The challenge of modernity is to live without illusions and without becoming disillusioned.”
- Antonio Gramsci

The aims of this course are to:

- Develop your sociological imagination and apply it to what you eat as well as to contemporary food politics.
- Become familiar with the development of the US food system.
- Analyze the outcomes of a wide array of efforts to improve the US food system through the lenses of race, class and gender.
- Improve reading comprehension of scholarly and popular texts.
- Improve research skills
- Improve writing skills for a public audience.
- Improve media and information literacy
- Develop critical thinking
- Create a productive, respectful and creative learning environment and intellectual community in class.

Required Readings
All required texts will be available on the course Blackboard site.

Class Time
Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, film, class activities, and time for individual written reflection. I encourage you to ask questions during lectures. A few guidelines:

- Come to class prepared by having done all the assigned reading and taking notes on it.
- Bring your readings (hard-copies are preferable) and notes to class every day, you will sometimes need them for small-group work.

Names and Gender Pronouns in the Classroom

We will provide an opportunity in class for every student to share their preferred name and gender pronoun (he, she, they, etc.). For example, I will ask you to call me Dr. Perkins, and to reference my gender with the words “she” or “her.” Share whatever pronoun you feel most comfortable with in a classroom setting. Please make every effort to call your peers by their preferred gender pronouns for the duration of the semester.

Keep in mind the following campus statement on federal Title IX law:

“Howard University reaffirms its commitment to provide students with educational opportunities free from sexual harassment and discrimination based upon gender, gender expression, gender identity, sexual orientation, or marital status. In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of ability, experience, effort, and performance; and (b) provided conditions for educational pursuits that are free from gender-based coercion, intimidation, or exploitation.”

### Grading

<table>
<thead>
<tr>
<th></th>
<th>Due date</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Attendance, discussion facilitated</td>
<td>We will sign up for dates in class</td>
<td>10%</td>
</tr>
<tr>
<td>and participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Reading Portfolio</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>Midnight of the day prior to when the readings are due</td>
<td>25%</td>
</tr>
<tr>
<td>Wikipedia article</td>
<td>Dec. 8, 4pm</td>
<td>40%</td>
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<tr>
<td>Reflection paper</td>
<td>Dec. 8, 4pm</td>
<td>15%</td>
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### Wikipedia

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<table>
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<tbody>
<tr>
<td>Getting started</td>
<td>See class schedule below.</td>
<td>20%</td>
</tr>
<tr>
<td>(Assignments 1-5)</td>
<td>Assignments due before</td>
<td></td>
</tr>
<tr>
<td>Draft article and peer review (Assignments 6-8)</td>
<td>class on the day listed</td>
<td>20%</td>
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<td>------------------------------------------------</td>
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<tr>
<td>In-class presentation (Assignment 11)</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Wikipedia contributions (Assignments 9-10, 12)</td>
<td></td>
<td>50%</td>
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**Discussion Facilitation**
This class will be run as a seminar in which we take turns facilitating discussion. On your assigned days, you will facilitate discussion and other learning activities of your choice to make sure students understand the reading. I encourage you to meet with me in office hours ahead of time to review the main concepts and discuss your ideas for learning activities. While you may choose to briefly summarize the key points of the reading, please avoid lengthy lectures. See Blackboard for tips on how to facilitate effective discussions.

**Annotated Readings Portfolio**
You will maintain a portfolio of your readings over the course of the semester and bring it to every class. The portfolio will consist of a heavy duty three-ring binder that will contain annotated printouts of each reading. You may choose to keep your class notes and returned response essays in the portfolio as well, but they will not constitute part of your portfolio grade. The purpose of the portfolio is to ensure that you are printing out, reading and annotating the readings each week and that you have them available for consultation in class. You will need to bring the portfolio to every class. You will turn in your binder for review at random throughout the semester.

*How to Annotate a Reading*
Annotation is more than highlighting and underlining. It means making written notes as you read to identify key terms and concepts, to flag questions that you have, and to assist you in following the arguments of the authors. This is usually done on the page of the text using underlining and circling of text and making notes in the margins. One advantage of working with printouts is that if you only print them on one side you can make more extensive notes on the blank side. Annotation helps you focus on the reading, improves comprehension, and helps you to better remember the content of the reading.

Annotation is kind of like having a conversation with a text while you read it. Some basic annotation techniques are:

- Identifying and underlining key terms, concepts and passages.
- Circling definitions.
- Writing definitions in the margins.
- Writing questions that you have in response to the text.
- Writing opinions you have about particular passages.
- Summarizing the main points of sections as you finish them.
An especially useful technique is to make an outline of the whole reading on back of the last page, dividing it up into sections and sub-sections in order to see the overall structure of the argument being made. Annotation is crucial to making a close reading of any difficult text.

Reading Portfolio Materials
In order to maintain the portfolio you will need to purchase or otherwise obtain:

- A heavy duty 1½” or 2” wide three-ring binder
- A reliable stapler
- A reliable three-hole punch

Reading Responses
You are responsible for writing one reading response for the readings covered for each class session. The response should cover all of the readings assigned for that day. These will be uploaded into the “Reading Responses” section of our class website on Blackboard as PDFs or Word documents. If you use any of the author’s words in your response, be sure to use appropriate parenthetical/in-text reference information (https://owl.english.purdue.edu/owl/resource/583/02/). Each reading response should be 300-400 words long, and should include:

1) a brief description of the key points made in that day’s readings
2) your analysis of the readings
3) any questions you may have

Over the course of the semester you will write reading responses for every day of class except the first day of class and the last day of class (between, and including, Aug. 23 and Nov. 27). You may upload your responses until 11:59pm of the day prior to when the readings are due, when Blackboard will close the assignment. Late responses will not be accepted. You may miss three reading responses without penalty. These three "passes" are designed to accommodate disruptions to your studies that are outside your control such as illness, deaths in the family, and other emergencies. If you complete readings responses for all of the readings, you will receive 2 extra credit points towards your final grade.

Attendance and Late Assignments

- All students are expected to attend classes regularly and promptly. It is especially important to attend the FIRST meeting of each class. It is there that you will receive much of the information critical to your success in the class – syllabi, handouts, names of textbooks, instructor contact information, class format, etc.
- Attendance will be taken in this class. I expect you to attend class regularly, but do not need to know your reasons for any missed days. If you are absent from classes, you are still responsible for the work missed and the announcements made.
- Assignments worth 5% of hour total class grade or less may be turned in up to 48 hours after the time they were due for half credit. Assignments turned in after this time period do not get any credit.
Communications

• The less time I spend responding to individual e-mails, the more time I have to prepare for leading a high-quality class. To that end, before you send me a question via e-mail, first check my syllabus to see if the information you want is listed there. Also, I will not respond to questions about the concepts covered in class via e-mail. These are best asked in class or office hours.

• I will use Blackboard to send periodic class announcements via e-mail. You may set your Blackboard account to whatever e-mail account you use most frequently. Plan on checking this account daily.

• Please turn your cell phone off and leave it in your bag for the duration of class.

Plagiarism

• Any act of academic misconduct, such as cheating or plagiarizing on exams, is a serious violation of the University’s norms of conduct. Students who plagiarize or cheat on assignments or exams receive an F in the course and will be reported to the Dean of the College of Arts and Science for further sanctions, including possible suspension from the University. Read the Academic Code of Student Conduct for more information: https://www.howard.edu/policy/academic/student-conduct.htm

Disability

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact the Dean for Special Student Services (202-238-2420) as soon as possible after admission to the University or at the beginning of each semester. Please document and discuss your disability with me during the first week of classes. Find more information about how to get academic accommodations here http://www.howard.edu/specialstudentservices/.

Resources

• Tutoring for General Education classes http://undergraduatestudies.howard.edu/cae/tutor-clearinghouse

• Writing tutoring for any class: http://www.coas.howard.edu/writingcenter/

• How to get tested for a learning disability: https://www.howard.edu/specialstudentservices/DisabledStudents.htm

• Howard University Counseling Service
  https://www.howard.edu/services/counseling/nav%20links/services.html

• Academic counseling and choosing a major http://undergraduatestudies.howard.edu/cae/

• For your questions about using Blackboard
• For help finding information, ask a librarian!
  http://library.howard.edu/content.php?pid=485081&sid=3987279#14737326
• Tips on how to study effectively
  http://www.howtostudy.org/index.php
Class Schedule

Aug 21

Unit 1: Origins of the US Food System

Aug. 23

Aug. 25: Project Day

Aug. 28
Due - Assignment 1: Get started on Wikipedia

Unit 3: Labor

Aug. 30

Sept. 1: Project Day
Due – Assignment 2: Evaluate Wikipedia

Sept 4: Labor Day, no class

Sept. 6
Sept. 8: Project Day

Due – Assignment 3: Add to an article
Training session with librarian, Ms. McKenzie. Meet Founders Library first floor, Pollack Room at end of hallway near restrooms.


Sept. 11:


Sept. 13


Sept. 15: Project Day

Due – Assignment 4: Choose your topic/find your sources
Screen: The Price of Sugar

Sept. 18


Unit 3: Industrialization

Sept. 20

Sept. 22: Class cancelled for Convocation
Due – Assignment 5: Revise your list of sources

Sept. 25:

Sept. 27:

Unit 4: Land
Sept. 29: Project Day
Due - Assignment 6: Draft your article

Oct. 2

Oct. 4 (facilitator: Walter)
• Optional

Oct. 6: Project Day
Expand your draft

Oct. 9

Columbus Day/Indigenous People’s Day

• Optional:

Unit 5: Consumption

Oct. 11


Oct. 13: Project Day

Due – Assignment 7: Complete first draft

Oct. 16


Oct. 18 (facilitator: Sheena)


Oct. 20: Project Day

Due – Assignment 8: Complete peer review
  - “Radical Consumerism.” Pp. 29-42

**Oct. 23 (facilitator: Ayana)**


**Oct. 25**


**Oct. 27: Project Day**

*Due - Assignment 9: Revise and request instructor review*


**Oct. 30**


**Nov. 1 (facilitator: Jamaica)**


• Optional:

**Unit 3: Hunger**

**Nov. 3: Project Day**

*Instructor gives back comments*

Nov. 6

Nov. 8

Nov. 10: Veteran’s Day, no classes

*Due – Assignment 10: Move your work to Wikipedia (live)*

Nov. 13

Nov. 15:

Nov. 17: Project Day

Nov. 20 (facilitator: Gabrielle)

Nov. 22: Classes suspended at noon, no class

Nov. 24: Thanksgiving holiday

Nov. 27:

Nov. 29: Presentations
Due: Assignment 11: In-class presentations

December 8, 4pm
Due – Assignment 12: Final Wikipedia article “due”
Due – Assignment 13: Reflection paper