COURSE INFORMATION

- **Course Hours:** 1:20 PM - 2:35 PM T TH
- **Course Meeting Location:** Online via zoom
- **Credit Hours:** 3 hours
- **Prerequisites:** None

COURSE DESCRIPTION

This course will examine the processes involved in food production, distribution, and consumption. It will use sociological frameworks for understanding how the social structural forces at play are influencing how we eat and how the food industry influences our lives. This course includes discussion related specifically to the food industry in the US, but also covers a variety of global issues. We will explore issues related to gender, race, and social class, and the processes by which the food industry promotes systems of inequality. Course materials include a combination of course readings, documentary films, and guest lectures. This course is writing intensive, and students are expected to engage in regular in-class critical discussions.

COURSE INSTRUCTOR

![COURSE INSTRUCTOR](image)
Dr. Dawn Carr, Associate Professor, Department of Sociology
dccarr@fsu.edu (mailto:email@fsu.edu)
(850) 644-2833
Office Hours: T 10:45-11:45, by Zoom

Emails will be responded to within 24 to 48 hours.

LEARNING OBJECTIVES

At the conclusion of this course:

- Students will be able to explain and apply sociological concepts and frameworks to the study of food and food systems.
- Students will be able to apply major concepts and theories to examine food at the individual and societal levels.
- Students will be able to evaluate factors that lead to inequalities in health and wellbeing as a consequence of societal structures shaping the food industry.
- Students will be able to use course concepts to assess their own food-related experiences and explore how they differ from others in the US and globally.
- Students will be able to discuss the role of social factors in contemporary problems or personal experiences.
- Students will analyze claims about social phenomena.

COURSE MATERIALS

Students are responsible for all assigned readings. The class schedule details all readings, assignments, and important dates.

Reading Material: All students are required to ensure access to the following textbook by purchasing or using the online ebook version of the text.

Other Course Materials: All course materials will be posted on Canvas in each module. Documentary Films are a significant portion of the course content, and students will need access to Netflix to complete several of the film viewings. You will be evaluated on all course materials, including documentary films, and guest speaker presentations.

Computer, Software, Internet, & Email Access: Students will need reliable computer and Internet access to successfully complete this course. Additionally, students must be able to stream video/audio files and to access slides, word processing documents, and PDF files. E-mail correspondence from the course instructor may be sent to the FSU Inbox or the Canvas Inbox at any given time. It is imperative that students allow Canvas notifications and emails be forwarded to the FSU Inbox. To do this, follow both sets of instructions below.

**How to Send Canvas Notifications to FSU Inbox:**

1. Sign into Canvas
2. Click on Account (left-hand side of your screen in the garnet-colored, vertical menu panel)
3. Click on Notifications
4. Click the checkmark icon next to Announcement, Course Content, and Submission Comment. You will be notified immediately about these and the notification will be sent to your FSU Email.
5. Feel free to adjust the notifications for other items to suit your preferences and needs.

**How to Send/Forward Canvas Emails Directly to FSU Inbox:**

1. While in Canvas, click on ‘Account’ (left-hand side of your screen in the garnet-colored, vertical menu panel)
2. Click on ‘Settings’
3. Scroll down to ‘Conversations Inbox Drop Opt-Out’
4. Check the box. This will send all Canvas Emails directly to your FSU Inbox. You can reply to emails sent from Canvas directly from your FSU Email.

Course site: Students in this course automatically gain access to the Canvas course site. Students are responsible for logging into the course site to access the learning material.

**STUDENT RESPONSIBILITIES**

- Students should log on to Canvas at least every other day to check for course updates.
Students are expected to keep up with the class, engage with the course material, and submit assignments by the due dates.

Assignments, quizzes, and exams are expected to be products of individual students per the FSU Academic Honor Policy ([http://registrar.fsu.edu/bulletin/undergraduate/information/integrity/](http://registrar.fsu.edu/bulletin/undergraduate/information/integrity/)). Students should not discuss any of the questions with each other before or during the actual assignments, activities, quizzes, or exams without instructor approval.

To receive maximum points for questions, students need to follow the instructions carefully, follow word limits as instructed, and use spell and grammar checking.

To be successful in this course, students need to complete all required assignments and tests.

**Other expected behaviors in the course:**

- To accomplish the learning objectives, students will use readings, videos, and course lectures, and integrate knowledge in written assignments and in-class engagement with others students.
- Knowledge will also be assessed in course quizzes and in written assignments. To be successful, students will need to stay up to date on all readings and assignments.
- If you face personal troubles that interfere with your ability to complete your course activities, it is your responsibility to communicate these concerns in a timely manner so we can identify resources and accommodations based on your specific situation.
- Students are responsible for reading carefully. Quiz questions will assess content provided in the textbook. Students should pay particular attention to theoretical frameworks and major concepts that are highlighted in course lecture materials.

**GRADING POLICY**

**Class Format**

This course consists of **10 learning modules**. Students will be able to access materials on the Canvas course site. Short quizzes will occur randomly throughout the semester, and will be completed on a cellular phone (through the Canvas student app) or on a computer on the Canvas site. Course assignments must be completed on time.

Personal emergencies, mechanical failures, and illnesses affect us all, often at the worst possible times. You should discuss with me ahead of time or as soon as possible any serious situation beyond your control that interferes with timely completion of your assignments. Every student will be graded on the same basis for the same work, so be sure to plan ahead and begin your assignments well before their due dates.
**Policies for late work:** I do not accept late work. This is driven by practicality rather than any principle on tardiness. The reason I do not accept late work is that it is difficult to stay organized with grading when assignments are received after the due date. Exceptions are granted at my discretion, but only related to **excused** absences as outlined in the University Attendance Policy. Since this course does not rely on face-to-face contact with the instructor and does not require physical presence to turn in assignments, “illness”, “internet issues”, etc. do not constitute acceptable reasons for late work.

**Writing Rubric:** All writing assignments will be graded using the following grading rubric:

**A:** Thesis is well developed and clearly focused. Supporting evidence or arguments are thorough and relevant. Conflicting evidence or arguments are consistently acknowledged. Appropriate sources are cited to support statements. The paper/essay is well organized, with correct grammar and spelling. The paper/essay closely adheres to the assignment.

**B:** Thesis is well developed, but may not be as clearly focused as in the top category. Supporting evidence or arguments are less thorough and/or relevant than in the top category, but are still substantial. Conflicting evidence or arguments are usually acknowledged. Appropriate sources are cited to support statements. The paper/essay is well organized and clearly, if not elegantly, written. The paper/essay fairly closely adheres to the assignment.

**C:** Thesis is adequate, but may need further explication or definition. Supporting evidence or arguments are adequate but somewhat sketchy, or their relevance is not always made clear. Conflicting evidence or arguments are given little acknowledgment or are not dealt with successfully. Appropriate sources are not always cited. The paper/essay is adequately organized, but may contain enough structural flaws or mechanical errors to significantly distract from the content. The paper/essay does not adhere to all aspects of the assignment.

**D:** Thesis is unclear or missing. Supporting evidence or arguments are irrelevant or missing. Conflicting evidence or arguments are missing or not clearly developed. Appropriate sources are not cited. The paper/essay is not adequately organized and has many mechanical errors. The paper/essay does not adhere to the assignment.

**F:** No content appears or is largely incorrect in addressing the subject matter.

**Graded Course Activities**

- **Food Diary Presentation** (5%) will occur in the second/third weeks of class. This assignment requires that students keep a food diary for five days and then describe why they made particular food consumption decisions. Students will reflect on the influence of their family culture in influencing their food decisions. Students will give an informal class presentation, and
should bring an example of a food that is representative of their food diary or their family culture. Students will submit their assignment online by writing a short essay reflecting on their food diary that they describe to peers in the class.

- **Documentary Film and Guest Lecture Discussion Posts (15%)** will occur following each documentary film. This assignment requires that students provide a response to the prompt provided by the instructor for each film, and respond to at least two other students’ posts. Students are expected to communicate in full sentences and completely address each prompt. Responses to other students should be respectful and address places where they share similar or differing views about the film.

- **Documentary Film Analysis (20%)** is due during the 6th week of class. Students will watch a documentary called “Food, Inc.” This film talks about the current food industry, introducing a variety of topics related to the food industry, food technologies, and human and environmental health. This critical analysis will focus on systematic forces on inequality, describing policy, nutrition/health, environment, and societal factors. This essay should be approximately four (but no more than five) double spaced pages in length.

- **Final Term Paper (40%)** serves in place of a final exam. This paper will be completed in parts throughout the semester, with each section submitted separately. The final paper should integrate all feedback for each section of the paper, with a final conclusion to the paper. In this paper you will: a) describe current food systems that contribute to systems of inequality; b) explain current food practices that need to be changed; and c) propose changes in food systems to promote equal access to healthy foods, healthy eating behaviors, and healthy food environments in the US and internationally. Students will focus on one of the following key areas: 1) corporate production of food; 2) marketing and consumption of “healthy” foods; 3) food accessibility; 4) the effect of food production and consumption on the environment; 5) Federal policies related to food practices. In total, this paper should be between 10-12 double spaced pages not including references.

- **Quizzes (20%)** will occur for each module to ensure regular attendance for lectures and assess completion of course readings. The lowest quiz grade will be dropped at the end of the semester. **Make-up quizzes are not provided.** Quizzes will cover reading materials, lecture materials, documentary films, and guest lecture materials. These quizzes will be completed in Canvas.

**Extra Credit**

- Around week 12 of the course you will receive an official course evaluation from the Office of Distance Learning (ODL) to be completed online. It is important to me and FSU that you
complete this anonymous evaluation. I will create a no-credit “Assignment” in Blackboard. Once you have completed and submitted your course evaluation online you will see a confirmation or “successful submission” screen. Take a screen shot or digital photo of this screen (showing me it has been submitted) and then upload the image to the extra credit assignment.

GRADING SCHEME

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100% to 93%</td>
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<tr>
<td>A-</td>
<td>&lt; 93% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
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<tr>
<td>B</td>
<td>&lt; 87% to 83%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83% to 80%</td>
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<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
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<tr>
<td>C</td>
<td>&lt; 77% to 73%</td>
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<tr>
<td>C-</td>
<td>&lt; 73% to 70%</td>
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<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
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<tr>
<td>D</td>
<td>&lt; 67% to 63%</td>
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<tr>
<td>D-</td>
<td>&lt; 63% to 60%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% to 0%</td>
</tr>
</tbody>
</table>

TECHNOLOGY REQUIREMENTS

Course content is accessible through Canvas. Students will need to be able to view videos, write and upload assignments, post to discussion boards, and take assessments. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor. To view the
most current technology requirements, visit the FSU Canvas support site
(http://support.canvas.fsu.edu).

CANVAS SUPPORT

Need help with Canvas? Contact FSU Canvas Support:

- Email: canvas@fsu.edu (mailto:canvas@fsu.edu)
- Phone: (850) 644-8004
- Website: support.canvas.fsu.edu (http://support.canvas.fsu.edu)
- Hours: 8am to 5pm, Monday - Friday

COURSE POLICIES

COMMUNICATIONS / NETIQUETTE

For Discussions:

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor, and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as, "Wow," "Way to go," or "Ditto" and aim for comments that validate other members’ ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.

For Email Communication:

- Please address me as Dr. Carr, Professor Carr, or Dawn Carr.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
• Sign your email messages using your full name.
• AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
• Use correct spelling, grammar, and punctuation, just as you would for any communication.
• Ask yourself whether you would be comfortable if someone other than the intended receiver were to read it. Remember, email is not a completely secure form of communication.
• Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don’t assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it’s in print (electronic or not).
• Report any inappropriate communication considered to be of a serious nature to your instructor, as it may be a violation of University policy.
• Treat others with respect by making messages clear and succinct.

PARTICIPATION & LATENESS POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

POLICY FOR MISSED QUIZZES

There will be no make-up quizzes provided for students who have valid excused absences for days in which a quiz occurred. Quiz grades will be calculated based on total points possible to adjust for excused absences.

POLICY ON RESPONDING TO STUDENTS

• Email responses typically within 24 to 48 hours.
• Graded assignments typically returned within 2 weeks after due date.

DIVERSITY/INCLUSION

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course were primarily authored by white women. Furthermore, the course often focuses on foundational aging research which was mostly conducted by white men. Although I have attempted
to be inclusive of a diversity of aging research and aging researchers, I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

**Food and Housing Insecurity**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this or any course, is urged to contact the [Food for Thought Pantry](https://dos.fsu.edu/resources/food-for-thought-pantry) for support. Also please notify me if you are comfortable doing so, so that I may provide any other resource that I may possess. If you are having trouble accessing books, software, or technology relevant to the course, please let me know that as well. FSU and I want to see you be successful and have all you need to be able to be the best student you can be in this and all of your courses.

**Land Acknowledgment**

I acknowledge that Florida State University is located on land that is the ancestral and traditional territory of the Apalachee Nation, the Muscogee (Creek) Nation, the Miccosukee Tribe of Florida, and the Seminole Tribe of Florida. I pay respect to their Elders past and present and extend that respect to their descendants, to the generations yet unborn, and to all Indigenous people. I recognize that this land remains scarred by the histories and ongoing legacies of settler colonial violence, dispossession, and removal. In spite of all of this, and with tremendous resilience, these Indigenous nations have remained deeply connected to this territory, to their families, to their communities, and to their cultural ways of life. I recognize the ongoing relationships of care that these Indigenous Nations maintain with this land and extend my gratitude as I live and work as a
humble and respectful guest upon their territory. I encourage you to learn about and amplify the contemporary work of the Indigenous nations whose land you are on and to endeavor to support Indigenous sovereignty in all the ways that you can.

What are land acknowledgments?

Land acknowledgments are respectful actions rooted in Indigenous cultural protocols intended to express gratitude to the host Indigenous Nations whose land you are visiting. A common practice in Canada, Aotearoa (New Zealand), Australia and within Native American Nations, verbal and written land acknowledgments are becoming more prevalent within universities, museums, cultural, civic and educational institutions in the United States.

We are all on Indigenous land.

Land acknowledgments honor the Indigenous Nations whose territory one is on by disrupting the legacy of erasure enacted by settler colonialism. By including an acknowledgment in your classroom or before a presentation or public event, you can insert an awareness of contemporary Indigenous presence and land rights. Each land acknowledgement brings visibility to the historical legacy and ongoing impact of settler colonial policies that led to racial violence and dispossession of Indigenous land. Land acknowledgments also speak to the resilience of Indigenous Nations who survived these policies and are still here, continuing to thrive today. Land acknowledgments are a call to action to encourage us all to be proactive in supporting Indigenous sovereignty and cultural work.

For more information about land acknowledgments:


https://usdac.us/nativeland  (https://usdac.us/nativeland)

UNIVERSITY POLICIES

UNIVERSITY ATTENDANCE POLICY

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
Please note: Modifications to this policy have been made to accommodate the unique circumstances of the COVID-19 pandemic. For more information, see this memo that has been distributed to all faculty and instructional staff (https://www.fda.fsu.edu/sites/g/files/upcbnu636/files/Media/Files/Academic%20Policies/Important%20Policy_2021_revised_b.pdf) regarding the 2020-2021 academic year.

**ACADEMIC HONOR POLICY**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and... [to] strive for personal and institutional integrity at Florida State University." (For more details see the FSU Academic Honor Policy and procedures for addressing alleged violations (http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy).)

**PROCESS FOR RESOLVING ACADEMIC PROBLEMS OR GRIEVANCES**

Please use this step-by-step guide to resolving academic problems (https://www.fda.fsu.edu/sites/g/files/upcbnu636/files/Media/Files/General%20Academic%20Appeals/AcadSolving_Flowchart_Binder_Oct-2020.pdf) to begin the process of communicating with your instructor to resolve any confusion or difficulty you may be having in the course. Detailed information on FSU's grievance procedure, including special instructions for students enrolled in an FSU branch campus, is maintained on the General Bulletin's Academic Integrity & Grievances (https://registrar.fsu.edu/bulletin/undergraduate/information/integrity/index.cfm) webpage. Out-of-state distance learning students should review the Office of Distance Learning Complaint Resolution (https://distance.fsu.edu/about-us/complaint-resolution) page for additional procedures.

**AMERICANS WITH DISABILITIES ACT**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.
To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

**Office of Accessibility Services (Tallahassee Campus)**  (https://dsst.fsu.edu/oas)
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
**oas@fsu.edu** (mailto:oas@fsu.edu)
https://dsst.fsu.edu/oas

**Student Disability Services (Panama City Campus)**  (https://pc.fsu.edu/students/student-disability-services)
Office of Student Affairs
4750 Collegiate Drive
2nd Floor Barron Building (Room 215)
Florida State University Panama City
Panama City, FL 32405
(850) 770-2172 (office)
(866) 693-7872 (toll free)
Email: **sds@pc.fsu.edu** (mailto:sds@pc.fsu.edu)
https://pc.fsu.edu/students/student-disability-services

**FREE TUTORING FROM FSU (TALLAHASSEE CAMPUS)**

On-campus tutoring and writing assistance are available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see the [Academic Center for Excellence](https://canvas.fsu.edu/courses/151127/assignments/syllabus)
(ACE) Tutoring Services' website (http://ace.fsu.edu/tutoring) or contact tutor@fsu.edu (mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

COURSE SUMMARY

All course assignments and texts with due dates are listed below. To be successful in this course, be sure to complete all required assignments and tests by the due date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Course Reading</th>
<th>Task</th>
<th>Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-Jan-21</td>
<td>Course Introduction</td>
<td>none</td>
<td></td>
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</tr>
<tr>
<td>12-Jan-21</td>
<td>Module 1: Examining food using a sociological lens</td>
<td>Konefal &amp; Hatanaka, Consuming Food</td>
<td>Lecture/Discussion, read in advance</td>
<td>Zoom</td>
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<tr>
<td>14-Jan-21</td>
<td></td>
<td></td>
<td>Watch: In Defense of Food (plus discussion board post)</td>
<td>Independent</td>
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<tr>
<td>19-Jan-21</td>
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<td>Food diary presentation</td>
<td>Zoom</td>
</tr>
<tr>
<td>21-Jan-21</td>
<td>Module 2: Sociology of Nutrition</td>
<td>Konefal &amp; Hatanaka, Food and nutrition</td>
<td>Lecture/Discussion, read in advance</td>
<td>Zoom</td>
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<tr>
<td>26-Jan-21</td>
<td></td>
<td></td>
<td>Fed Up (plus discussion board)</td>
<td>Independent</td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
<td>Reading Material</td>
<td>Activity</td>
<td>Location</td>
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<tr>
<td>28-Jan-21</td>
<td>Module 3: Agribusiness and Food Technology</td>
<td>Konefal &amp; Hatanaka, Science, Technology, and Agriculture</td>
<td>Zoom</td>
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<tr>
<td>2-Feb-21</td>
<td></td>
<td></td>
<td>Food Inc (plus documentary film assignment)</td>
<td>Independent</td>
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<tr>
<td>4-Feb-21</td>
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<td></td>
<td>Presentation for Part 1 of Research Paper (in class)</td>
<td>Zoom</td>
</tr>
<tr>
<td>9-Feb-21</td>
<td>Module 4: Corporate Control of the Food We Eat</td>
<td>Konefal &amp; Hatanaka, Increasing corporate control: From supermarkets to seeds</td>
<td>Zoom</td>
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<tr>
<td>11-Feb-21</td>
<td>Guest Speaker (Whit Boyd)</td>
<td></td>
<td>Discussion board post</td>
<td>Zoom</td>
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<tr>
<td>16-Feb-21</td>
<td></td>
<td></td>
<td>Rotten - A sweet deal (plus)</td>
<td>Independent</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>18-Feb-21</td>
<td>Independent Work Day for Term Paper Project</td>
<td>Term project</td>
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<tr>
<td>23-Feb-21</td>
<td>Module 5: Government policy in the food System</td>
<td>Zoom</td>
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<tr>
<td>25-Feb-21</td>
<td>Rotten - Troubled Water (plus discussion board post)</td>
<td>Independent</td>
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<tr>
<td>2-Mar-21</td>
<td>Module 6: Ocean health and the seafood industry</td>
<td>Zoom</td>
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<tr>
<td>4-Mar-21</td>
<td>Rotten - Cod is dead - (56 min)</td>
<td>Independent</td>
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<tr>
<td>9-Mar-21</td>
<td>Guest Speaker</td>
<td>Discussion Board Post</td>
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<tr>
<td>11-Mar-21</td>
<td>Food Chains Film (plus discussion board post)</td>
<td>Independent</td>
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<td>16-Mar-21</td>
<td>Module 7: Food Workers</td>
<td>Zoom</td>
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<tr>
<td>Date</td>
<td>Details</td>
<td>Details</td>
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<td>18-Mar-21</td>
<td>Cowspiracy (plus discussion board post)</td>
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<td>Module 8: Food systems and the health of the planet</td>
<td>Konefal &amp; Hatanaka, Food and the environment</td>
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<td>13-Apr-21</td>
<td>Module 10: The Future of Food</td>
<td>Konefal &amp; Hatanaka, Conclusion: Toward more sustainable food and agriculture</td>
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<td>27-Apr-21</td>
<td>FINAL PAPER DUE</td>
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Course Summary:

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<tr>
<td>Tue Jan 12, 2021</td>
<td><strong>Module 1: Reading Assignment</strong> (<a href="https://canvas.fsu.edu/courses/151127/assignments/1073941">https://canvas.fsu.edu/courses/151127/assignments/1073941</a>)</td>
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https://canvas.fsu.edu/courses/151127/assignments/syllabus
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<th>Date</th>
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<th>Due Time</th>
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<tr>
<td>Tue Jan 19, 2021</td>
<td><strong>Discussion Post: &quot;In Defense of Food&quot;</strong></td>
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<td>(<a href="https://canvas.fsu.edu/courses/151127/assignments/1080036">https://canvas.fsu.edu/courses/151127/assignments/1080036</a>)</td>
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<td><strong>Food diary presentation and essay</strong></td>
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<td><strong>Module 2: Reading Assignment</strong></td>
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<td>Thu Feb 4, 2021</td>
<td><strong>Part 1 of term paper</strong></td>
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<td>Tue Feb 9, 2021</td>
<td><strong>Module 4: Reading Assignment</strong></td>
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<td>Fri Feb 19, 2021</td>
<td><strong>Discussion Post: &quot;Rotten - A Sweet Deal&quot;</strong></td>
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<td><strong>Module 6: Reading Assignment</strong></td>
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<td><strong>Discussion Post: &quot;Rotten - Troubled Water&quot;</strong></td>
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<td>□ Discussion Post: &quot;Rotten - Cod is Dead&quot;</td>
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| Fri Apr 23, 2021| □   [Extra Credit](https://canvas.fsu.edu/courses/151127/assignments/1073937)  
due by 11:59pm |
| Tue Apr 27, 2021| □   [Final Paper](https://canvas.fsu.edu/courses/151127/assignments/1073938)  
due by 11:59pm |
|                 | □   [Introduction: Introduction Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073930) |
|                 | □   [Module 10: Module #10 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073932) |
|                 | □   [Module 1: Module #1 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073924) |
|                 | □   [Module 2: Module #2 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073922) |
|                 | □   [Module 3: Module #3 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073927) |
|                 | □   [Module 4: Module #4 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073931) |
|                 | □   [Module 5: Module #5 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073925) |
|                 | □   [Module 6: Module #6 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073928) |
|                 | □   [Module 7: Module #7 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073929) |
|                 | □   [Module 8: Module #8 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073923) |
|                 | □   [Module 9: Module #9 Quiz](https://canvas.fsu.edu/courses/151127/assignments/1073926) |