Community & Environmental Sociology 375-2

Labor in Global Food Systems

Spring 2018 – MW 2:30-3:45
Agricultural Hall 10
Class email list: cesoc375-2-s18@lists.wisc.edu
3 cr.
Canvas URL: https://canvas.wisc.edu/courses/87344

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In our global economy, much of our food travels thousands of miles from farm to plate and undergoes extensive processing. Because of the distance and complexity of the connections between producers and consumers, it is hard for most of us to know who grows our food and under what conditions, what kinds of labor are involved in its processing and distribution, and what happens "behind the kitchen door" in the restaurants where we eat or behind the scenes in grocery stores and other retail outlets. In this course, we will learn to build models of commodity chains as a way of visualizing and studying all of the activities, from conception to end use and disposal, involved in bringing food to market. The analysis of commodity chains provides a novel way of studying globalization and a methodology for uncovering the social relationships and transactions that make up markets. Through this lens, we will explore contending views about the state of our current food system and how new technologies and globalization are reshaping it. We will also learn about the ways that social movements are working to reshape commodity chains by promoting local production, fair trade, and labor justice.

Credit:

This class meets for two 75-minute face-to-face class periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

Graduate Student Credit:

Graduate students enrolled in this course are not required to take the quizzes, but are expected to write the short response papers. The final research paper for graduate students should be approximately 20 double-spaced pages).

Learning Objectives:

By the end of the course, students should be able to:

- Identify sources of information appropriate for analyzing global food systems (information literacy; inquiry and analysis)
- Construct models and descriptive accounts of food commodity chains (inquiry and analysis; critical and creative thinking)
- Analyze how institutions govern local and global food systems (inquiry and analysis)
- Describe the kinds of labor involved in various parts of the food system (inquiry and analysis)
- Map the spatial dimensions of food commodity chains (knowledge of human cultures and the physical and natural world)
- Engage in ethical reasoning about more just food system conditions (ethical reasoning and action)

Course Materials:

Books: Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*
Saru Jayaraman, *Behind the Kitchen Door*

Reader: PDFs and links on our CANVAS website.

Assignments:

Essays: 500-word essays due February 7 and March 12. Guidelines will be handed out in class. Submit essays via Canvas. 10 points each.

Quizzes: In class quizzes on concepts (some fill-in-the-blank questions and some short essays). February 26 and April 4. 10 points each.

Commodity Chain Model and Worksheet: In-class work on February 28. Due March 5 (upload to Canvas or hand in hard copy). 20 points.

Final Paper on some aspect of labor in a particular commodity chain. Proposal due April 9 (upload to Canvas). Final paper (approximately 10 double-spaced pages, including bibliography) and poster presentation due May 4 (upload paper to Canvas). Paper = 35 points. Poster = 5 points.

Assignment	Due Date	Points
Essay 1	Feb 7	10
Quiz 1	Feb 26	10
Commodity Chain Diagram and Worksheet	Mar 7	20
Essay 2	Mar 14	10
Quiz 2	Apr 4	10
Final Paper Topic	Apr 9	0
Final Paper	May 4	35
Poster (representing final paper)	May 4	5
		100

Grade Distribution:

Grades for the course will be assigned using the following point distribution (grades will not be curved):

A = 94-100 AB = 89-93.9 B = 83-89.9
BC = 77-82.9 C = 70-76.9 D = 60-69.9
F = below 60

Attendance: Regular class attendance will be absolutely necessary to do well on assignments, but I will not deduct points for failure to attend classes or participate.

Academic Integrity: By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.
All of the work that you submit for this class must be your own work, and you are required to quote and cite all references properly. Whenever you are unsure about quoting and citing, please come to see me to figure out the best strategy. But in general, if you are in doubt, cite! If you use a web-based source, you can always cite the URL. For information about plagiarism policy:
http://www.wisc.edu/students/saja/misconduct/UWS14.html#points
More information on source citation:
www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf.

Accommodations: I wish to include fully any students with special needs in this course. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Faculty and students share responsibility for reasonable accommodations for students with disabilities. Students should inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you, or in coordination with the McBurney

Center, to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Student Rights and Responsibilities: Every member of the University of Wisconsin–Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy. The process used to determine any violations and disciplinary actions is an important part of UWS 17. For the complete text of UWS Chapter 17, see this link, or contact the on-call dean in the Dean of Students Office, 608-263-5700, Room 70 Bascom Hall.

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

Student Grievance Procedure: Any student at UW–Madison who feels that he or she has been treated unfairly has the right to voice a complaint and receive a prompt hearing of the grievance. The basis for a grievance can range from something as subtle as miscommunication to the extreme of harassment.

Each school or college has a procedure to hear grievances. Generally, the process involves an informal attempt to solve the problem, if appropriate. If not, more formal proceedings can be undertaken until a resolution is reached. Advisors and school or college offices have detailed information. For assistance in determining options, students can contact the on-call dean in the Dean of Students Office, 608-263-5700, Room 70 Bascom Hall, Monday–Friday, 8:30 a.m.–4:30 p.m.

Seeking Assistance: A student can seek help at many places on campus, for both personal and academic problems. For answers to general questions on many topics, a good place to start is Ask Bucky, which is an excellent general referral service.

For personal problems, Counseling Services, a unit of University Health Services, offers a variety of individual, group and couple counseling services. Experienced counselors, psychologists, and psychiatrists are available to assist students in overcoming depression and managing anxiety, and in developing self-awareness and understanding, independence, and self-direction. The counseling staff is experienced and sensitive to students of diverse cultural and ethnic backgrounds. Counseling Services is located at 333 East Campus Mall; 608-265-5600. In addition, an on-call dean in Student Assistance and Judicial Affairs is usually available by telephone (608-263-5700) or on a walk-in basis (75 Bascom Hall) Monday–Friday, 8:30 a.m.–4:30 p.m.

For academic problems, many places can offer help. The student should first discuss the problem with the professor or TA. If the problem is not resolved at that time, the student

can speak with an academic advisor or the chair of the department. If further assistance is needed, the student should contact one of the academic deans in the school or college.

Grade disagreements: If you have questions about a grade, speak to me first. If the question is not resolved, speak with the Chair of Community and Environmental Sociology, Gary Green, who will attempt to resolve the issue and inform you of the appeals procedure if no resolution is reached informally.

Writing Center. Because a substantial part of your grade depends on the final paper, I encourage you to make use of the resources available at the UW Writing Center (http://www.writing.wisc.edu). They have terrific online resources about planning and writing a research paper, thesis v. purpose statements, writing introductions, organizing paragraphs, organizing the paper using reverse outlines, citing sources, proofreading for common grammar errors, and improving your writing style. You can also make appointments for individual consultations.

Diversity and Inclusion: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." https://diversity.wisc.edu/

COURSE SCHEDULE

Jan 24 **Introduction to Course**

Part 1 – Histories of Global Food Chains

Jan 29 **The Political Economy of Global Food Chains, Then and Now**

Harriet Friedmann, "Remaking Traditions: How We Eat, What We Eat, and the Changing Political Economy of Food

Matthew Hockenberry, "Elements of Food Infrastructure"

Jan 31 **Global Food Chains in Slavery and the Industrial Revolution**

Sidney Mintz, "Time, Sugar, Sweetness"

Rachel Slocum, "Race in the Study of Food"

Feb 5 **Global Food Chains and Colonialism**

Eric Wolf, "The Movement of Commodities"

Part 2 – The Structure and Characteristics of Food Chains

Feb 7 **What is a Commodity Chain?**

Terence Hopkins and Immanuel Wallerstein, "Commodity Chains: Construct and Research"

Collins, Jane, "A Feminist Approach to Overcoming the Closed Boxes of the Commodity Chain"

Essay 1 Due: How Does Food Connect You to Some Other Part of the World? (guidelines will be handed out)

Feb 12 **Characteristics of Food Chains: Freshness**

Susanne Freidburg, "Freshness from Afar"

Christopher Otter, "Scale, Evolution, and Emergence in Food Systems"

Feb 14 **Characteristics of Food Chains: Distance and Durability**

Harriet Friedmann, "Distance and Durability"

Feb 19 **Characteristics of Food Chains: Concentration**

Gary Gereffi, Joonkoo Lee, and Michelle Christian, "U.S.-Based Food and Agricultural Value Chains and Their Relevance to Healthy Diets"

Feb 21 **Culture in Food Commodity Chains**

Amy Choi, "What Americans Can Learn from Other Food Cultures"

Ted Bestor, "How Sushi Went Global"

Feb 26 **Food Sovereignty and Commodity Chains**

Hannah Wittman, Annette Desmarais, and Nettie Wiebe, "The Origins and Potential of Food Sovereignty"

Madeleine Fairbairn, "Framing Resistance"

Feb 28 **Quiz 1** (30 mins)

Preparation for Commodity Chain Assignment (45 mins)

Mar 5 **Workshop: Modeling Commodity Chains**

Assignment: Diagram a food commodity chain of interest to you and answer the questions on the worksheet based on your commodity. Bring this to class.

Part 3 – The Labor of Growing our Food

Mar 7 **Farmworker Labor on Large Farms, 1**

Seth Holmes, *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States,* chs. 1-3

Commodity Chain Model and Worksheet Due

Mar 12 **Farmworker Labor on Large Farms, 2**

Holmes, *Fresh Fruit, Broken Bodies,* chs. 4-5

Film: *Food Chains*

Mar 14 **Farmworker Labor on Large Farms, 3**

Holmes, *Fresh Fruit, Broken Bodies,* chs. 6-7

Essay 2 Due: Response to Holmes book (guidelines will be handed out)

Mar 19 **Disappearing Family Farms in the U.S.**

Fred Buttel, et al., "Why Worry About an Agriculture of the Middle?"

Heidi Marttila-Losure, "The Disappearing Middle"

Mar 21 **Family Farms in Global Economy**

Grain, Hungry for Land

Miguel Altieri, and Víctor Manuel Toledo, "The Agroecological Revolution in Latin America"

Apr 2 **Farming under Contract**

Roger Clapp, "The Moral Economy of the Contract"

Oxfam, "How Can Contract Farming Work for Small Farmers?

Film: "The Sharecroppers"

Apr 4 **Quiz 2** (30 mins)

Workshop on Final Papers: Defining a Topic, Finding Sources (45 mins)

Part 4 – Food Processing

Apr 9 **Dis-assembly Lines**

Pro Publica, "Sold for Parts"

Oxfam, "Lives on the Line"

Final Paper Proposal Due

Apr 11 **Respatialization of Food Processing**

David Bacon, "How U.S. Policies Fueled Mexico's Great Migration"

Wall Street Journal, "On the Killing Floor: Clues to the Impact of Immigration on Jobs"

New York Times, "Immigrants Keep a Meatpacking Town Alive and Growing"

Part 5 – Selling and Serving Food

Apr 16 **Fast Food**

Ester Reiter, "Serving the McCustomer: Fast Food is Not About Food"

Carol Stack, "Coming of Age in Oakland"

Apr 18 **Restaurant Work, 1**

Saru Jayaraman, *Behind the Kitchen Door,* chs. 1-4

Apr 23 **Restaurant Work, 2**

Jayaraman, chs. 5-7

William Finnegan, "Dignity: Fast Food Workers and a New Labor Activism"

Steven Greenhouse, "Advocates for Workers Raise the Ire of Business"

Part 6 – Alternatives

Apr 25 **Fair Trade**

Dan Jaffee, "A Movement or a Market?"

Apr 30 **Fair Trade v. Food Sovereignty?**

Bacon, Christopher, "Contested Agri-food Governance"

May 4 **Poster Session - Final Papers due**