impact you currently?

**Readings discussed:**

- Lupton, D. (1996). *Food, the body, and the self*. Introduction through Chapter 2. London: Sage. (Read first 10 pages of each chapter).
- DeVault, M. (1997). Conflict and deference. In C. Counihan and P. Van Esterlik (Eds.) *Food and Culture*. (pp. 159-177). Routledge.
- Counihan, C. (1997). "Food rules in the US." In C. Counihan and P. Van Esterlik (Eds.) *Food and Culture*. (pp. pp. 159-177). Routledge

Discussion posts due before Thursday class: Mintz; Reddy & Van Dam; Raviv; Ascione

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**Week 7 10/6 & 10/8**

## **FOOD AND/AS BIOPOWER, BODY SIZE, CITIZENSHIP**

**Thursday, October 8**

**Readings discussed (pick 4).**

Biltikoff, C. (2013). The cultural politics of dietary health. In *Eating Right in America: The Cultural Politics of Food and Health*. Duke University Press.

Biltikoff, C. (2013). Thinness as health, self-control, and citizenship. *Eating Right in America: The Cultural Politics of Food and Health*. Duke University Press.

Guthman, J. Can place cause obesity? In P. Joassart-Marcella & Bosco, F.J. (Eds.), *Food and Place: A Critical Exploration*

Strong, S. (2019). The vital politics of foodbanking: Hunger, austerity, biopower. *Political geography*.

Amir, T. & Barak-Bianco (2019). Food as a biopower means of control: The use of food in asylum regimes. *American journal of law and medicine*.

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## **Week 8: FOOD AND/AS CUISINE, NATION, IDENTITY. 10/13 & 10/15**

**Tuesday:**

Topic: Food and history. Cuisine and Identity

Watch: *Soul Food Junkies*

In/out of class activity: cuisine survey. Survey others you talk to virtually or otherwise about whether there is a US cuisine and, if so, what it contains. Post results to Moodle forum.

**Thursday:**

Cuisine. What is it? Do we have one? Who are we?

**Readings discussed:**

Mintz, S. *Eating American*

Reddy & van Dam (2020). Food, culture, and identity in multicultural societies: Insights from Singapore, *Appetite*

Raviv, Y. (2015). Read introduction. Falafel nation : cuisine and the making of national identity in Israel. University of Nebraska Press.

Ascione, Food and Cultural Heritage: Preserving, Re-inventing and Exposing Food Cultures. In K. Lebesco & P. Naccarato (Eds), *The Bloomsbury Handbook of Food and Popular Culture*.

**Optional:**

Martinez-Cruz, P. On Cinco de drinko and Jimmiechangas: Culinary Brownface in the Rust Belt Midwest. *Food Fight!*

Gupta: Anthony Bourdain and social justice: <https://jacobinmag.com/2018/06/anthony-bourdain-parts-unknown-obituary>

*Discussion questions and responses due for Thurs class: Belasco; Fisher; Berry*

**Week 9: FOOD AND/AS SYSTEMS 10/20 & 10/22****Tuesday**

Defining hunger, defining access. Is the fix the problem?

Video: A Place at the Table.

**Thursday:**

Topic: Food systems. Guest Speaker: Adele Hanson of Athens Food Rescue

**Readings discussed (pick three):**

- Belasco, W. (2006). The stakes in our steaks. In *Meals to come : a history of the future of food*. University of California press.
- Fisher, (2017). Chapters 1 and 3. In *The big hunger*. MIT press. 20 pages, chapter 1 and 10 pages, chapter 3
- Cooks, L. (2019). "Food Savers or Food Saviors? Food Waste, Food Recovery Networks, and Food Justice" *Gastronomica* 19:3. Read 8 pages.
- Ramírez, M.M. (2015). The Elusive Inclusive: Black Food Geographies and Racialized Food Spaces, *Antipode*, 47(3).

**Week 10: FOOD AND/AS JUSTICE, October 27. & 29****Tues**

**Topic: food sovereignty**

**Thursday:**

- *In-Class Activity*: Building an island society.

**Readings discussed: Pick three**

Stapleton, S.R. (2019). Parent activists versus the corporation: a fight for school food sovereignty. *Agriculture and Human Values*, 36:805–817

Cooks, L. M. (2017). The End(s) of Freeganism and the Cultural Production of Food Waste. In M. Wallace and D. Carruthers, (Eds.), *Perma/culture: Imagining Alternatives in an Age of Crisis*. Routledge. 10 pages.

Guthman, J. (2008). Bringing good food to others, *Cultural geographies*, 15: 431-447. 16 pages.

Sbicca, J. Chapter 1. Inequality and Resistance: The Legacy of Food and Justice Movements.  
*Food Justice Now!* University of Minnesota Press.

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### **Week 11: FOOD AND/AS REPRESENTATION AND PERFORMANCE 11/3 & 11/5**

Tuesday:

Election Day...Food for all?

Thursday Readings discussed

- Shugart, H. (2008). Sumptuous texts: Consuming “otherness” in the food film genre, *Critical Studies in Media Communication*. 25, 68-90.
- Lindenfeld, L. & Parasecoli, F. (2018). Food and Cinema: An Evolving Relationship. In K. Lebesco & P. Naccarato (Eds), *The Bloomsbury Handbook of Food and Popular Culture*.
- Szanto, D. (2018). Performing With(in) Food, in *The Bloomsbury Handbook of Food and Popular Culture*.

Discussion questions and responses due before Thursday class

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### **Week 12 : FOOD AND AS DIGITAL MEDIA November 10 & 12**

**Tuesday:**

Activity : Food and Media. Pay attention to the ways food is represented in the media. Who is target audience? What choices are presented? What are the underlying ethics of these presentations? If you select to consume food media, analyze your consumption patterns and motivations.  
Due next class

**Reading discussed: PICK 3**

- De Solier, I. (2017). Tasting the digital: New food media. In *Bloomsbury Handbook of food and popular culture* (pp.54-64).. Bloomsbury Press.
- Fleming-Milici, F. & Harris, J. (2020). Adolescents’ engagement with unhealthy food and beverage brands on social media, *Appetite*, 146, 104501.
- Goodman, M. & Jaworska, S. (In press, 2020). Mapping digital foodscapes: Digital food influencers and the grammars of good food. *Geoforum*,
- Leer, J. (2017). Gender and Food television. In *Bloomsbury Handbook of food and popular culture*. (Pp. 13-26). Bloomsbury Press.

*No discussion posts for next week.*

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## Week 13 November 17 & 19

### Tuesday

Topic: Research Methods, catching up.

- (For your research) Tracy, S. (2013). *Qualitative research methods: Collecting evidence, communicating impact*. Chapter 5. Pp 90-106. John Wiley and Sons. (16 pages).

### Last day, November 20

Wrap up and discuss next semester, present your project plans.

### December 1: Thesis Proposal due 5:00 PM

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