

COURSE SCHEDULE



Week	Unit	Topic/Reading Assignment
Week One	Food in Lit and Film	<p>Wednesday, August 14 Introduction to course and course theme: WDYKA <i>The Hunger Games</i> and the Politics of Food?</p> <p>Review Syllabus, Expectations, Etc.</p> <p>Discuss blog posts.</p> <p>“Food Matters” brainstorming . . .</p> <p>https://www.youtube.com/watch?v=HakCAdPrImS</p> <p>Open Drop and Add Period ends at 11:59pm on Tuesday, August 20.</p>
Week Two	Food in Lit and Film	<p>Wednesday, August 21</p> <p>Recap of important details (for newbies).</p> <p>Discussion about food in lit.</p> <p>Read lit selections in class (handouts provided).</p>

		<p>Free writing and discussion.</p> <p>In-class viewing: “The Dangers of Tribalism”</p> <p>Open Drop and Add Period ends at 11:59pm on Tuesday, August 20.</p>
Week Three	Food in Lit and Film	<p>Wednesday, August 28</p> <p><i>Read from The Hunger Games: chapters 1-9</i></p> <p>Discussion.</p> <p>In-class Exercise: Summary—Writing to Understand. Moving toward connectivity between points of focus.</p> <p>Discussion, continued.</p> <p><i>Blog entry due by 11:59 p.m. tonight. Prompt: What is my personal experience with food and diet? What food traditions do I participate in? What do I expect to learn about food in this class? What comes to mind when I think of the politics of food? Why am I interested in the politics of food?</i></p>
Week Four	Food in Lit and Film	<p>Wednesday, September 4</p> <p><i>Read from The Hunger Games: chapters 10-18 prior to class.</i></p> <p>Discuss reading.</p>
Week Five	Intermission: Guest Speaker	<p>Wednesday, September 11</p> <p>Career Services Presentation by Ian Houston: Career Readiness</p> <p><i>Blog entry due by 11:59 p.m. tonight. Prompt: Post a favorite recipe or one you want to try. Include a nutritional breakdown per serving. Research the history of this particular dish: its origins, its iterations, etc. Speculate about how the dish became popular here or in your family in particular, or why it hasn't (depending on context). Plan a meal around this dish: what would you</i></p>

		<p>serve with it? What time of the year would you serve it? Where would the ingredients originate from?</p> <p>Journaling exercise, TBA. Discussion.</p> <p>Plan kitchen day!</p>
Week Six	Intermission: Cooking Day!	<p>Wednesday, September 18</p> <p>Meet in the kitchen at the Oaks at 10 a.m.</p> <p><i>Finish The Hunger Games prior to class.</i></p> <p>Discuss THG over brunch . . .</p>
Week Seven	Food in Lit and Film	<p>Wednesday, September 25</p> <p><i>Watch Snowpiercer prior to class.</i></p> <p>Journaling exercise three: Film response. What is the role of food in the film? What political, social, and/or economic distinctions can be made based on food options in the film? Why do these options matter? What are they asking us to think about?</p> <p>Discussion.</p> <p>Journaling exercise: Speculate about parallels between class/food relationships on the train and in our culture. What are the implications?</p> <p>Journal exercise, part two: respond to the film. Which scenes emphasize food? Why is food important in these scenes? What do the food scenes teach us about how our views about self and other are shaped?</p> <p>Discussion.</p> <p>Journal exercise, part three: what can THG and S teach us about food and identity? About the economics and politics of food? About how our relationship to food is constructed and manipulated?</p> <p>Discussion.</p>

		<p>Discuss midterm project.</p> <p>Watch in class: food/restaurant ads, TBA. Journal and discuss.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt option one: What are the connections between food and identity, both in how our own food choices shape how we see ourselves and in how food shapes how we see others? What social and economic assumptions are we making?</p> <p>OR option two: does the political component in eating guidelines (see here: https://health.gov/dietaryguidelines/2015/resources/2015-2020 Dietary Guidelines.pdf) make you feel safer or more concerned? Why? What do you think works and/or what changes would help you feel more secure about published food guidelines?</p>
Week Eight	Intermission: Kitchen Day!	<p>Wednesday, October 2</p> <p>Meet in the kitchen at the Oaks at 10 a.m.</p> <p>Submit a proposal for your mid-term project to CourseDen by 11:59 p.m. tomorrow night.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: Choose one of the essays linked in the first column of the XIDS 2002 page of my website. Identify the article and author. Articulate the article's main argument. Take a position regarding the argument and defend your position.</p>
Week Nine	Food Ads/Food Debates Guest Speaker	<p>Wednesday, October 9</p> <p>McKenzie Gay: Scare Tactic Marketing in Agriculture</p> <p>Last Day to Withdraw with a Grade of W.</p> <p>Read Healthy Eating Plate (linked on my website) prior to class.</p>

		<p>Discuss: where does our information about food come from? Who can we trust? What happens when we no longer know the source or content of our food?</p> <p>Journal exercise five: Speculate about how a college student might participate meaningfully in changing food culture and/or engaging with/participating in activism related to food culture. Would you want to do that? Why or why not?</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: Research a socially- or politically-charged food-related topic of your choice. Identify an existing or emerging argument regarding food/food politics and take a position in that conversation. What are the arguments being made, and do you agree, disagree, or a bit of both? Why?</p>
Week Ten	Food Ads/Food Debates	<p>Wednesday, October 16</p> <p>Midterm Presentations</p> <p>Post reflection essay for mid-term project in CourseDen by 11:59 p.m. tomorrow (Thursday) night.</p>
Week Eleven	Food Matters: Debates in the Media	<p>Wednesday, October 23</p> <p>Watch <i>What the Health</i> prior to class today.</p> <p>Journal entry. Discussion.</p> <p>Read article in class (handout provided). Journal entry. Discussion.</p>
Week Twelve	Food Matters: Debates in the Media Guest Speaker	<p>Wednesday, October 30</p> <p>Jackie Fillingim: The Ethics of Eating</p>
Week Thirteen	Food Matters: Debates in the Media	<p>Wednesday, November 6</p> <p>Read selections from Jonathan Safran Foer's <i>Eating Animals</i> linked on my website.</p>

		<p>Read <i>Fast Food Nation</i> introduction, pgs 1-10 prior to class (linked on my website).</p> <p>Read “Sustainable Consumption: Introductory Essay” (linked on my website) prior to class.</p> <p>Discuss.</p> <p>Multimedia projects discussed and Assigned: Videos, Podcasts, Comic Strips, Food Reviews, Etc.: Identifying emerging patterns / themes/ arguments/ contradictions across the semester; pursuing interests related to food.</p> <p>If time allows: In-class viewing: TED Talk: Michael Pollan: A Plant’s Eye View.</p> <p>Watch NPR's "Michael Specter: What Happens when We Ignore Scientific Consensus?" Take notes!</p> <p>Watch TED Talk: Jonathan Dori’s “Why We’re Storing Billions of Seeds”</p> <p>Watch Dan Barber’s “How I Fell in Love with a Fish” in Class.</p> <p>Watch Mike Velings “The Case for Fish Farming” in class.</p> <p>Discussion.</p> <p>Blog entry due by 11:59 p.m. Sunday night: Topic of your choice—something food-related that interests you that you might include in your multimedia project. Why are you interested? Where might you look to find more information?</p>
Week Fourteen	Engaging with Food	<p>Wednesday, November 13</p> <p>Bring a laptop today, if possible.</p> <p>Assignments made and work begins in class: Meal-building exercises: Groups 1-4</p>

		<p>Group one: build a nutritionally balanced meal (on paper) using only processed products. (Each member will log the meal into your individual journal.) Divvy up the foods on your menu so that each person has a component to research. For your particular food/component: each individual should make a list of ingredients included in the food/component. Choose at least one of those ingredients that is unfamiliar to you and research more about it. Research the pros and cons of processed food products. Record what you discover in your individual journals. Post your work, including the ingredients list, on your individual blogs by 11:59 p.m.</p> <p>Group two: build a nutritionally balanced meal (on paper) using only whole foods. (Each member will log the meal into your individual journal.) Each of you individually research the pros and cons of whole foods. Write about and post your findings, as well as your opinion regarding your findings on your individual blogs by 11:59 p.m.</p> <p>Group three: build a nutritionally balanced meal (on paper) using only ingredients that are available from local (Ga/Al) sources right now (I will make a list available to you at the beginning of class). (Each member will log the meal into your individual journal.) Each of you individually research the pros and cons of local foods. Write about and post your findings, as well as your opinion regarding your findings on your individual blogs by 11:59 p.m.</p> <p>Group four: build a nutritionally balanced meal (on paper) using only organic ingredients. (Each member will log the meal into your individual journal.) Divvy up the following research foci: 1) What makes a food organic and when did the organic movement take off? How did it get started?; 2) What are the arguments for organic food sources? Are there real benefits to eating organic foods? Do you trust these arguments/assertions? Why or why not?; 3) What about product labeling? Research an article or TED Talk that's about the use of the term</p>
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		<p>“organic” as a marketing tool. What does your research reveal about consumers? About food companies? How do you feel about your findings?; 4) and 5) Make a list of ingredients included in the foods on your menu (divvy up the menu so that you each have half of the products to research). Choose at least five of those ingredients that are unfamiliar to you and research more about them. Record what you discover. Each member: Post your work/findings, including the ingredients list, where applicable, on your individual blogs by 11:59 p.m.</p> <p>As a class: Plan our meal for next week.</p> <p>Blog entry due by 11:59 p.m. tonight. Prompt: record your findings, per instructions above, on your blog.</p>
Week Fifteen	Intermission: Cooking Day!	<p>Wednesday, November 20 Meet in the kitchen at the Oaks at 10 a.m.!</p> <p>Possible guest speaker (chef) in the works . . .</p> <p>Discuss multimedia presentations . . .</p> <p>Research a food tradition that interests you. Find an article, podcast, or documentary on this topic. Identify the source and author on your blog. Summarize what you learned from the source. Respond with any personal thoughts or reflections regarding your discoveries.</p>
Week Sixteen	No class!	<p>Wednesday, November 27</p> <p>Thanksgiving Break: No class!</p>
Week Seventeen	For Love of Food!	<p>Wednesday, December 4</p> <p>Snacks in class: Watch documentary, TBA, that celebrates food.</p> <p>Submit multimedia project component one to CourseDen by 11:59 p.m. tonight.</p>
Finals Week		<p>Multimedia Presentations.</p> <p>Post multimedia components two and three to</p>

		CourseDen by 11:59 p.m.
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****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.