



The Business of Food

UNH Course Code: BUS353/SOC313

Subject Areas: Business, Sociology, Environmental Sciences, Global Studies, Health Sciences, Political Science

Level: 300

Prerequisites: Introductory courses in any of the course subject areas

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

Description

Beginning with a short history of food globalization, a concept born of colonization but which has equally dark political implications today, this interdisciplinary course explores how contemporary production and consumption of world-sourced foods challenges the diet, nutrition, and health of world populations, requiring us to re-evaluate the local food choices we make as well as the ethical basis we use to make them. The notion of cheap food (so sophomorically captured by school cafeteria food fights of the 20th century) is at an end and food scarcity is now a reality, as the 2009 food riots from east to west sadly attest. To appreciate the complex global forces at work leading to today's food wars, you investigate how agro-industrial engineering and lobbying, food marketing and advertising, and governmental regulatory and aid policy all determine who eats what and who goes hungry.

You will explore today's food supply chain from farmer to plate, discovering the hard realities of contemporary "nutrition"; how food is produced; the effect agricultural practices have on the environment as well as on human and animal health; how global supermarkets affect food choice and freshness; why cultures react differently to GMO foods; and what consequences result from concentrating food in the hands of a few large industrialists (e.g. Nestle, Kraft, Coca Cola, Unilever, etc.) You will also analyze public reaction to food scares (salmonella, BSE, infected poultry, etc.) and the consequent rise of both organic foods and the movement towards farmer's markets, local produce and seasonal eating.

You will identify and evaluate the critical role technology plays in food production. The heated GMO debate in Europe, where consumers are highly sceptical if not downright terrified, contrasts sharply with US shoppers who either take them for granted or who remain oblivious to their presence. What cultural reasons account for this? Are nutraceutical and functional foods a fad or a biological necessity? Through cross-cultural comparisons and country reports, you will analyze impassioned debates about how much technology should be allowed onto our plates.

The social ills of global food chains will be an important issue for you to diagnose as well. On one hand, starvation, malnutrition, food subsidies and their attendant deleterious effects on developing countries is a common reality. On the other, anorexia amidst plenty and bulimia and obesity in global epidemic proportions characterize entire national populations. You will consider the extent to which these pathologies reflect our troubled relationship with food and the nutritional conflicts it provokes.

Through focused research and personal exploration—each supported by onsite investigation of local food market cultures, agro-industry practices, and consumer nutritional behaviour—you will learn that the business, politics & ethics of eating are more complex, more culturally contingent, and more deadly than we once thought.

Learning Objectives

Knowledge Skills

- Describe the business model of supermarkets, the relationship they have with suppliers, and the process of sourcing raw materials.
- Identify and relate how food corporations and distributor supermarkets manipulate consumer eating habits and attitudes to food.
- Enumerate the ways food labeling can help or hinder consumer food knowledge and nutritional awareness.
- Articulate and assess the arguments for and against GMO foods.
- Explain how irresponsible farming practices produce both food unfit for consumption and numerous, varied, and sometimes unwarranted food scares.
- Elucidate why farming practices generally conform to food industry demands and explain how this phenomenon changes both the lives of farmers and their relationship with the public.

Critical Thinking Skills

- Articulate and assess the arguments of whether organic food is a counter-culture fashion or nutritional necessity.
- Evaluate the role that culture and tradition play in the repudiation or acceptance by European and U.S. populations of GMO farming and crops.
- Demonstrate how new food products & related lifestyles have changed consumer eating habits and attitudes towards shared food experiences.
- Marshal pertinent facts and figures demonstrating that marketing is largely responsible for the worldwide rise in obesity and related food pathologies.
- Enumerate the political criteria upon which food security is based and identify where and why food shortages become increasingly common.
- Complete research into why the act of feeding ourselves is now so problematic and why “food fights” are likely to continue in the 21st century.

Attitudinal Skills

- Learn to recognize and appreciate non-American attitudes and values regarding both food production and consumption.
- Appreciate distinct national attitudes to body images and describe both the role culture plays in creating such images and how body image and eating habits are closely linked.
- Critically evaluate your own relationship to food, identifying what attracts you, what repulses you, and what cultural forces might account for such reactions.
- Examine and assess the eating habits you brought to this course and the changes that resulted from your experience of eating & shopping in a different culture.
- Maintain a personal food journal where you record new food encounters and the ethical issues they raise regarding the buying, preparing, and eating of food.

Instructional Format

Class will meet once a week for 150 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning. *If you require any special accommodations, please contact the instructor.*

The first part of the course will concentrate on the social origins of food and will consider the cultural, traditional and sociological aspects of identifying, acquiring and consuming food. The second part will focus on the business behind eating, the food industry itself, supermarkets, GM crops, advertising and the hidden costs of producing cheap food. The last third will concentrate on food policy: food aid and the US policy; the power governments wield over food industries so beneficial to GD; and to the politics of food

regulation and legislation. For example, what kind of policies could and should governments implement to tackle starvation on the one hand and obesity on the other, sometimes found as well in the same country?

Throughout the course, you will be required to choose and research an area of interest in food production or consumption. You will inspect one of the main markets in the city (such as *Mercato di Sant'Amrogio* in Florence, a daily open-air market, or *Mercato Centrale*, where a new upscale food hall was inaugurated in 2014) and write a detailed report on food choice, quality and price as well as identifying the social-economic background of its clients. Popular street markets will also be a place of enquiry for you, including organic food markets and specialised food shops such as cheese shops, bread and cake shops, butchers, fishmongers, and candy or chocolate shops. Most of this work will be carried out in small groups and is an integral part of class work and is essential to achieving the course learning objectives. Your approach to this research project may be sociological or economic.

Forms of Assessment

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA's formal grade appeal procedure. For more information, see [CEA Academic Policies](#).

Class Participation	10%
Food Fight Blog Postings	10%
Food Culture Assignments	15%
Reflection Journal	15%
Field Research Project	15%
Class Presentation	15%
Final Examination	20%

Class Participation: This grade will be calculated to reflect your participation in class discussions, your capacity to introduce ideas and thoughts dealing with the texts, your ability use language effectively, and to present your analysis in intellectual, constructive argumentation. When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–89.90)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.69)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.90)

Food Fight Weblog: Beginning in the second week of our meetings, each of you will begin writing and updating online weblog entries related to a point of special interest to you on the subject of food fights, struggles, conflicts, or wars. You will regularly publish on our course blog the material you gather. Everyone must identify and select a different food conflict so choose and submit to the instructor as soon as possible the food topic you want to “follow” for the next 15 weeks. In the run-up to your many editorial “deadlines”, you will want to survey the international press, collect pertinent information (taking care to cite and evaluate all sources you use) and then craft a brief article or posting that highlights the pressing issues, problems, decisions or actions related to the conflict at hand. Where possible, make direct email contact with the people or organizations you are researching. They might be able to help with your project, both in gathering first-hand “primary” information on the food issues and for getting directions on where you should be looking for additional information and insight. They may have a blog and other e-forums for discussion and updates. You may use whatever *supporting* documentation you deem appropriate for your postings (images, videos, short documents, links, etc.) but the *text of your submissions must be in your own words*. Do not copy online text into your work. And of course everyone is required to comment on the postings of your classmates. The instructor will send you the address of the blog and you will need to create a Gmail account that will authorize you to make postings. The instructor will send you all an invitation to become an author for this blog and instructions for setting up your account.

Food Fight Weblog Guidelines:

- Choose an issue that is currently prominent and which has been in the news
- Select an issue that sufficiently important to be regularly newsworthy
- Be sensitive to the ethics and possible consequences this assignment raises
- Organize your work around a course-related themes in food policy
- Draw you materials from news sources no older than 10 years
- Cite both the author and the publication in all sources you use
- Range widely in the publications you select (number, national origin, political color)
- Don’t just list things the person is doing: critically analyze and evaluate

Food Culture Assignments: Each week you will have a specific food-related assignment to complete that requires an individual or group task to complete in the host city. This may involve the following: exploring and researching significant food places in the city; personally discovering and tasting particular foods; observing food-related habits in markets, restaurants or cafes; observing food wholesalers or retailers in action; or organizing inter-cultural focus groups to discuss and share attitudes towards the production, buying, preparing and consuming of food. You will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city. Included in these assignments may be quizzes, free writing exercises and other group activities.

Reflection Journal: This ongoing assignment in personal reflection consists of recording your experiential learning, your reactions and responses to your new food environment, and the personal thoughts, fears, ideas and challenges you encounter throughout this course. You may reflect upon the knowledge you acquire through theoretical readings and class discussions or upon how such theory is personally experienced by you. Your goal in this journal is to draw from your first-hand experience and overall cultural awareness and reflect upon your own value system and cultural attitudes in a structured manner within the context of living, shopping, cooking and eating in a different culture. These reflective exercises should contribute to your appreciation and respect for people with differing cultural values and add to your general adaptive skills necessary for living in a cultural milieu different from your own.

Field Research Project: The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and paper on an angle to be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a “foreign” country.

The specific approach, methodology and content that will be integrated into your field research will be explained at the beginning of the course. But as a quick checklist of things to begin thinking about, the following guidelines will help you in deciding on a research topic and in planning its execution.

1. Choose an aspect of the food industry which interests you (e.g. frozen foods, baby food, child obesity, slow food, fast food, etc.).
2. Decide which people you need to meet and interview and what information you need to carry out in this report.
3. Search out a wide variety of both bibliographical and onsite resources.
4. Show personal involvement in your subject in a demonstrable way by visiting trade professionals.
5. Use local resources and make your finished project one that couldn't be done in the US.

Final Examinations: The final exams is designed to establish and communicate to you the progress you made towards meeting the course learning objectives listed above. It is comprised of both ID and essay questions which test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

CEA Attendance Policy

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated

absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.

- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

ceaClassroom: CEA's Moodle CMS

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Required Readings

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Tim Lang & Michael Heasman, *Food Wars: The Battle for Mouths, Minds and Markets*. London: Earthscan (2004), 224pp.

Selected Additional Required Readings:

Chapters, sections, documents and extracts from the following texts will be placed on e-reserve and assigned throughout the semester. Readings for this class will be approximately 1200 pages.

Raj Patel, *Stuffed and Starved: Markets, Power and the Hidden Battle for the World Food System*. Portobello Books Ltd (2007) 448pp.

Peter Atkins, I.R. Bowler, *Food in Society: Economy, Culture, Geography*, Hodder Arnold (2000) 344pp.

Erik Millstone & Tim Lang, *The Atlas of Food: Who Eats What, Where and Why*, Earthscan Ltd (2002) 128pp.

Peter Menzel & Faith D'Aluisio, *Hungry Planet: What the World Eats*, Ten Speed Press, (2007) 287pp.

Anthony Weis, *The Global Food Economy: The Battle for the Future of Farming*, Zed Books Ltd (2007) 256pp.

Peter Singer & Jim Mason, *The Ethics of What We Eat: Why Our Food Choices Matter*, Rodale, (2008) 336pp.

Recommended Readings

Geoff Tansey & Tony Worsley, *The Food System*, Earthscan Ltd (1995), 272pp.

Eric Schlosser, *Fast Food Nation: What the All-American Meal is Doing to the World*, Penguin Books Ltd., (2002) 386pp.

Peter Pringle, *Food, Inc.: Mendel to Monsanto - The Promises and Perils of the Biotech Harvest*, Simon & Schuster Ltd, New edition (2005), 256pp.

Online Reference & Research Tools

Film & Documentary on Food and the Food Industry

http://web.mac.com/marciaskitchen/site/Movies_With_Food_Themes.html

<http://www.londonfoodfilmfiesta.co.uk/news.htm>

<i>Babette's Feast</i> (1987)	Denmark
<i>Big Night</i> (1996)	USA
<i>Chocolat</i> (2000)	French
<i>Eat, Drink, Man, Woman</i> (1994)	British
<i>Wedding Banquet</i> (1993)	Taiwan/USA
<i>Mostly Martha</i> (2001)	German
<i>Sideways</i> (2004)	USA
<i>Fast Food Nation</i> (2006)	USA
<i>Like Water for Chocolate</i> (1992)	Mexico

Global & National Organizations in Food Research (e.g. child obesity, food security, fair-trade, sociology of food, etc.)

<http://www.guardian.co.uk/environment>

<http://www.eph.org/a/3365>

<http://www.minefe.gouv.fr>

<http://etp.ciaa.be>

<http://www.cite-sciences.fr>

<http://www.euro.who.int/documents/e89567.pdf>

<http://www.foodalliance.org>

<http://www.overpopulation.com>

<http://www.iftf.org>

<http://foodroutes.org>

<http://foodsecurity.org>

<http://www.slowfood.com>

<http://www.usda.gov>

<http://kraft.com/corpresp.html>

<http://bananalink.org>

<http://www.cite-sciences.fr>

<http://www.euro.who.int/documents/e89567.pdf>

<http://www.eph.org/a/3365>

<http://www.childrensfoodcampaign.org.uk>

<http://www.ap-foodtechnology.com/News/ng>

<http://www.csm.strath.ac.uk>

<http://www.iccwbo.org/policy/marketing>

<http://www.mediasmart.org.uk>

<http://www.newdream.org/campaign/kids/facts.html>

<http://www.ofcom.org.uk/media>

<http://www.gccni.org.uk>
<http://www.thelancet.com>

Required Supplies & Fees

In Florence, there are several reputable bookshops where you may find publications specialized in the subject of food. You will be given a list of places to visit if you need to buy other materials for your personal project.

Food Fight! The Business, Politics & Ethics of Eating
Course Content

Session	Topics	Activity	Student Readings & Assignments
1	<p style="text-align: center;">Introduction to the Role of Food in our Society Social & Economic Roles Defining ethics & personal choices by what we eat</p>	<p style="text-align: center;">Explain individually what you eat and where you buy your food. What role does food play in your lives? How do you expect this to change?</p>	<p style="text-align: center;">Readings: Tansey and Worsley "The Food System" Ch. 2</p>
2	<p style="text-align: center;">The Globalisation of Food The history of certain foods (e.g. the potato) The origins of foods & how colonization & decolonization has changed our tastes Is there such a thing as a world taste? (100 foods are declined in thousands of ways)</p>	<p style="text-align: center;">Find examples all over the world of foods that we eat as a result of colonisation.</p>	<p style="text-align: center;"><i>Street research for following week: what kind of food outlets exist in Florence that cater for other cultures?</i> Readings: Millstone & Lang "The Atlas of Food" Ch. 3</p>
3	<p style="text-align: center;">The Role of Politics in Food Who makes the decisions concerning deforestation so as to produce animal feed? A short overview of the role of WHO & related U.N. bodies</p>	<p style="text-align: center;">How important is food policy? What role should a government play in how its people eat?</p> <p style="text-align: center;">External visitor: Michael Ryan OECD to speak about the role of this organisation in agriculture.</p>	<p style="text-align: center;">"Food Wars" Lang & Heasman pp. 1-30.</p>
4	<p style="text-align: center;">Marketing Food & Taste Excursion to <i>La Grande Epicerie</i> On-site lesson in marketing by director of marketing, Françoise Flament.</p>	<p style="text-align: center;">Students will make notes on the range of food produce, clients and prices. How is luxury food marketed?</p>	<p style="text-align: center;"><i>Write up a report on the visit for the next class.</i> Readings: Singer and Mason "The Ethics of What we Eat" pp.52-69</p>

5	<p align="center">The Food Supply Chain.</p> <p>What is the role of the farmer? How has it changed over the past few decades? Is agriculture simply a step in a long, complicated chain, a supplier for the food industry?</p>	<p align="center">Discussion in groups:</p> <p>Where is agriculture going and what effect has the supermarket had on suppliers.</p>	<p>Readings: Chapter 3 from "The Food System" Tansey & Worsley "From farm to mouth"</p>
6	<p align="center">Food & the Environment</p> <p>What effect does mass food production have on the environment? What of the land, water tables, soil erosion? What does this mean for future generations?</p>	<p>Discussion and feed back on how the world can sustain this kind of production: bigger farms, more pesticides etc.</p> <p align="center">Video of "Fast Food Nation."</p>	<p>Written exercise on the past two weeks work on agriculture and the environment. Readings: Atkins & Bowler "Food in Society" Ch. 3</p>
7	<p align="center">Food Concentration.</p> <p>What does it mean for the consumer? More or less choice?</p>	<p>Discussion on biggest multinationals.</p> <p>How familiar are students with brands, and how do they affect choice.</p>	<p><i>Make a list of favourite brands for class next week.</i> Readings: Lang & Heasman "Food Wars" pp. 126-151</p>
8	<p align="center">Frankenfood?</p> <p>Consumer reaction to food scares What has been the result of these scares?</p>	<p>Gather as much information from other students on food scares?</p> <p>Have you ever suffered from food poisoning? When and where?</p>	<p><i>Internet research on the results of one food scare: salmonella, BSE etc What measures were taken? Why did it happen? Readings: Eric Schlosser: Fast Food Nation Ch. 5</i></p>
9	<p align="center">Consumer Responsibility & Food Choices.</p> <p>Do we have the power to change the industry? In what way? Local food markets and the demand for organic food</p>	<p>Students divided for group discussion:</p> <p>How can consumers demand better quality and safer food?</p>	<p><i>Research on consumer groups in Europe through Internet: report back to class for following week.</i> Readings: A. Weis "The Global Food Economy" Ch. 5</p>

10	<p align="center">Marketing & Selling Food</p> <p>Excursion to street market</p> <p>Specific questions to be answered and information to be gathered on tradition, price and choice.</p>	<p>On-site group activity: who frequents the markets, interview of stall holders and if possible, customers. What is available? In what way does it differ from the supermarket?</p>	<p><i>Write up report on: demographics, who buys what, the most popular produce and how it is sold.</i></p> <p><i>Readings "Food Wars" Heasman & Lang pp. 184-197</i></p>
11	<p align="center">Technology & Food.</p> <p>GMO's, how does they work</p> <p>What is the effect on surrounding agriculture?</p> <p>What is the purpose of it?</p> <p>Who gains, who loses?</p>	<p>Lecture on GMO's and discussion on how they explain</p> <p>Europe's attitude vs. US attitude.</p>	<p><i>Written assignment: what are the pros and cons of GMO's?</i></p> <p><i>Readings: "Food Wars: pp. 173-182. and Pringle "Food Inc" Ch. 1</i></p>
12	<p align="center">Functional Food and Nutraceuticals?</p> <p>Are they necessary? If so, why?</p>	<p>What are the dangers of consuming these foods?</p> <p>Discussion</p>	<p><i>Ch. 14 "Food Politics" Marion Nestle for discussion next week.</i></p>
13	<p align="center">Food as Power & Politics</p> <p>Food subsidies in the US and Europe</p> <p>The CAP (Common Agricultural Policy) and the effect of subsidies on developing countries.</p>	<p>Should subsidies be stopped?</p> <p>Defend your position.</p> <p>In-class debate.</p>	<p>Hand-out on C.A.P. and how it is being forced to review its position.</p> <p>Readings: "The Global Food Economy" Weis pp.122-163.</p>
14	<p align="center">Malnutrition & Starvation</p> <p>Why in a world of food surplus, why are millions of people starving to death?</p> <p>Distribution of food supplies & access in poorer countries</p>	<p>Second part of this class students must present their topics and research progress for oral presentations</p>	<p>Revision sheets for Mid-term exams.</p>
15	<p align="center">Midterm Examination</p>	<p align="center">Exam</p>	<p>Preparation of oral presentations in writing to be handed in for following class</p>

16	<p align="center">Food, Eating & India</p> <p>How the green revolution affects people The adverse effects of GMO and what has happened to the cotton farmers in India.</p>	<p>Questions from students following a video showing of GMO's and India.</p>	<p>Photocopies on the effect of technology on India's food supply from OECD files.</p>
18	<p align="center">Food Pathologies</p> <p>First Oral Presentation: Continuation of obesity and the role of food industry linked to the contents of food we eat</p>	<p>Debate on responsibility of government in obesity debate. Can fast food outlets be compared to tobacco industry? Documentary on obesity in Asia.</p>	<p><i>Readings: Food Wars: Lang & Heasman pp.188-209.</i></p>
19	<p align="center">Truth in Food Marketing</p> <p>Oral presentation: Food advertising: How far should marketing be allowed to go?</p>	<p>Group work on food ads: How can they affect food choice? Should ads for junk food be banned?</p>	<p><i>Street, TV and magazine research: bring in examples of food advertising to discuss in class.</i> <i>Readings: Atkins & Bowler "Food in Society" Chs. 2 & 3.</i></p>
20	<p align="center">Marketing Food to Children</p> <p>Oral presentation: How food advertising works The psychology of toys, games, colors & shapes on young children and their eating habits How the marketers proceed to sell to children</p>	<p>Students show results of their research and discuss.</p>	<p><i>Ch. 11 "Food Politics" Marion Nesle.</i></p>
21	<p align="center">Marketing "Healthy" Food</p> <p>Health claims of food and labeling Are they legal? Who spends most on this type of food? Do we need food supplements?</p>	<p>Comparing U.S and Europe as far as food supplements are concerned. What have students noticed about eating habits in Italy</p>	<p>Assignment: write down how your eating habits have changed / perception of food, since you have arrived in Italy. Readings: Millstone & Lang "The Atlas of Food" Chs. 6 & 7</p>
22	<p align="center">Food Cultures & Paradoxes</p> <p>Oral presentation: Food cultures in Europe: the Italian paradox The Mediterranean diet</p>	<p>What are the biggest cultural differences between EU, US and Asia?</p>	<p>Readings: Food Wars: Lang & Heasman: pp. 60-96.</p>

23	<p style="text-align: center;">Food in Education</p> <p>The influence of multinational groups in schools "Pouring rights" in U.S. schools, Coca-Cola, pizzas etc. Their role in sporting events in Britain (e.g. Cadbury chocolate)</p>	<p>Find other ways of subsidising sports in schools.</p> <p>What role does the government have to play?</p>	<p><i>Readings: Photocopy of newspaper articles on influence of food industry in schools from archives.</i></p>
24	<p style="text-align: center;">Fashionable Foods</p> <p>Oral presentation: Body image in the world: rich and thin? How the fashion industry goes hand in hand with food industry for energy/sports food and beverages.</p>	<p>Where in the world: where is body weight important, tradition of weight and wealth from east to west?</p>	<p><i>Readings: Food Wars: Lang & Heasman pp. 100-123</i></p>
25	<p style="text-align: center;">Good Old "Home" Cooking</p> <p>Oral presentation: The popularity & influence of cooking shows & books What impact do they have on society? The reduction of time spent cooking and in kitchen</p>	<p>How many students can cook? What do they cook? How do they explain the rise of food programmes on TV?</p>	<p>Student research: how many magazines available in Italian and English on cookery?</p> <p>Readings: "The Food System" Tansey & Worsley Ch. 8</p>
26	<p style="text-align: center;">The Labyrinth of Food</p> <p>Who made our eating so complex and why? How have food industrial groups, the medical corps and nutritionists influenced the way we eat?</p>	<p>An overview of attitudes to food, a comparison between the U.S. and Europe. How much time in day given over to eating?</p>	<p>Write a report on the latest fad/advice from the gurus of food. Internet research for this assignment. Readings: "Stuffed and Starved" Patel. Ch. 6</p>
27	<p style="text-align: center;">Food & Alcohol</p> <p>Oral presentation. The place of wine in Italian dining How to match typical Italian dishes with wine How does alcohol affect the food we eat?</p>	<p>Questions from class to instructor and some practical observations with wine tasting and cheeses/cake.</p>	<p>Begin revision for end of term paper by re-reading all texts covered.</p>

28	<p style="text-align: center;">Treating Your Food Well</p> <p style="text-align: center;">A case study: How pre-washed salad is produced "Not on the Label" (Felicity Lawrence will be used here)</p>	<p>What other food products are treated this way? What are the pros and cons of convenience foods?</p>	<p>Choose a product and be prepared to explain how it is labelled and produced to the class</p>
29	<p style="text-align: center;">Food for Thought</p> <p style="text-align: center;">Predictions for the future How will the world continue to eat so much meat? What fish will be left in the sea? What cures for obesity are there? What new health hazards are inevitable?</p>	<p>Last discussion with class in small groups on these topics.</p>	<p>Revision for final exam</p>
30	<p style="text-align: center;">Final Examination</p>	<p>Afternoon tea with director and students, food if possible produced by students!</p>	<p>Review all course readings and materials</p>