



# Core Curriculum Supplement

Academic Unit / Office SOCIOLOGY

Catalog Year of Implementation 2018-2019

Course (Prefix / Number) SOC / 3360 Course Title Sociology of Food

### Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Social and Behavioral Sciences (80)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	Select current category listing status:	List under the Component Area Option ONLY.

**Core Proposal Rationale** - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

To meet core curriculum requirements associated with writing in the discipline.

### Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

**Critical Thinking:** This course will require students to write three papers as well as weekly online assignments. Although different papers have different lengths, students will ultimately write a total of 4000 words, not including what they contribute to weekly blackboard assignments. Written assignments will require students to learn to apply abstract concepts and theories to real life situations and in doing so, they will learn how to use theory to solve real-world problems. See the attached assignments for details.

**Communication:** The written assignments mentioned above will demand students to clearly convey their ideas in writing. Moreover, blackboard discussions will require students to learn how to engage the ideas of others in interaction. See syllabus for more details about discussion posts.

**Empirical & Quantitative Skills:** The written assignment will have students engage in qualitative analyses of various food-related cultural artifacts and social structures. These assignments will have students use course materials to guide an empirical investigation into issues related to class divisions around food, social food justice and fairness, food insecurity, and/or issues of sustainability. For example, one assignment will have students compare and contrast two food providers at UH after engaging in an ethnographic investigation of each. Thus, these assignments will have students use class concepts to inform how they collect and analyze empirical, qualitative data.

Social Responsibility: The course aims to (1) advance the students awareness of sociological concepts; (2) develop research methodologies by focusing on ethnographic methods; (3) explore how food and foodways can be a means of studying society; (4) explore the ways in which food practices both reflect and refract social inequalities; and (5) explore how food practices create meaning and act as symbolic indexes of society and culture. These objectives will be met with writing assignments that demand students critically reflect on these ideas.

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**When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).**

# **Sociology of Food and Eating**

Sociology 3360

Hybrid – F2F Meeting day:

**Instructor: Dr. Stella Grigorian**

**Office: PGH 473**

**Phone: 713-743-3960**

**Email: \*\* Note: all communication must be done through Blackboard Learn Messaging ONLY** – you need to access the course's Blackboard Learn site and then use the messaging tool in Blackboard Learn. Using any other email, including my UH email address, does not guarantee a response. Once again, all course matters/communication with the Professor and the TA need to be conducted through BBL.

**Prof Office Hours:** Tuesdays 2-3:30 PGH 473. Office hours are meant either to get more in depth answers to questions you may have over the course materials, or, to get clarifications on individual issues of grades and/or submissions of assignments. It is often hard to answer such questions right before or after class. Each question is important and deserves attention. If you have a quick question about class logistics, message the TA in Blackboard Learn (BBL). If you have a concern or would like to discuss course material, you can either stop by during office hours or message me in Blackboard. If any other time is needed other than the office hours, you will need to make an appointment with me in advance.

**Teaching Assistant and Office Hours:** Ms. Erian Aquil, Office Hours: Wednesday 1:30-3:30pm in the Sociology Graduate Student Offices, 4<sup>th</sup> floor PGH. Contact the TA through Blackboard Learn message tool. You need to contact the TA (**and not me!**) for clarification of course requirements, procedures or dates. If she is the one who grades your submitted written work, then, you will need to contact her first if you have a question about grades. Copy me on any message that you send to the TA and then contact me if your question or issue does not get resolved.

## **Course Description:**

This is an upper-level undergraduate survey course exploring the relationship between food and society. The course suggests that a study of food and its production, distribution and consumption, its symbolism and history, its implications for health and well-being, its control in political struggles and more offers a particular means and approach to the study of society and culture. The premise of the course is that what we eat/how we eat/with whom we eat says far more about us as social beings than it does about ourselves as biological beings in need of nutrition and that it says far more about how our own individual choices and preferences are a reflection of broader socio-cultural contexts. Food and foodways are analytical tools that can be used to study socio-cultural organization, meanings and relationships. Within this context, particular attention will be given to exploring in detail certain foods and food movements. By the use of several

texts, supplementary readings, videos and websites, the students will learn not only about differing foodways, but also, explore sociological concepts.

**Course Objective:**

The course aims to 1) advance the students awareness of sociological concepts; 2) develop research methodologies by focusing on ethnographic methods; 3) explore how food and foodways can be a means of studying society; 4) explore the ways in which food practices both reflect and refract social inequalities; 5) explore how food practices create meaning and act as symbolic indexes of society and culture; 6) develop critical thinking skills; 7) to develop quality writing skills that communicate concepts and research

**Course Format:**

This is an upper level **hybrid** sociology course which also requires a fair amount of writing assignments. With the required paper assignments and online discussion post, you will be expected to write anywhere from 5000 to 6000 words during the course of the term. All of your writing assignments will receive feedback.

As a hybrid course, it will meet once a week face-to-face (F2F). During the F2F time, about  $\frac{3}{4}$  of the class period will be used for lecture during which time key points in the reading will be presented as well as new supporting information. The other  $\frac{1}{4}$  of the time will be spent on class discussion or addressing relevant questions. If any student questions remain, they are encouraged to post the question in BBL discussion or message in BBL. All questions will be answered in a timely manner.

During some F2F classes, there will be films and in others, there will be group discussions based on assignments.

The second component of this course will be online or “off campus” required activities such as BBL discussions or review of internet websites.

Students will be put in BBL groups and on some occasions will interact with group members in classroom discussion/activities or online discussions/activities.

Remember that the readings listed on the syllabus/reading schedule are for the entire week, so, they are a week’s worth of reading rather than just a class session’s. It is imperative for the learning process and for your success in this course to **do the readings before the class** on which they are assigned. To succeed in this course, and to really, really learn and not waste your time, you must not only read independently, but, also **attend classes, listen and take notes.** As such, it is very important that you make the commitment to attend class.

**\*\*\*As a hybrid course,** this course also demands a great deal of motivation on the student’s part to time-manage, be self-motivated, organize and space out the requirements of the week so that it is not left to be done all in one day or done all the day before class.

### **Required Book:**

Guptill, Amy E and Denise A. Copelton, Betsy Lucal. 2013. *Food and Society: Principles and Paradoxes*. Cambridge, England: Polity Press.

Johnston, Josee and Shyon Baumann. 2010/2015. *Foodies: Democracy and Distinction in the Gourmet Foodscape*. New York: Routledge.

Shershow, Scott Cutler. 2016. *Bread*. New York: Bloomsbury.

There will also be additional readings, some required, some recommended. Those will be found on UH databases or on our course Blackboard Learn site. Make sure to know how to use UH databases. Ask our TA or me if you are not familiar with databases.

### **Requirements:**

**\*HYBRID Course:** Often students are unclear as to what is expected of them in a hybrid course. A hybrid course, while meeting F2F only once during the week for 1-1/2 hours, has the same amount of work as a traditional 3 hour course. The difference is that in addition to the regular homework/reading assignments, students will still need to do something for the other 1-1/2 hours. Generally, the other 1-1/2 may be used to review websites, read even more material, or visit places or engage in online discussions. The way I imagine how you will time-manage your requirements for this class is in the following way:

1-1/2 hours/week spent in class, F2F

1-1/2 hours/week spent either reviewing a website and doing an online discussion or a short write-up, or, visiting a place and doing a short write-up, or doing extra reading

3-6 hours/week reading course materials, taking notes, trying to glean the main arguments and reflecting on the readings and other course material, exploring assignment topics

**Attendance:** Attendance is an absolute requirement. **Attendance will be taken each and every class day.** Attendance will be taken at different times during the F2F meeting. If a student is consistently late or signs in and then leaves, they will not get credit for that day. As indicated below, there are penalties for absences. Check below for how the grade for attendance will be calculated and for the penalties for absences. If you miss a certain number of class days, you run the risk of being dropped from the course by me. Be aware of this grade policy. Attendance will be 10% of your overall course grade. It is expected that readings listed in the reading schedule will be done prior to the day that they are assigned.

\*\*\* Also note: those students who do not come to the first day of class will be counted absent and it will be up to the student to get clarifications on course requirements and course logistics from other students.

**Online Blackboard Weekly Assignments:** A total of 7 weekly assignments will be given in Blackboard. Students must complete 5 out of the 7 to receive full credit. Each assignment should be at least 200 words to 300 words. Submissions, even if just a paragraph long, must be proofread, spellchecked and grammatically correct. Each assignment will be due ???. No late assignments will be accepted.

**Short Papers:** Students will be required to do 3 short papers. Different papers have different lengths with some being between 800-1000 words and others being between 1200-1500 words. With the 3 papers, you should expect to write a total of 4000 words. Details of the paper purpose and rubric will be provided.

**Exams:** 2 exams will be given in class. Each exam will consist of short answers and a single essay.

### **Dates to Remember** -

#### **Course Grade:**

Attendance	10%
3 papers (@15%)	45%
Exams (2 @ 15% each)	30%
Online weekly assignments 5/7 (5 @ 3% each)	15%

#### **Grading Scale:**

93 – 100: A/	90 – 92: A-		
88 – 89: B+ /	83 – 87: B	/	80 – 82: B-
78 – 79: C+ /	73 – 77: C	/	70 – 72: C-
68 – 69: D+ /	63 – 67: D	/	60 – 62: D-
Below 59: F			

## **Course Policies**

### **\*\*\*Absences**

Because this is a hybrid course, class attendance is essential and as such, attendance will be taken during each F2F meeting day. Excessive absences not only limit your understanding of the material, but usually can also hurt/disrupt the class as a whole. Class attendance and *your* participation are important parts of the educational process in this course. However, having said this, I am aware that because of illness or an unforeseen crisis, attendance at every single class may not be possible. **One absence will pass without mention. Please do not bring notes or other excuses. Additional absences (assumed excused or not – so, I do not need to see a doctor’s note) will lower your attendance grade and your final course grade.** So, everyone

starts out with a 100 for attendance, but, after the second missed class (the first one is a freebie), the grade drops to a 90, the 3rd will result in an 80, the 4<sup>th</sup> will result in a 70, and the 5<sup>th</sup> absence will result in a 60. NOTE that the 6<sup>th</sup> absence WILL NOT give you a 50 but a “ZERO” for attendance.

**\*Very important note: If you miss a 7<sup>th</sup> class you will be dropped from the course no matter what other grades you have.** If you are facing a particular situation that will result in an inordinate number of absences or an inability to complete assignments on schedule, please let me know as soon as possible and not after the assignment is due or at the end of term. I will be willing to discuss the matter and see how it can be resolved.

### **Student’s Use of Technology**

There is a zero tolerance for the use of cell phones in the classroom. You may not get a call; make a call or text message while in class. You may not use your phone to access course information. Please turn off your cell phones and put them away. If you use your cell in class, you will be called on it and you may be asked to leave the classroom. If you are asked to leave, then, I will deduct 1% from your final course grade. If this situation happens a second time, I will deduct 5% from the overall final course grade. Laptops can be used to take notes. However, if you are seen to be surfing the web or checking emails, then you will be asked to put the laptop away. The same cell phone grade penalties will apply for improper use of laptops. Habitual use of technology, not directly for classroom purposes, will result in a lower overall course grade. If you are using laptops and your grades are faltering, then, you will be asked to put the laptop away.

**\*USE OF CELL/SMART PHONES IN CLASS WILL NOT BE TOLERATED FOR ANY REASON.** Please understand and respect this policy. If you are using a cell phone for any purpose during class, do not be surprised if you are called on and asked to leave.

### **Changes to the Syllabus**

The dates on the schedule represent my best estimate of the time we will give each text/chapter/topic. Dates will change if we choose to devote more or less time to one of the readings. While every effort will be made to adhere to the schedule, given class needs or unforeseen circumstances, slight changes will be made to reading requirements or due dates for turning in assignments. Exam and discussion dates should remain as indicated in the syllabus/reading schedule. Every effort will be made to keep students abreast of syllabus and due date changes through announcements in BBL. Always check the announcements. Students should always plan on reading the listed materials for that class day or have the assignments done by the due date listed in the syllabus.

### **Late Assignments and Where to turn in Assignments**

As explained earlier in the syllabus, written online assignments are due on the day/s indicated on the syllabus. All assignments must be turned into the appropriate Blackboard. The assignments **cannot** be emailed to the UH address or emailed/messaged in Blackboard. To avoid last minute problems with IT (either your computers or the UH servers) make sure to give yourself enough time to turn in the assignments before the deadline. No late assignments will be accepted

### **Make-up Exams -**

Exam dates are set, and will change under very extra-ordinary circumstances impacting the entire university. Please review the dates and make sure that you will attend on those days. Remember that make up exams will only happen in rare and documented cases. Students need to contact the

professor prior to the scheduled time of the exam or immediately afterwards explaining the circumstances for needing a make-up. Make-up will only take place at the discretion of the professor, will be taken within the week and is based on the availability of the TA or professor.

### **Asking About Grades**

To ensure that the instructor and the TA properly address a question, students should not ask about their grades before and after a class session. Questions about particular grades must be done through BBL message or during office hours. Also, there is a two week window from the time the grade is released to inquire about why a particular grade has been given. Questions after this time period will not be addressed unless there is some mistake in the recording of the grade. Do not ask for clarification in November about a grade received in September.

### **Proofreading Policy**

All written work, whether a writing assignment, or a discussion or a message/email, need to be proofread for spelling and other mistakes. Do not just rely on spell check. In addition, messages and emails must follow proper etiquette and guidelines. Address who you are messaging/emailing and use a sign off.

### **Messages and Emails**

Students must use BBL message to communicate with the instructor and the TA. Students must not email the instructor or the TA through the UH email address. In addition, students may not message or email other students in BBL unless they have the permission of the other student. No student may mass message or email the class using BBL.

### **Drop from one Course/Withdrawal from all Courses**

The last date for drops without penalty is listed in UH's fall 2016 academic calendar. **Sept 7, 2016 is the last day to drop without a grade and without the drop counting against the enrollment cap. Oct 28, 2016 is the last day to drop with a "W," but, note that this drop will count towards the enrollment cap.** It will be the student's responsibility to drop/withdraw from the course. Failure to do so will result in a final course grade that will reflect all of the course work completed by the last day of classes, even if that grade is calculated to be an "F."

### **Incompletes**

A grade of "I" is granted *only* when a **documented emergency** arises late in the semester. A student must have attended regularly and been in good standing. An "I" is *not* an option for someone who has been behind all semester.

### **Students with Disabilities**

If you have a disability that requires special accommodation, you must:

- . talk with the Disabilities Coordinator at CSD
- . then, talk with me and we'll make all necessary arrangements.

You must do this at the start of the semester, or as soon as possible after the disability is diagnosed during the semester.

### **Academic Honesty Policy**

As a UH student, you are responsible for knowing and observing the University's standards for academic honesty, which are set forth in the UH *Catalog* and UH *Student Handbook*. Knowledge of these rules and rules governing plagiarism (see below) are your responsibility, and a lack of familiarity with the rules does not excuse one the offense.

### **Plagiarism**

The most serious breach of academic integrity is handing in others' work as your own. Any words, phrases, or sentences taken from another text *must* be enclosed in quotation marks. Whether you are quoting word for word or borrowing an idea and putting it in your own words, you *must* credit your source. Anti-plagiarism software will be used. All instances of plagiarism will be referred to the Dean of Students. If you plagiarize on a submitted work or if you cheat, you will get a "0" for the assignment and may or may not fail the course completely. The plagiarism will also be reflected on your permanent academic record. Please understand what is meant by plagiarism. If you do not understand, you must ask. Once you have committed plagiarism, you cannot say that you did not know what it meant.

### **Campus Carry Law - SB11**

While I along with the overwhelming majority of UH faculty believe that "weapons designed to end human life have no place in the academic life of the University, except when carried by the duly authorized law officers," we also recognize that SB11 is law and we will abide by it. Having said this, all students are encouraged to be familiar with SB11. The law allows for the concealed carrying of handguns to classrooms by legally licensed gun holders. You can find out info and the relevant rules on the UH website: <http://www.uh.edu/police/campuscarry/faq.html> .

## **SOC 3360: SOCIETY AND FOOD**

### **SCHEDULE OF READINGS AND ASSIGNMENTS**

**Refer to Blackboard Learn Reading/Assignment schedule for details.** The instructor reserves the right to make appropriate changes in the syllabus depending on the needs of the class. If there are any changes, students will be informed of the changes and reasons for the change in a timely and proper manner. Readings and access to websites will be assigned weekly. It is the student's responsibility to keep updated on course information if he or she is absent or arrives in class late.

#### **A. Weeks 1-8: Meaning and Identity**

**Week 1 – Aug 22** "What's on the Menu? Getting Started  
Reading: *Bread*, Chapter 1 and 2

**Week 2 – Aug 29** "Ingredients" Core Concepts  
Reading: *Bread*, Chapter 3 and 4  
Guptill, Chapter 1

**Week 3 – Sept 5 – Labor Day – No F2F class but there is an online assignment for the week** "First Course: We are What We Eat" Identity Construction  
Reading: *Bread*, Chapter 5 and 6  
Guptill, Chapter 2

**Week 4 – Sept 12** “Tell me What you Eat and I Will Tell You Who You Are” Identity Construction Cont’d

Reading: Pilcher, Mexican Tortillas, PDF provided in Blackboard  
Suggested Reading: Meigs, “the Social Construction of Food” PDF available on Blackboard

**Week 5 – Sept 19** “Let them Eat Cake” – Bread and the Lack of It

Reading: *Bread*, Chapter 7, 8, 9  
In Class Film: *People Like Us: Class in America*

**Week 6 – Sept 26** “Bread as the nation and as the world”

Reading: Jensen, “Algerian Bread ...” PDF provided in Blackboard  
Suggested Reading: Counihan, “Bread is the World” JSTOR database

**Week 7 – Oct 3** “Bread as a movement”

Reading: Belasco, “Bread as Counter Culture”, PDF provided in Blackboard

**Week 8 – Oct 10 – EXAM 1** “Regurgitation” or “Cleansing of the Palette”

## **B. Weeks 9-15: Social Movements and Food Justice**

**Week 9 – Oct 17**

Reading: *Foodies*, Chapter 2  
Guptill, Chapter 4

**Week 10 – Oct 24**

Reading: *Foodies*, Chapter 3 and 4  
Food Log and Write-up is Due

**Week 11 – Oct 31**

Reading: Guptill, Chapter 6 and 7  
Get together in class with group to plan Class Feast

**Week 12 – Nov 7**

Reading: *Foodies*, Chapter 5  
Guptill, Chapter 8

**Week 13 – Nov 14**

Reading: Guptill, Chapter 9

**Week 14 – Nov 21**

NO READINGS  
CLASS FEAST

**Week 15 – Nov 28 – EXAM 2**