

GENERAL INFORMATION

PROFESSOR INFORMATION



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COURSE DESCRIPTION AND PURPOSE

This course provides a research-oriented approach to the study of social theory. Students will learn to articulate basic definitions of what constitutes a social theory, core concepts of food studies and social movements. Each student will conduct a research project that applies concepts of social theory and food studies to a case study of a food-oriented social movement, thus demonstrating research, analytical and presentation skills.

COURSE OBJECTIVES

This course will seek to improve your awareness of:

1. The usefulness of social theory in producing an understanding of our social lives.
2. The ways in which social theory has sought to make sense of the extraordinary and accelerating social changes that have affected human societies since the 19th century.
3. The importance of social movements as efforts to produce intentional social change.
4. The significance of food production, distribution and consumption not simply for human reproduction, but also for such important issues as health, poverty, sustainability, social power, and social identity.
5. The prospects of social action and social movements oriented toward the goals of food security and sovereignty.

To accomplish those objectives, we will read and discuss a wide range of texts that use social theory to explain social change. We will focus on the Slow Food movement as an effort to produce social change in food systems. We will also work in small groups to advance these discussions and develop a wider perspective on the quest for food that is “good, clean, and fair,” according to the criteria of the Slow Food movement.

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students

enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

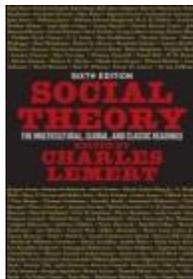
Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

COURSE PREREQUISITES

This course has a prerequisite: either ANT2000, GEA2000, or SYG2000, or instructor's permission.

TEXTBOOK



Social Theory: The Multicultural, Global, and Classic Readings

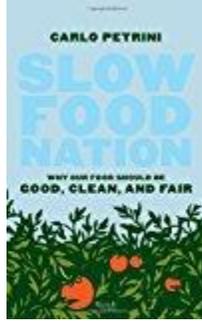
Charles Lemert

Westview Press, 6th Edition, 2017

ISBN-10: 0813350026

ISBN 978-0-8133-50028

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).



Slow Food Nation: Why our Food Should be Good, Clean, and Fair

Carlo Petrini

Rizzoli Ex Libris, 1st Edition, 2013

ISBN-10: 0847841308

ISBN-13: 978-0847841301

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

ADDITIONAL READINGS AND MATERIALS

The following selections are accessible online through the library:

[Food and Culture](#)

Carole Counihan and Penny Van Esterik, eds. Routledge. New York. 2013.

- Ch. 7. Industrial Food: Towards the Development of a World Cuisine. Jack Goody. Pp. 72-90
- Ch. 28. Slow Food and the Politics of "Virtuous Globalization." Alison Leitch. Pp. 409-425
- Ch. 34. Fast Food/Organic Food: Reflexive Tastes and the Making of Yuppie Chow. Julie Guthman. Pp. 496-509
- Ch. 36. The Political Economy of Food Aid in an Era of Agricultural Biotechnology. Jennifer Clapp. Pp. 531-545
- Ch. 37. The Political Economy of Obesity: The Fat Pay All. Alice Julier. Pp. 546-562.

[Tomatoland: How Modern Industrial Agriculture Destroyed Our Most Alluring Fruit](#)

Barry Estabrook. Andrews McMeel Publishing. 2012.

- Ch. 2: "A Tomato Grows in Florida" (PDF provided in course)

[Pig Tales: An Omnivore's Quest for Sustainable Meat](#)

Barry Estabrook. W. W. Norton & Company, 2015.

- Ch. 4: "Big Pig". (PDF provided in course)

[A Primer on Social Movements](#)

David Snow and Sarah Soule. W.W. Norton & Co. New York. 2010.

- Ch. 1. Pp. 1 - 22

The videos listed below will be provided in the course:

- Harvest of Shame*. CRM/McGraw Hill Films, 1961. 54 min.
- Food Chain\$: the revolution in America's fields*. Screen Media Films, 2014. 83 min.
- Food Miles*. 2013.
- The Great Food Revolution, Part 1*. 2014.

EXPECTATIONS OF THIS COURSE

This is a hybrid course. Hybrid courses require self-motivation, self-discipline, and technology skills sometimes make these courses more demanding for some students. If you find that you are having difficulty keeping up with the out-of-class work, please make an appointment with or email me.

You are responsible for carefully reading the syllabus and weekly calendar, meeting deadlines as posted, and submitting mature, thoughtful work. The online portion of the class is required and constitutes the online attendance. Please review additional expectations below.

Students are expected to:

- **review the how to get started information** located in the course content;
- **introduce themselves to the class** during the first week by posting a self-introduction in the appropriate discussion forum;
- **take the practice quiz** to ensure that your computer is compatible with Blackboard;
- interact online with instructor and peers;
- log in to the course at least **3 times** per week;
- respond to discussion boards, blogs, and journal postings on a weekly basis;
- respond to **emails** within **3 days**; and
- submit assignments by the corresponding deadline.

The instructor will:

- Log in to the course **5 times** per week.
- Respond to discussion boards, blogs, and journal postings as needed.
- Respond to **emails** within **3 days**.
- Grade assignments within **10 days** of the assignment deadline.

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

DISCUSSION BOARD

Note: keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Video Discussions

Students will participate in three **(3) online discussions** of assigned videos on food issues, post short commentaries, and engage in general discussion. Each video discussion is worth a maximum of 30 points **(90 points total)**.

- The video discussions are to be completed in the **Discussion Board** section of the course.
- Each student is expected to post at least three (3) times to each discussion.
- Each discussion will run for several weeks.

Reading Discussions

Students will participate in 6 small group discussions of assigned topics and readings **(120 possible points)**.

- Each group will present a short summary of its topic in class.
- Each group will post the summary of its topic to the appropriate **Discussion Board** section of the course.
- Each student is expected to post at least three (3) times to the **Discussion Board**.
- Each discussion will run for approximately 10 days.

QUIZZES

- There are twelve **(12) quizzes**, each worth a maximum of 10 points. The two lowest quiz score will be dropped. **(100 points total)**.
- The quizzes consist of multiple choice and short answer questions based on the readings assigned during the week on which the quiz is due.
- There is no time limit to complete the quiz while it is open.
- Each quiz will become **available on Wednesday at 12:00 am ET** and will be **due the following Tuesday by 2:00 pm ET**.
- Students will be able to see the quiz results within three (3) days of the quiz closing date. The results include scores, questions, and correct answers.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

RESEARCH PAPER

Assignment Expectations:

- Each student will conduct a research project culminating in a paper of 8-10 pages, including references.
- The subject of the research will be a specific convivium (local chapter) of the Slow Food Movement in the United States
- Students will choose a specific convivium for study from a list provided to their groups by **February 20** along with more specific instructions for the project.
- Papers will be submitted through Turnitin.com no later than **April 21**.
- Papers will be evaluated according to proper form, research procedures, description of findings, soundness of conclusions, and quality of references.
- Evaluation and grades for papers will be provided by **April 26 (100 possible points)**.

Please note that the following information only applies if your course requires the use of Turnitin to submit your assignments.

- Review the detailed [Turnitin instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

GENERAL PARTICIPATION

Students will attend class regularly, participate in classroom discussions and activities, be consistent contributors to group activities, and engage fully in all online discussions and projects. **(75 possible points)**.

GRADING

No credit will be given for posts after their deadline; it is important to pay attention to the opening and closing dates for all online discussions.

Evaluation and grades for online discussions will be provided regularly during the semester, normally within a week of a discussion's closing.

Course Requirements	Number of Items	Points for Each	Total Points	Weight
Quizzes *Lowest two quiz grades will be dropped.	10 (out of 12)	10	100	20%
Group Reading Discussions	6	20	120	24%
Video Discussions	3	35	105	21%
General Participation	N/A	N/A	75	15%
Research Paper	1	100	100	20%
Total	23	N/A	500	100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	92 - 100	B	82 - 87	C+	78 - 79
A-	90 - 91	B-	80 - 81	D	60 - 69
B+	88 - 89	C	70 - 77	F	< 60

COURSE CALENDAR

WEEKLY SCHEDULE

Note:

- **Class meeting days are on Tuesdays.**
- **Some assignments will not be due during the week they are assigned. Please make sure to look at the due dates in the course calendar below. All assignments are due by 11:59 pm unless otherwise stated.**

Week	Class Day	Activities
<u>Introduction to the Course</u>		
Week 1 January 8-14	January 9	In-Class Session <ul style="list-style-type: none"> • Course introduction • Self-introductions
		Online <ul style="list-style-type: none"> • Read Lemert, Introduction; Petrini, Introduction • Post self-introduction to discussion forum: due Thursday, January 11 • Quiz 1: opens Wednesday, January 10 and due Tuesday January 16 at 2:00 pm
<u>Classical Theories and the Industrial Food System</u>		
Week 2 January 15-21	January 16	In-Class Session <ul style="list-style-type: none"> • Class reading discussion: the industrial food system • Group assignments and introductory exercise

Online

- Read Lemert, pp. 19 - 27; Counihan and Van Esterik, Chapter 7
- Quiz 1: due **January 16 at 2:00 pm**
- Quiz 2: opens **Wednesday, January 17**
- Video Discussion 1: opens **Monday, January 15**

Week 3
January 22-28

January 23

Introduction to Slow Food

In-Class Session

- Class reading discussion: Introduction to Slow Food
- Group reading discussion 1 presentations: Classical social theories

Online

- Read Petrini: part I; Lemert: group selections
- Group Reading Discussion 1 summaries: due **Friday, January 26**
- Quiz 2: due **Tuesday, January 23 at 2:00 pm**
- Quiz 3: opens **Wednesday, January 24**

Week 4
January 29-February 4

January 30

Social Theories and World Conflict; Industrial Agriculture

In-Class Session

- Class reading discussion: industrial agriculture
- Research project introduction

Online

- Read Lemert, pp. 149 - 160; Estabrook Tomatoland, Chapter 2
- Group Reading Discussion 1 general discussion closes **Sunday, February 4**
- Quiz 3: due **Tuesday, January 30 at 2:00 pm**
- Quiz 4: opens **Wednesday, January 31**

Week 5
February 5-11

February 6

The New Gastronomy

In-Class Session

- Class reading discussion: the new gastronomy
- Group reading discussion 2 presentations: social theory and world conflict

Online

- Read Petrini, Part II; Lemert: group selections
- Group Reading Discussion 2 summaries: due **Friday, February 9**

- Quiz 4: due **Tuesday, February 6 at 2:00 pm**
- Quiz 5: opens **Wednesday, February 7**
- Video Discussion 1: due **Sunday, February 11**

The "Golden Age" and Industrial Meat Production

In-Class Session

- Class reading discussion: industrial meat production
- Research case selection

Online

Week 6
February 12-18

February 13

- Read Lemert, pp. 215 - 227; Estabrook Pig Tales, Chapter 4
- Group Reading Discussion 2 general discussion closes **Sunday, February 18**
- Quiz 5: due **Tuesday, February 13 at 2:00 pm**
- Quiz 6: opens **Wednesday, February 14**
- Video Discussion 2 opens **Monday, February 12**

The Principles of Food Quality

In-Class Session

- Class reading discussion: Slow Food principles of food quality
- Group reading discussion 3 presentations: social theory in America's "Golden Age"

Online

Week 7
February 19-25

February 20

- Read Petrini, Part III; Lemert, group selections
- Group Reading Discussion 3 summaries: due **Friday, February 23**
- Quiz 6: due **Tuesday, February 20 at 2:00 pm**
- Quiz 7: opens **Wednesday, February 21**

Global Rebellion and Food Aid and Development

In-Class Session

- Class reading discussion: food aid and development
- Research methods
- First group self-evaluation

Online

Week 8
February 26-March 4

February 27

- Read Lemert, pp. 287 - 297; Counihan and Van Esterik, Chapter 36
- Group Reading Discussion 3 general discussion closes **Sunday, March 4**
- Quiz 7: due **Tuesday, February 27 at 2:00pm**

- Quiz 8: opens **Wednesday, February 28**

The Slow Food Movement in Action

In-Class Session

- Class reading discussion: Slow Food in action
- Group reading discussion 4 presentations: social theory and challenges to the center

Week 9
March 5-11

March 6

Online

- Read Petrinim Part IV; Lemert, group selections
- Group Reading Discussion 4 summaries: due **Friday, March 9**
- Quiz 8: due **Tuesday, March 6 at 2:00 pm**
- Quiz 9: opens **Wednesday, March 7**
- Vico Discussion 2 closes **Sunday, March 11**

Spring Break

Week 10
March 12-18

- Video Discussion 3 opens **Monday, March 12**

Beyond Modernity and Food and Health: The Obesity Issue

In-Class Session

- Class reading discussion: food and health
- Research project discussions

Week 11
March 19-25

March 20

Online

- Read Lemert, pp. 343 - 354; Counihan and Van Esterik, Chapter 37
- Group Reading Discussion 4 general discussion closes **Sunday, March 25**
- Quiz 9: due **Tuesday, March 20 at 2:00 pm**
- Quiz 10: opens **Wednesday, March 21**

The Slow Food Agenda

In-Class Session

- Class reading discussion: the Slow Food movement agenda
- Group reading discussion 5 presentations: post-modern voices

Week 12
March 26-April 1

March 27

Online

- Read Petrini, Part V; Lemert, group selections
- Group Reading Discussion 5 summaries: due **Friday, March 30**
- Quiz 10: due **Tuesday, March 27 at 2:00 pm**

- Quiz 11: opens **Wednesday, March 28**

Globalization Theory and the Organic Food Phenomenon

In-Class Session

- Class reading discussion: the organic food phenomenon
- Second group self-evaluation

Week 13
April 2-8

April 3

Online

- Read Lemert, pp. 433 - 459; Counihan and Van Esterik, Chapter 34
- Group Reading Discussion 5 general discussion closes **Sunday, April 8**
- Quiz 11: due **Tuesday, April 3 at 2:00 pm**
- Quiz 12: opens **Wednesday, April 4**

Slow Food: A Critical Assessment

In-Class Session

- Class reading discussion: Slow Food and Globalization
- Group reading discussion 6 presentations: social theory and globalization

Week 14
April 9-15

April 10

Online

- Read Counihan and Van Esterik, Chapter 28; Lemert, group selections
- Group Reading Discussion 6 summaries: due **Friday, April 13**
- Quiz 12: due **Tuesday, April 10 at 2:00 pm**
- Optional Draft Paper: due **Monday, April 9**
- Video Discussion 3: due **Sunday, April 15**

Course Conclusion

In-Class Session

- Course review

Week 15
April 16-22

April 17

Online

- Group Reading Discussion 6 general discussion closes **Sunday, April 22**
- Final Paper: due **Saturday, April 21**