

# Anthropology of Sustainable Food

ANTH4999/SOC4999

Spring 2020  
T/Th 1:40-2:55pm  
Brock 405



Demonstrators in Orlando protesting Publix's refusal to join the Fair Food Program, which includes a \$0.01/lb premium on tomatoes. The premium increases wages of tomato pickers from around \$10,000/year to around \$16,000/year. Walmart now pays the extra penny. So does McDonald's. As does Whole Foods, Burger King, and Chipotle.

**Course description.** Where does our food come from and who produces it? What are some of the main problems in our food system and how have people proposed solving them? What can studying food systems anthropologically reveal about relationships between culture and power? This class takes an anthropological approach to the study of food and food systems, centering the question of sustainability.

Eating is more than sustenance. When we produce, prepare, and consume food, we communicate meaning, construct identities, and maintain social bonds. This makes eating not only a physiological act, but also a social and cultural act. At the same time, the food we eat comes from somewhere and is produced by someone: eating is an agricultural, environmental, and ethical act.

We will study current food system problems, including industrialized food, fast food, globalization, McDonaldization, and food deserts, as well as proposed solutions to these problems, including slow food, fair trade, organic, food sovereignty, farmers markets, consumer justice, and nutritional assistance. An anthropological approach frames both problems in the food system *and* proposed solutions to those problems as deeply embedded in cultural systems and uneven power dynamics. We will ask questions like: Can eco-labels (e.g. fair trade, organic) solve systemic food system issues? Are farmers markets exclusive or inclusive spaces? How can nutrition assistance reinforce existing relations of power?

**Instructor.**

Prof. Emma McDonell  
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Office: Brock 307

**Office Hours.** My office hours are from 11am-1pm on Tuesdays in Brock Hall 307. Drop in or sign up for an appointment here. I encourage you to visit office hours with any questions about course material, your studies at UTC, your professional plans, or any personal matters that arise during the semester. I am also happy to talk to you about ideas, outlines, or confusion related to your assignments during office hours. If you cannot attend my office hours due to a scheduling conflict, please e-mail me and we will find a different time to meet.

**Course Prerequisites.** ANTH1200 or departmental approval.

**Course Goals.** Upon successful completion of this course, you will be able to:

- 1) Identify key characteristics of our contemporary global food system
- 2) Analyze problem and solution narratives related to our food system, and more specifically, how the stories we tell about a food system problem affect how what solutions seem possible
- 3) Identify how power asymmetries manifest and are reinforced in and through food systems
- 4) Discuss the diverse culturally situated ways people think about “good food” and critically reflect on your own culturally situated understandings of “good food”
- 5) Communicate about the complexity of food systems to diverse audiences, including classmates and the general public

**Skill-based Goals.** Upon successful completion of this course, you will be able to:

- 1) Read texts critically, analytically, reflectively, and efficiently
- 2) Debate abstract theoretical ideas while drawing upon evidence
- 3) Develop a research project while managing your time and completing tasks in an organized fashion
- 4) Review a body of literature, concisely summarizing and fitting together distinct but related texts while locating patterns and gaps
- 5) Develop a podcast from scratch in small groups

**Formatting.** All assignments except reading responses need to be submitted as Word documents and must be double-spaced, 12-point Times New Roman font with 1-inch margins and citations must be in Chicago author-date format). Each assignment must contain a header that contains follows the following convention:

Scrappy Moc, Judith McBudney, Christopher Wallace  
Anthropology of Sustainable Food  
Annotated Bibliography  
January 1, 2020  
Word count: 944

**Assignments.** This class includes reading responses and a final group project, which is comprised of seven separate deadlines.

## 1. Reading responses

The best way to understand the readings and be prepared to discuss them in class is to write about them. Each week, I will have a question or two about the readings for you to respond to in a short response paper. There are 13 responses, of which you need to complete 8. Each response is worth 6 points. You are responsible for doing all the readings for the class, but you only need to *write* about some of them. This is about practicing time management: saving all the responses for the end of the semester when you also have the podcast assignment will not work out well for you. Readings responses are due Tuesdays at 1pm. It's also worth noting that the questions I provide are useful as guiding questions for reading, so even if you do not plan to write a response on a particular week, you should read the prompt to help guide your own readings of the text.

## 2. Podcast Project

During the second half of the semester we will work in small groups to develop podcasts on a topic that somehow relates to food and power. Possible topics include food insecurity on UTC's campus, food deserts in Chattanooga, the meaning of "farm to table" among local restaurateurs, the potential and challenges of urban gardening in Chattanooga (but it's up to you so be thinking about projects that interest you). The best projects start with a question (e.g. how are farmers at the Chattanooga Market dealing with increasing climate uncertainty?). I will provide an assignment sheet with much more detail about the project, which has details about expectations for each checkpoint.

### Podcast dates table.

Friday, <b>February 7</b> , 11:59pm	Prospectus deadline
Friday, <b>February 15</b> , 11:59pm	Blueprint/Meeting deadline
Monday <b>February 24</b> , 11:59pm	Annotated Bibliography deadline
Monday, <b>March 2</b> , 11:59pm	Interview Protocol deadline
Tuesday, <b>March 3</b> , during class	Studio Instruction Day
Monday, <b>March 23</b> , 11:59pm	Interviews Recordings/Script Outline deadline
Monday, <b>April 6</b> , 11:59pm	Script deadline
Tuesday, <b>April 7</b> , during class	Studio Workday
Monday, <b>April 22</b> , 11:59pm	Final Podcast deadline
Thursday, <b>April 23</b> , 1-3 pm	Podcast listening party!

**Learning Communities.** On the first day of class, you will be assigned to a Learning Community. The Learning Community model will ideally help a class of 30 feel more six classes of five. In class activities will also often take place with your Learning Community. You need to sit with or near your Learning Community during class as we will be working with our Learning Communities frequently. Once we get into groups for the Podcast Project, your project group will become your Learning Community.

### **Evaluation.**

<b>Assignment</b>	<b>Points</b>
<i>Participation/ attendance</i>	52
<i>Reading responses</i>	48
Podcast project (100 total)	---
<i>Prospectus</i>	5
<i>Blueprint/ Meeting</i>	10
<i>Annotated Bibliography</i>	10
<i>Interview Protocol</i>	6
<i>Recordings/ Outline</i>	8
<i>Script</i>	15
<i>Final podcast</i>	45
<b>Total</b>	<b>200</b>

**Participation and Attendance.** This is a discussion-based course and as such a large portion of your grade is based in attendance and participation (approx. 25%). Showing up to class is important, but not enough to get full participation credit. You need to make thoughtful comments, ask questions, and actively participate in class discussions and activities, all while respecting classmates. You need to be present in class – not just physically but mentally, and this means actively listening to classmates and focusing on class activities. The basis of effective class discussions is respect and the trust that is built from respect. As such, I expect all of us, me included, to respect others through listening and acknowledging that different perspectives we have and experiences we come to the classroom with. To get full participation credit you will need to make at least one thoughtful remark or ask one thoughtful question each week. Sometimes, we will do in-class activities and the quality of your engagement will figure into your participation grade. Tardiness will affect your comportment points, and if you are more than 15 minutes late on a given day you will miss all participation points for the day. Two unexcused absences are permitted over the course of the semester. There are 28 non-exam days and you are allowed two unexcused absences, so you can earn 52 possible points for participation/attendance (2 possible points per day).

**Excused absences.** For an absence to be excused, you need a signed note from a medical authority or the [Student Outreach Office](#), which verifies unanticipated major events, like family deaths. You should email me about this absence and attach an image of the note. Note that if you have over 8 absences, you cannot pass this class.

**Technology in the Classroom.** Using a laptop in the classroom is a privilege – one that can and will be taken away if abused. Your screen needs to be on class content at all times, and not email or messenger or NFL games or Amazon or anything else. If it's clear that your laptop is becoming a problem, the privilege will be revoked. If you need to use the laptop to facilitate learning (e.g. for quick translation if your first language is not English) please let me know.

**Technology Support.** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

**The Writing Center.** The Writing and Communication Center, located on the third floor of the library in room 327, offers UTC students free help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants from

across the disciplines, helps writers brainstorm, outline, organize ideas, develop arguments, learn a particular citation style, and practice speeches or presentations. Consultants also offer assistance with grammar and style. The WCC's goal is for you to leave the WCC with more confidence and a plan for revising your work. Walk-ins are welcome on a first-come, first-served basis. For a guaranteed consultation, make an appointment. Just visit our front desk, call us at 423-425-1774, or use our online appointment system: [utc.mywconline.com](http://utc.mywconline.com).

**Materials.** There are no required texts for this class. All reading materials will be made available as PDFs on Canvas or as URL links. However, if you don't like reading on a screen, I suggest you purchase the following books:

- Mintz, Sidney W. 1985. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.
- Pollan, Michael. *The Omnivore's Dilemma: A Natural History Of Four Meals*. New York: Penguin Press, 2006.
- Heller, Chaia. 2013. *Food, Farms & Solidarity*. Durham: Duke University Press.

I have assigned a number of podcasts. While I include the URL to the podcast's website, it's probably easier for you to get a podcast app on your phone or tablet so you can listen on the go. Apple Podcasts, Stitcher and Overcast are good options.

**Late Assignments.** For each day after the deadline, the assignment will lose 10% of the final score.

**Academic Honesty.** If you use someone else's ideas without properly crediting their work, you are committing plagiarism. This is very easy to detect. You will fail the assignment, and you may also fail the entire course. I am required to report plagiarism to the academic authorities who will decide how the case proceeds. For more information on UTC's academic integrity policies, see [this site](#). I also encourage you to check out [this](#) excellent webpage from University of North Carolina's Writing Center that explains what plagiarism is and how to avoid it. If you are concerned about the possibility of plagiarism in any work you produce for this class, please talk to me before you hand in an assignment. I will be happy to advise you on how to quote or paraphrase material to avoid academic dishonesty. UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

*Honor Code Pledge.* I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

**Communication with me.** I welcome questions and comments (and suggestions) about the course material and assignments. The best way to reach me outside of class and/or office hours is via e-mail: [emma-mcdonell@utc.edu](mailto:emma-mcdonell@utc.edu). I will do my best to respond to all e-mails within 24 hours, though outside the hours of 9am and 5pm, as well as over weekends and holidays, my response time will likely be slower. If you have a question or doubt, it is critical to communicate with me. Please bring your concern to my attention as early as possible, so that it does not become a bigger problem. Please do not message me through Canvas.

**Course Learning Evaluation.** Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations. We will also do an in-class midterm evaluation part way through the semester.

**Course Schedule.** Please note that this schedule is subject to change with reasonable anticipation. You are responsible to completing assignment material before class the day it is assigned.

## **Part I: Meta-narratives of the problems**

### **Week 1. Introductions**

#### Tuesday 1/7

- Read syllabus before class
- [Introduction] Pollan, Michael. *The Omnivore's Dilemma: A Natural History Of Four Meals*. New York: Penguin Press, 2006.

#### Thursday 1/9

- Schlosser, Eric. 2001. Excerpts from "Fast Food Nation." *The Guardian*, April 7, 2001.
- "Back to Basics: Kingsolver Clan Lives off Land." 2007. NPR. April 29, 2007. MP3 audio, 7:00.
- *\*Recommended\** Kingsolver, Barbara. 2007. *Animal, Vegetable, Miracle*. New York: Harper Collins Publishers.

### **Week 2. (Un)sustainable food**

#### Tuesday 1/14

- [Split up Part I among Learning Community] Pollan, Michael. *The Omnivore's Dilemma: A Natural History Of Four Meals*. New York: Penguin Press, 2006.
- Graber, Cynthia, and Twilley Nicola. 2019. "Running on Fumes: Strawberry's Dirty Secret." *Gastropod*. August 27, 2019. Podcast, MP3 audio, 48:42.
- *\*Recommended\** Manning, Richard. 2004. "The Oil We Eat." *Harper's Magazine*, February 1, 2004.

#### Thursday 1/16

- Douglas, Leah. 2019. "Big Ag Is Pushing Laws To Restrict Neighbors' Ability To Sue Farms." NPR, April 12, 2019.
- *\*Recommended\** Surowiecki, James. 2008. "The Perils of Efficiency." *The New Yorker*, November 17, 2008.

- *\*Recommended\** Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side Of The All-American Meal*. Boston: Houghton Mifflin.

## Part II: Historical and theoretical foundations

### Week 3. A food systems perspective

#### Tuesday 1/21

- [read introduction, Chapter 1, Chapter 2] Mintz, Sidney W. 1985. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books.

#### Thursday 1/23

- Cronon, William. “Pricing the Future: Grain” *Nature’s Metropolis*. New York: Norton 97-147.
- *\*Recommended\** Goody, Jack. 1982. “Industrial Food: Towards the Development of a World Cuisine.” An excerpt from *Cooking, Cuisine and Class: A Study in Comparative Sociology*. New York: Cambridge. (72-90)
- *\*Recommended\** Philpott, Tom, Raj Patel and Rebecca McInroy. “Sidney Mintz Extended Interview.” *The Secret Ingredient*. September 22, 2017. Podcast, MP3 audio 1:26:36.
- *\*Recommended\** Freidberg, Susanne. 2009. *Fresh*. Cambridge: Harvard University Press. (1-18)

### Week 4. Taste and class

#### Tuesday 1/28

- Bourdieu, Pierre. 1984. Excerpt from *Distinction: A Social Critique of the Judgement of Taste*. Translated by Richard Nice. (from Food and Culture Reader, 31-59).

#### Thursday 1/30

- Jordan, Jennifer A. 2007. “The Heirloom Tomato as Cultural Object: Investigating Taste and Space.” *Sociologia Ruralis* 47 (1): 20–41.

## Part III: Eating slow, eating local

*\*Prospectus due Friday, February 7, 11:59pm\**

### Week 5. Slow Food, authenticity, and agrarian imaginaries

#### Tuesday 2/4

- [Read Prefaces and Manifesto] Petrini, Carlo, and Alice Waters. 2004. *Slow Food: The Case for Taste*. Translated by William McCuaig. Arts and Traditions of the

Table: Perspectives on Culinary History Series. New York: Columbia University Press.

- Slow Food International. *Ark of Taste* (click “Go to Catalog” and select a product that interests you to tell us about in class on Tuesday)
- Stiles, Kaelyn, Ozlem Altioik, and Michael M. Bell. 2011. “The Ghosts of Taste: Food and the Cultural Politics of Authenticity.” *Agriculture and Human Values* 28 (2): 225–36.
- *\*Recommended\** Zuppello, Suzanne. 2018. “Slow Food’s Elitism Only Fueled My Craving for McDonald’s.” *Eater*, October 18, 2018.
- *\*Recommended\** Popham, Peter. 2009. “Carlo Petrini: The Slow Food Gourmet Who Started a Revolution.” *The Independent*. December 10, 2009.
- *\*Recommended\** Waters, Alice. 2014. “The Slow Food Movement: A Delicious Revolution on the World Stage.” *Encyclopedia Britannica*. 2014.

Thursday 2/6 (Guest lecture: Dr. Stephen Mandravelis, UTC Art Department)

- Schauman, Sally. 1998. “The Garden and the Red Barn: The Pervasive Pastoral and Its Environmental Consequences.” *The Journal of Aesthetics and Art Criticism*, Environmental Aesthetics, 56 (2): 181–90.
- *\*Recommended\** Paxson, Heather. 2006. “Artisanal Food Economies and Sentiment in New England.” In *Fast Food/Slow Food: The Cultural Economy of the Global Food System*, edited by Richard Wilk and Melissa Caldwell, 201–17. Lanham, MD: Altamira.

## **Week 6. Complicating Local: locavores, farmers markets, and race**

*\*Blueprint and meeting due Friday, February 15, 11:59pm\**

Tuesday 2/11

- Michaela DeSoucey, and Isabelle Téchoueyres. 2009. “Virtue and Valorization: ‘Local Food’ in the United States and France.” In *The Globalization of Food*, edited by David Inglis and Debra Gimlin, 81–95. New York: Berg.
- *\*Recommended\** DuPuis, E Melanie, and David Goodman. 2005. “Should We Go ‘Home’ to Eat?: Toward a Reflexive Politics of Localism.” *Journal of Rural Studies* 21 (3): 359–71.
- *\*Recommended\** Guthman, Julie. 2008. “‘If They Only Knew’: Color Blindness and Universalism in California Alternative Food Institutions.” *The Professional Geographer* 60 (3): 387–97.

Thursday 2/13

- McKee, Emily. 2018. “‘It’s the Amazon World’: Small-Scale Farmers on an Entrepreneurial Treadmill.” *Culture, Agriculture, Food and Environment* 40 (1): 65–69.
- Slocum, Rachel. 2007. “Whiteness, Space and Alternative Food Practice.” *Geoforum* 38 (3): 520–33.



- *\*Recommended\** Alkon, Alison Hope, and Christie Grace McCullen. 2011. “Whiteness and Farmers Markets: Performances, Perpetuations...Contestations?” *Antipode* 43 (4): 937–959.
- *\*Recommended\** Guthman, Julie. 2008. “Bringing Good Food to Others: Investigating the Subjects of Alternative Food Practice.” *Cultural Geographies* 15: 431–44.

## **Part IV: Access and inequality**

### **Week 7. Food access, food deserts, food apartheid**

#### Tuesday 2/18

- [Read Introduction and Conclusion] Reese, Ashanté M. 2019. *Black Food Geographies*. Durham: University of North Carolina Press.
- Howell, Steven. The Food Deserts of Hamilton County, TN. United Way Chattanooga. November 11, 2019.
- [Zoom in on Chattanooga and your hometown] USDA. 2015. Food Desert Atlas. USDA Economic Research Service.
- *\*Recommended\** Byrne, Christine. 2019. “It’s Great That We Talk About ‘Food Deserts’ — But It Might Be Time to Stop.” *HuffPost*. July 4, 2019.
- *\*Recommended\** Laterman, Kaya. 2019. “Tuition or Dinner? Nearly Half of College Students Surveyed in a New Report Are Going Hungry.” *The New York Times*, May 2, 2019, sec. New York.
- *\*Recommended\** Mangrum, Megan. “Local organizations aim to combat student hunger.” *Chattanooga Times Free Press*. January 2, 2018.

#### Thursday 2/20

- Alkon, Alison Hope. 2014. “Food Justice and the Challenge to Neoliberalism.” *Gastronomica* 14 (2): 27–40.

### **Week 8. Hunger, development, and global political economy**

*\*Annotated bibliography due Monday, February 24, 11:59pm\**

#### Tuesday 2/25

- Sen, Amartya. 1981. “The Great Bengal Famine.” In *Poverty and Famines: An Essay on Entitlement and Deprivation*, 52–85. New York: Oxford University Press.

#### Thursday 2/27

- McDonnell, Emma. 2015. “Miracle Foods: Quinoa, Curative Metaphors, and the Depoliticization of Global Hunger Politics.” *Gastronomica: The Journal of Critical Food Studies* 15 (4): 70–85.

- Cullather, Nick. 2007. “The Foreign Policy of the Calorie.” *The American Historical Review* 112 (2): 337–64.

## **Part V: Production landscapes and commodity chains**

*\*Interviewees and interview questions due Monday, March 2, 11:59pm\**

### **Week 9. Agrobiodiversity, seeds vaults, seed savers**

Tuesday 3/3 (Studio Instruction Day)

- Dove, Michael R. 1999. “The Agronomy of Memory and the Memory of Agronomy: Ritual Conservation of Archaic Cultigens in Contemporary Farming Systems.” In *Ethnoecology: Situated Knowledge/located Lives*, edited by Virginia D. Nazarea, 45–70. Tuscon: University of Arizona Press.
- Graber, Cynthia, and Twilley Nicola. 2019. “Of Ghosts and Culinary Extinction.” *Gastropod*. November 4, 2019. Podcast, MP3 audio, 52:11.
- *\*Recommended\** Nazarea, Virginia D, Robert E Rhoades, and Jenna Andrews-Swann. 2013. *Seeds of Resistance, Seeds of Hope: Place and Agency in the Conservation of Biodiversity*. University of Arizona Press.
- *\*Recommended\** Seabrook, John. 2007. “Sowing for Apocalypse.” *The New Yorker*, August 20, 2007.
- *\*Recommended\** McLeod, Sandy. 2013. *Seeds of Time*. Documentary.

Thursday 3/5

- Gewin, Virginia. 2019. “Could Vodka, Chips, and Dairy-Free Milk Products Safeguard Peru’s Agricultural Diversity?” NOVA. February 1, 2019.
- McDonell, Emma. 2017. “Can Markets Save Agricultural Diversity?: Quinoa as a Case Study.” *EnviroSociety*. July 12, 2017.
- Martha Pskowski. 2019. “Indigenous Maize: Who Owns the Rights to Mexico’s ‘Wonder’ Plant?” *Yale Environment360*. July 16, 2019.

### **SPRING BREAK! March 9-15**

### **Week 10. Frankenfoods, GMOs, and intellectual property rights**

Tuesday 3/17

- [Read Chapter 5] Heller, Chaia. 2013. *Food, Farms & Solidarity*. Durham: Duke University Press.
- Tom Philpott, Raj Patel, Rebecca McInroy, hosts. “Seed Saving.” *The Secret Ingredient*, May 11, 2017. Podcast, MP3 audio, 58:07.
- *\*Recommended\** Kloppenburg, Jack. 1988. *First the Seed*. University of Wisconsin Press.

#### Thursday 3/19

- [Read Chapter 7] Heller, Chaia. 2013. *Food, Farms & Solidarity*. Durham: Duke University Press.
- *\*Recommended\** Graber, Cynthia, and Twilley Nicola. 2019. “What’s CRISPR Doing in Our Food?” *Gastropod*. October 7, 2019. Podcast, MP3 audio, 49:18.
- *\*Recommended\** Specter, Michael. 2014. “Seeds of Doubt,” *The New Yorker*, August 18, 2014.

### **Week 11. Labor, bodies, commodity fetishes**

*\*Completed interviews and detailed outline due Monday, March 23, 11:59pm\**

#### Tuesday 3/24

- [Chapter 4] Holmes, Seth. 2012. *Fresh Fruit, Broken Bodies*. Berkeley: University of California Press.
- Tom Philpott, Raj Patel, Rebecca McInroy, hosts. “Tomatoes.” *The Secret Ingredient*, October 2, 2017. Podcast, MP3 audio, 58:46.
- *\*Recommended\** Guthman, Julie, and Sandy Brown. 2016. “I Will Never Eat Another Strawberry Again: The Biopolitics of Consumer-Citizenship in the Fight against Methyl Iodide in California.” *Agriculture and Human Values* 33 (3): 575–85.

#### Thursday 3/26

- [Chapter 6] Holmes, Seth. 2012. *Fresh Fruit, Broken Bodies*. Berkeley: University of California Press.
- *\*Recommended\** Dubner, Stephen, host. “239: The No-Tipping Point.” Freakonomics Radio, March 9, 2016. Podcast, MP3 audio, 43:43.
- *\*Recommended\** Clinton, Patrick. 2017. “What the No-Tipping Lawsuit against Danny Meyer and Co. Is Really About.” *New Food Economy*. October 19, 2017.

## **Part VI: Voting with a fork, eco-labels, and consumer politics**

### **Week 12. How fair is Fair Trade?**

#### Tuesday 3/31

- [Read “A Brief History of Fair Trade” and “Conundrums of Fair Trade Coffee”] Tucker, Catherine M. 2011. *Coffee Culture: Local Experiences, Global Connections*. New York: Routledge.
- Lyon, Sarah. 2006. “Just Java: Roasting Fair Trade Coffee.” In *Fast Food/ Slow Food: The Cultural Economy of the Global Food System*, edited by Richard Wilk and Melissa Caldwell, 241–58. Lanham, MD: Altamira.

#### Thursday 4/2

- *\*Recommended\** Moberg, Mark and Sarah Lyon. 2010. What’s Fair? In: *Fair Trade and Social Justice: Global Ethnographies*. Pp 1 – 24.

- *\*Recommended\** Ziegler, Catherine. Fair Flowers: Environmental and Social Labeling in the Global Cut Flower Trade. In: *Fair Trade and Social Justice: Global Ethnographies*. Pp 72 – 96.

### **Week 13. Organic certification and eco-labels as neoliberal governance**

*\*Script due Monday, April 6, 11:59pm\**

Tuesday 4/7 (Studio Workday)

- [Read “Big Organic,” 134-185] Pollan, Michael. *The Omnivore’s Dilemma: A Natural History Of Four Meals*. New York: Penguin Press, 2006.

Thursday 4/9

- Isenhour, Cynthia. 2011. “Can Consumer Demand Deliver Sustainable Food? Recent Research in Sustainable Consumption Policy and Practice.” *Environment and Society: Advances in Research* 2: 5–28.
- *\*Recommended\** Guthman, Julie. 2007. “The Polanyian Way? Voluntary Food Labels as Neoliberal Governance.” *Antipode* 39 (3): 456–78.

### **Week 14. Waste and excess**

Tuesday 4/14

- Mull, Amanda. The Murky Ethics of the Ugly-Produce Business. *The Atlantic*. January 25, 2019.
- Ernst Friedman, Kelly. 2012. “Trash Tours: Untying What Freegans Get out of the Garbage.” *Anthropology Now* 4 (3): 33–42.
- *\*Recommended\** Clark, Dylan. “The Raw and the Rotten: Punk Cuisine” from *Ethnology* 43, no. 1 (2004): 19–31.

Thursday 4/16

- No reading!

### **PODCAST LISTING PARTY**

Thursday, April 23, 1-3pm (during final exam period)

### **Additional Resources**

*Podcasts*

- GastroPod
- The Sporkful
- Racist Sandwich
- The Splendid Table
- The Secret Ingredient
- BBC’s Food Programme
- Just Food

- [Bite](#)
- [Gravy](#)
- [Sapiens](#)
- [Plate of the Union](#)
- [Real Food Reads](#)
- [The Food Chain](#)
- [The Urban Farm Podcast](#)
- [Heritage Radio Network](#)
- [Food Sleuth](#)

*Food-related news and commentary*

- [Civil Eats](#)
- [New Food Economy](#)
- [Food Politics](#) (Marion Nestle's site)
- [The Salt](#) (NPR)