

POLITICAL ECOLOGY OF FOOD

SIS 400-5

Course Logistics

Mondays
11:20-2:00
MCK 205

Professor: Kelly Feltault
Office Hours: M 3-5
Virtual Hours: T 3-5
Email: cultural-xings@comcast.net
Between 9am and 5pm

Course Description

Food presents a unique lens to examine political, cultural, and technological connections to environment and development. This course provides students with an introduction to political ecology and its approach to global food studies. Students use political ecology and social theory paradigms to examine industrial and alternative food networks, including their impacts on the environment, communities, and rural development. Students also examine how food policy and the global food trading system shape these networks and local environments, communities, and development practices.

Course Goals

By the end of this course, students will:

- Understand and recognize the social, political, economic, and natural forces that shape the food system.
- Be able to think critically about the food system and their everyday food experiences.
- Gain experience designing and conducting food system analysis using quantitative and qualitative methods.
- Appreciate the complexity of the food system and its many interdependencies.

Course Requirements

Books

Issenberg, Sasha. 2007. *The Sushi Economy: Globalization and the Making of a Modern Delicacy*. New York: Gotham Books. (on sale on Amazon.com)
Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press. PAPERBACK
Rees, Andy. 2006. *Genetically Modified Food: A Short Guide for the Confused*. London: Pluto Press.

Readings

This is a seminar course, which means 2 things:

- 1) You will be reading approximately 50-120 pages a week and looking at other media.
- 2) You should be an **active reader**—making notes in the margins, comparing one week's readings to another week, analyzing the strengths and weaknesses of arguments based on evidence (not opinion), looking up

ideas, places, or foods you are unfamiliar with; and coming to class prepared to share your insights and ask questions.

You are required to complete all of the assigned readings. Class activities will require you to discuss the readings and your insights. Often you will write about the readings in class or do group analysis based on the readings. I will grade these activities, so if you have not done the readings, you will be in a pickle and so will your grade.

Assignments

Assignments, unless they are in-class activities, should be typed in 12 point font and Times Roman. Students must use the Turabian A MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS to format footnotes, reference lists, margins, page numbers, headings and subheadings. If you don't know what this is, please see the following websites:

- <http://citationmachine.net/>
- <http://www.liu.edu/cwis/CWP/library/workshop/cittur.htm>
- <http://www.bridgew.edu/Library/turabian.cfm> [footnotes section only]
- <http://www.asu.edu/graduate/format/styleRefs/Turabian.html> [for subheadings, block quotes, & margins]

Or, visit the library or the writing lab and look at the actual Turabian style manual. All homework assignments should not have more than 2 grammar, spelling or punctuation problems on each page; I do mark down for poor writing and proof reading. See the grading criteria for each assignment for more details on how you will be evaluated.

All assignments, unless they are in-class activities, will be submitted through Blackboard and are due Mondays by 11am. To submit your homework on Blackboard do the following:

- DO NOT submit anything in the digital drop box
- Instead, click on the Assignment link
- then click on the assignment you wish to submit
- attach your file.

Make sure you submit your work in a format that is compatible with Blackboard. If I can't open your file or if it comes out encoded, I can't grade it. Your assignments will be graded electronically with added comments and suggestions, and then reposted to Blackboard. You should review them and look at the comments; generally, students who do this see their writing—and thus their grades—improve dramatically over the semester.

Part of being a senior about to graduate and become a professional (i.e. a working adult) is being able to complete work on time and at the required level of standards and excellence. Students who turn assignments in late will have 1 point deducted for each day the assignment is late. This will also affect your Professionalism Grade (see below, Grades). This policy DOES NOT apply to the

final project. The *final project is due the last day of class, I will not accept late research projects.*

Attendance

Students are allowed 1 unexcused absence during the semester—this is your freebee, use it wisely. After that, absences will affect your grade in the following manner:

Total of 2 absences (1 freebee + 1 other)	1 point deduction from overall grade total
Total of 3 absences (1 freebee + 2 others)	2 point deduction from overall grade total
4 or more absences (1 freebee + 3 or more)	4 point deduction from overall grade total

I will accept the following as excused absences that do not count toward a deduction of points: severe illness with doctor's note, death in the family, victim of violent crime. Students encountering other issues that they feel are beyond their control and should be considered an excused absence need to speak with me in person *immediately*. Students who want to miss class for religious reasons will be excused *but* any work due that day must be submitted on time through Blackboard.

NOTE: ATTENDANCE IS REQUIRED FOR THE FINAL TWO CLASSES.

Homework & Projects

Homework Assignments

1) Food Diary: each student will keep a food diary starting the first week of class. Your diary should keep track of the food and drinks you consume this semester. But it should also include the following as much as possible:

Where did you eat the food & with who?

Where did the food come from (store, restaurant, brand names; country it was produced in; etc)

what do you like or not like about this food

2) In Class Writing/Activities: students will free write or conduct mini research projects during class. For the writing, I will not grade you on grammar but instead on sources, analysis, critical thinking skills, and how you relate your writing to the themes of the course. For the mini research projects, I will evaluate you on your ability to develop and answer a question based on the readings & discussion, and through research and analysis, finding and interpreting sources.

3) Case Study: Students will research an aspect of a PDO or a PGI labeled food to determine the following:

- What is the cultural significance of the food?
- How is the label connected to the locality and place of the food?
- why did the food need the PGI or PDO label?
- What advantages or disadvantages does this product gain from this label?
- How effective do you think this label is for this product?

You will also create one question of your own that you will research. You will write this up in case study format, 5-7 pages. You will also present your findings to the class in a 5 minute presentation.

4) Food Challenges: there are 2 food challenges during the semester. You must choose 1 to complete. You will be asked to change the way you eat and think about that—keeping track in your Food Diary—and then write a paper on the experience.

1. Corn Food Challenge: After reading the units on Corn and Meat on 9/10 and 9/17, go at least 1 week (9/17/07-9/24/07) without eating any foods that contain corn in any form. So, that means no corn-fed beef or other meat, no corn tortilla chips or corn flakes, and most importantly NO corn syrup (processed foods, soda, juice, fast food etc). You must read labels and consider what you eat in restaurants for this challenge. Keep track in your Food Diary of what you eat, but also what you cannot eat that you normally do eat. Make notes of how you feel physically and otherwise in your Food Diary, and how difficult it is to *not* eat corn. Write a 3 page paper describing how your diet changed and what difficulties you faced making this change; describe any physically or other changes you experienced; estimate how much corn is normally in your diet in a week. Discuss either the moral, cultural, or political economy of your corn eating habit.

2. Food Miles Challenge: After reading the units on HVF and Pollan's Big Organic, select a meal that you have eaten at least 3 times so far this semester based on your Food Diary and calculate the food miles for all the food in that meal (an Excel spreadsheet works best). Now calculate how much gasoline was used to transport, fertilize, and package that meal. How big is your footprint? Now figure out how you can make that same meal have a smaller footprint. Where do you have to get the ingredients? How much do they cost? When are they in season in this area or can they even be grown here? What could you use as a substitute? Are they in season at the same time? Make this meal with a smaller footprint. Write a 3 page paper describing the following: the original meal and its food miles and why you eat it often (if you like it, be specific about what you like), describe where the ingredients come from; the smaller footprint meal and its ingredients, their cost and seasons, and where they come from; and describe the difference in taste between the two meals. What is the moral, cultural, or political economy of your meal? Include your footprint calculations with your submitted paper as an appendix (see Turabian on how to do that).

Project: Briefing Book

Students will conduct an independent, original research project submitted as a Briefing Book. This research project will give students the opportunity to explore the food system by conducting a product analysis of one food item and researching in-depth an issue surrounding that food product. This project requires students to create research questions, a research plan and proposal, and to conduct original research. Original

research can be a set of interviews, a survey, a review of historical records, a visual or discourse analysis of marketing materials or advertisements, an analysis of existing policies, or statistical analysis of existing data.

Students will submit their Briefing Book in written format, at least 15 pages with headings and subheadings by the last day of class. They will also present their research formally to the class as if they were presenting the work at a conference or for policy makers. Students will give a 10 minute presentation that summarizes their research questions and findings. Presentations must be coherent, and contain a thesis statement, and present your major findings. You are encouraged to use PowerPoint or other media, especially to present graphs or other data.

See the attached Briefing Book Instructions for full details.

NOTE: the final 2 classes are devoted to the student presentations. You will be divided into panels to present your materials, just like a professional conference. Guests will be invited to attend the panels and guests and classmates will be allowed to ask presenters questions. ATTENDANCE IS REQUIRED FOR THE FINAL 2 CLASSES.

Discussion/Study Groups

I encourage all students to form discussion or study groups outside of class—preferably over a meal you share together! This will give you an opportunity to share ideas, analysis, and comparisons (between readings) and to get more out of the readings—and class! However, this does not mean that you can submit the same homework. This violates University policy and requires me to report you, causing all sorts of hassles and ugliness for you—so don't do it.

Assistance

I am always willing to assist students produce the best work that they can—this is why I have office hours. However, I can only help you *before* you submit the work—after that, I am grading it according to the evaluation criteria.

In addition, AU provides students with a wealth of resources to assist them in submitting the best possible papers and homework. If you need help, consider these resources:

Academic Support

www.american.edu/asc

- a. Students with Learning Disabilities: if you have a diagnosed learning disability, please make sure you have visited the Academic Support Center and received a letter for me to sign. I am happy to work with you and the Center on making this class a productive learning experience. Please visit the Writing Lab while you are in the Academic Support Center, they have writing councilors who work with students with disabilities.

- b. International Students: please visit the Writing Lab in the Academic Support Center to work with ESL specialists on your assignments. Please visit me in my office often to get feedback.
- c. All students: avail yourself of the training and services offered by the Academic Support Center to improve your work, read faster, and make your life easier. Visit me in my office to get feedback and share ideas *before* the assignment is due.

Grades

Performance Grade

This measures how students perform in the assignments in relation to the course goals and the evaluation criteria for each assignment. Students are given a variety of opportunities to display their knowledge of the assigned material, their ability to synthesize and apply the material, to think critically, and to express this in several formats. *Knowing the material is only the first step*, students must be able to apply their knowledge and integrate it in discussions, assignments, and the research project.

Evaluation criteria for each assignment is posted to Blackboard with the assignment. REVIEW this before starting an assignment along with the directions for the assignment. Each assignment will be graded on a points system as described below:

Assignment	Points	Due Date
Research Project: Proposal	10	9/17/07
Food Challenge #1	10	10/1/07
Food Diary	5	10/8/07
Food Challenge #2	(choose #1 or 2)	10/15/07
Progress Report	10	10/29/07
Case Study	10	11/5/07
Food Diary	5	12/3/07
Research Project: Oral Presentation	15	12/10 or 12/17
Research Project: Written:	15	12/17/07
In Class Writing/Mini Research 1	5	TBA
In Class Writing/Mini Research 2	5	TBA
Professionalism	10	
Total	100	

A	100-91
B	90-81
C	80-71
D	70-69
F	69 and below

Professionalism Grade

Students' "professionalism" will also be measured. Professionalism means: a set of internalized character strengths and personal values that reflect in the way a student carries out work, and how the student approaches learning. Therefore, students will be graded on the following:

- arriving to class on time; not leaving early
- coming prepared for class (ie doing the readings, the homework, making notes, etc)
- ability to complete/submit work on time
- ability to conduct self directed learning (raising questions & finding the answers; creating a research plan & completing it; bringing in current events related to course)
- ability to conduct self assessment of own work (proofreading, etc)

Incompletes

Students who meet the University's criteria and who notify me at least 2 weeks before the last class are eligible for Incomplete status. Students receiving an incomplete will have until December 31, 2007 to complete missing assignments. Students who do not submit work by this date will receive a grade based on the points they have accumulated at the end of the semester.

Course Policies

Cell Phones

As a courtesy to other students and the professor, please turn off your cell phone, pager, blackberry, ipod, or other personal electronic device before entering the classroom. You can text/check messages during the breaks.

Laptops

students may use laptops in class to take notes and they might come in handy for the in-class mini research projects. However, students caught checking email, surfing the web, or in any other way working on non-course related activities will lose the privilege of their laptop for the rest of the semester.

Eating in Class

students are allowed to eat in class, though eating should not disturb other students around you (this includes food allergies) AND students must clean up any food trash, spills or other debris left from their meal.

Academic Integrity Code

"By registering as a student at American University, all students acknowledge their awareness of the *Academic Integrity Code*" (university website: <http://www.american.edu/academics/integrity/code.htm> downloaded 8/23/06).

- Code violations include: plagiarism, inappropriate collaboration, dishonesty in exams or papers, submitting work from one course for another, falsifying data, interfering with other student's work, and violating copyright laws.

Suspected violations of the Academic Integrity Code require the professor to fill out forms, reporting the incident to the Department Panel, which is then followed

by a hearing that you must attend. So, read the details of these offenses at: <http://www.american.edu/academics/integrity/code.htm> and any student who is unsure of these concepts or infractions is encouraged to speak with me prior to starting an assignment.

Course Plan

Week 1

August 27

Introduction: Foundational Concepts

READ

Mark Kurlansky "The Food Chains that Link Us" in Time Magazine at http://www.time.com/time/specials/2007/article/0,28804,1628191_1626317_1632247,00.html

Berry, Wendell. 1996. "The Agricultural Crisis as a Crisis of Culture" in *The Unsettling of America: Culture and Agriculture* 2nd ed.: Sierra Club Books. PDF on Blackboard.

LECTURE

Political Ecology, Cultural Economy, and Moral Economy
Globalization

BEGIN

Food Diary

Industrial Production

Week 2

Make up Class

September 3

Colonial Foods

READ

Tucker, Richard. 2007. "America's Sweet Tooth: Cane Sugar Transforms Tropical Lowlands" in *Insatiable Appetite: the United States and the Ecological Degradation of the Tropical World*. Lanham: Rowman & Littlefield. PDF on Blackboard.

Walker, Timothy. 2007. Slave Labor and Chocolate in Brazil: The Culture of Cacao Plantations in Amazonia and Bahia (17th-19th Centuries). *Food and Foodways*. 15, no. 1-2: 75-106. PDF on Blackboard

VIEW

"Extra Bitter" film on the chocolate islands; on reserve at AU media

LECTURE

Environmental history, colonial food and global trade
Movie in class: "Black Gold" on coffee

Week 3

No Class

September 10

Corn

READ

OPTIONAL

VIEW

FOOD CHALLENGE #1

Week 4 **No Class** **September 17**

Meat

READ

Heffernan et al. 1999. “Concentration in the Food and Agriculture System” PDF on Blackboard. Read and review the charts too.

VIEW

Week 5 **Class Resumes** **September 24**

High Value Foods

READ

Little, Peter, and Catherine S. Dolan. 2000. "What It Means to Be Restructured: Nontraditional Commodities and Structural Adjustment in Sub-Saharan Africa." In *Commodities and Globalization: Anthropological Perspectives*, ed. Priscilla Stone et. al, 59-78. Lanham: Rowan and Littlefield. PDF on Blackboard.

MINI-WRITING/RESEARCH

LECTURE

Structural Adjustment Programs, high value foods, contract farming, aid to trade, food miles; retail capitalism; quality schemes.

DUE

Food Challenge #1

Week 6 **October 1**

Sushi

READ

Issenberg, Sasha. 2007. *The Sushi Economy: Globalization and the Making of a Modern Delicacy*. CHAPTERS 1-6 (approx. 120 pages)

LECTURE

Global Fish crisis; tragedy of the commons; food quality, value and globalization; food and culture; globalizing a diet

Week 7 **October 8**

Sushi

READ

Issenberg, Sasha. 2007. *The Sushi Economy: Globalization and the Making of a Modern Delicacy*. CHAPTERS 8-11.

LECTURE

Aquaculture, global governance, fishing economy, moral economy

MOVIE

In class watch "Farming the Seas"

DUE

Food Diary

Industrial Consumption

Week 8 **October 15**

Fast Food

READ

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press. CHAPTERS 6 & 7

Matejowsky, Ty. 2007. "Global Tastes, Local Contexts: an Ethnographic Account of Fast Food in the San Fernando City, the Philippines" in Fast Food/Slow Food, PDF on Blackboard

OPTIONAL

Barndt, Deborah. 2002. "Arch Deluxe with a Smile" in *Tangled Routes: Women, Work and Globalization on the Tomato Trail*. Lanham: Rowman & Littlefield. PDF on Blackboard

MOVIE

In class: "Supersize Me"

LECTURE

McDonald's in China, visual analysis/symbolic analysis; health issues;

DUE

Food Challenge #2 if you are doing this

Week 9

October 22

Retail/Grocery

READ

- Freidberg, Susanne. 2004. *French Beans and Food Scares: Culture and Commerce in an Anxious Age*. Oxford: Oxford University Press.
CHAPTER: Britain: Brands and Standards. PDF on Blackboard
- Wrigley, Neil. 2001. "The Consolidation Wave in U.S. Food Retailing: A European Perspective." *Agribusiness* 7, no. 4: 489-513. PDF on Blackboard
- Buttel, Fred. 2000. "The Recombinant BGH Controversy in the United States: Toward a New Consumption Politics of Food?" in *Agriculture and Human Value* 17, 1; p 5-20. PDF on blackboard

VIEW

- Review the data about grocery stores from the Food Marketing Institute. PDF on Blackboard.
- Hendrikson & Heffernan. 2005. "Concentration in the Agricultural Market" PDF on Blackboard. NOTE: compare the charts here with the ones in Week 4 and see how they say the concentration has changed. What has changed, where is the power now in the food industry compared to what we saw in week 4?

LECTURE

Methods; retail capital; consolidation/mergers; EU vs USA;

Alternative Networks

Week 10

October 29

Foundational Concepts

READ

- Morgan, Kevin, Terry Marsden, and Jonathan Murdoch. 2006. "Place and Provenance in Food Networks" in *Worlds of Food: Place, Power and Provenance in the Food Chain*. Oxford: Oxford University Press. PDF in Blackboard
- Slow Food Manifesto. Word Document on Blackboard

LECTURE

Short Food Supply Chains; place-based food and quality; adding value and new forms of rural development

DUE

Progress Reports

Week 11

November 5

Labeling Schemes

READ

- Parrot, Nicholas, Natasha Wilson, and Jonathan Murdoch. 2002. "Spatializing

Quality: Regional Protection and the Alternative Geography of Food” in European Urban and Regional Studies. 9; 241-261. LINK on Blackboard
Stanford, Lois. 2007 “The Role of Ideology in New Mexico’s CSA Organizations: conflicting visions between growers and members” in Slow Food/Fast Food pdf on Blackboard
Kaiser, Michel & Gareth Edwards Jones. 2006. “Role of Eco Labeling in Fisheries Management and Conservation” in *Conservation Biology*. 20:, 392-398.

OPTIONAL

Constance, Douglas and Alessandro Bonnanno. 2000. “Regulating the Global Fisheries: WWF, Unilever, and the MSC” in *Agriculture and Human Values*. 17:2, 125-139. PDF in Blackboard

DUE

Case Study

POSSIBILITY

Guest Speaker or Visit CSA on weekend

Week 12

November 12

Organic

READ

Belasco, Warren. 2006. *Appetite for Change: How the Counterculture Took on the Food Industry*. Ithaca: Cornell University Press. CHAPTER 4
Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press. CHAPTER “Big Organic”
Raynolds, Laura. 2004. “The Globalization of Organic Agro-Food Networks” in *WorldDevelopment* Vol. 32, No. 5, pp. 725–743, PDF on blackboard

OPTIONAL

DuPuis, E. Melanie. 2000. “Not in my body: BGH and the rise of organic milk” in *Agriculture and Human Values* 17, 3; pg. 285-295 PDF in Blackboard

Week 13

November 19

Fair Trade

READ

Murray, Douglas, Raynolds, Laura and Taylor, Peter. 2006. “The Future of Fair Trade Coffee: Dilemmas Facing Latin America’s Small-Scale Producers” in *Development in Practice*, 16:2
Renard 2003. “fair trade: quality, market & conventions” in *journal of rural studies* 19 87-96; PDF on blackboard
chpt 15 slow food

OPTIONAL

Raynolds, Laura. 2002. “Consumer producer links in fair trade coffee” in *sociologia ruralis* 42, 404-424 PDF on Blackboard

Risks, Science & the Future

Week 14**November 26****Food Safety****READ**

Busch, Lawrence. 2004. "Grades and Standards in the Social Construction of Safe Food." In *The Politics of Food*, ed. Marianne Elisabeth Lien and Brigitte Nerlich, 163-178. New York: Berg. PDF on Blackboard

Nestle, Marion. 2004. *Safe Food: Bacteria, Biotechnology, and Bioterrorism*. Berkeley: University of California Press. PAGES: 14-24; CHAPTER: "Attempting Control of Pathogens" 86-112; PDF on Blackboard

VIEW

Charts and tables from Nestle, PDF on Blackboard. Who regulates the food product you are researching, the FDA or the USDA?

PRESENTATION

By Professor, HACCP in the Thai Seafood Industry

Week 15**December 3****GMOs****READ**

Rees, Andy. *Genetically Modified Food*

Presentations**Week 16****December 10****PANEL 1**

3 students

PANEL 2

2 Students

Presentations**Week 17****December 17****DUE**

Briefing Book

PANEL 3**PANEL 4**

BRIEFING BOOK INSTRUCTIONS

A food system operates as a set of interdependent processes working together—coordinated—to get food from the harvest site to the production site to the purchase and then consumption site. The precise processes employed to make the product reflect the goals and motivations of the manufacturer and retailer, and the intersection of science, nature, and culture. Since food products are specific, often have a brand, and, as such, are manufactured by a food company, details of these processes are specific to the product being considered. Your challenge this semester is to figure out what those specific processes and details are for one food product.

STEP 1. *Choosing a Food Product to Analyze*

The first step in this food product analysis is to choose a food product. You must choose one common *processed* food product. This could be a product that is largely a single-ingredient (like apple sauce, canned green beans, frozen chicken, a soda, oatmeal, or milk) or a multi-ingredient product (such as multi-grain bread, frozen pizza, fruited yogurt, or a microwave dinner). You can select an industrially produced product or one produced under alternative production/consumption methods, so Stouffers frozen lasagna or Amy's Organic Vegetarian Lasagne.

STEP 2. *Developing Questions to Answer*

Throughout the course, you will be assigned to ask questions based on readings, discussion, and in-class video materials. The food product analysis project is no exception. For this next step, you will think about and draft a series of questions about the product you wish to analyze, questions to which you will endeavor to find the answers.

All students will provide a core set of details about the food product such as:

- the name of the product,
- ingredients,
- the manufacturer, and its prevalence in the marketplace.

Beyond this, you will investigate the production, processing, and/or distribution of one or more of the product's major ingredients. You will do this by creating research questions and then designing a plan of how to answer them. Primary level questions might include:

- Where were the major ingredients grown?
- What size farms were involved in growing the commodities from which the major ingredients are derived?
- What production methods were involved?
- Who works in the factories?
- How, and how far, were these commodities/ingredients transported?
- To what points (locations) were the commodities transported for processing and in what frequency?
- Where is the manufacturer headquartered?
- What are the major distribution points?

From the consumption perspective students might ask:

- What is the national consumption of this product?
- How has this changed over time?

- What role does this product play in the diet (i.e., is it a snack, a beverage, a lunch item) and how is it usually used?
- Is the product marketed to a particular segment of the population, and, if so, why?

Beyond these basic research questions, students will decide what the dominant feature of the product analysis will be other than an analysis of the actual ingredients. Students may wish to compare and contrast two like products that represent very different production, process, and distribution systems. For example, you might compare the food system represented by a nationally distributed brand of lettuce versus an organic brand and the environmental or social issues surrounding this. Or, you may wish to investigate the natural resource costs involved in the manufacturing of one of the ingredients or even the packaging containing a specific product. Alternatively, a student may wish to explore the food safety issues of the specific food and policies surrounding that issue. Alternatively, students can take an historical approach and research how the ingredients in a product have changed over time and the scientific, policy, environmental, or cultural issues that forced the change. A multi-ingredient processed packaged product will likely yield a more complex set of processes and food system steps—and thus more options for research.

STEP 3. *Developing a Research Plan*

Students will create a research plan in the form of three written paragraphs describing the product to be analyzed, research questions and how the student intends to carry out the food product analysis. Students can use a variety of information sources and research methods to do this paper. Class lectures, readings, and in class activities and mini research projects provide background on several kinds of food system data that are available for doing food system analyses. Students will augment existing general data with original data. Original data may include any of the following: contacts with food companies, commodity/trade organizations, producers, processor, distributors, or retailers; historical documents, court cases, old newspapers, or policies; surveys of shoppers; advertisements; Congressional records.

STEP 4 *Conducting and Writing the Research*

Progress Report: Students will conduct their research throughout the semester, **START EARLY**. Students will be given a formal opportunity to share their initial findings and get feedback from classmates on their research when they present their *Progress Report*. This should be an outline of what you have accomplished thus far, but it should also raise any problems you are having, present any preliminary findings, and suggest your next steps or how you might change your focus based on research completed. You will present your *Progress Report* orally to the class and get feedback from your colleagues. You will submit the written outline of accomplishments, problems, preliminary findings etc, as well.

Final Paper: Students submit their food product analyses in two ways: as a written report and in an oral presentation. Written reports are limited to 15 pages of double-spaced

type including figures, tables, and graphs. The format for the written report should follow the Turabian style for organization, footnotes, bibliography and other formatting. The paper should provide an overview of the aspects of the food system under consideration and then organize the paper with subheadings corresponding to these aspects.

In addition to the written reports, students will present their food product analyses orally during the last two sessions of the course in organized panels. The professor will group student presentations together based on topic and students will give 10 minute presentations mimicking a conference or presentation to a policy maker. Presentations can use visuals, such as Powerpoint or other media.