



Exams will be a combination of multiple choice, short answer, and essay questions based on lecture material and assigned readings. A review sheet will be provided prior to each exam. Please note: the final exam is cumulative.

Make-up exams will only be granted if you (1) contact me within 24 hours of missing the exam, and (2) have a valid, University-sanctioned excuse. Exams taken on any day other than the scheduled exam day will be essay format.

Final project: Your final project will examine a specific topic on food using a geographical perspective. The topic is your choice, but it must be approved by me ahead of time. During the last weeks of class, you will present your project in class (5% of your final grade), and turn in an 8-12 page paper (15% of your final grade). A detailed description of the project, and a grading rubric will be provided and discussed in class.

Field work assignments: There will be four field work assignments over the course of the semester: (1) a personal food diary, (2) a regional cook book review, (3) a visit to a large supermarket chain such as Schnucks, Dierbergs, or Save A Lot, and (4) a visit to a speciality or ethnic grocery store. Details for each assignment will be provided and discussed in class.

General discussion: A significant portion (10%) of your final grade is based on class discussion. Your discussion grade includes two parts: (1) in-class discussion, both small group and as whole class and (2) a set of discussion questions (approximately 3-5) based on the assigned readings for one class. Please remember: these questions are meant to foster discussion (so avoid yes/no questions). Examples of good discussion questions will be provided in class. The questions must be submitted 48 hours before the day's class in which the readings are due.

Map discussion: Using the Penguin Atlas of Food, you will lead a brief (10-15 minute) discussion on a map of your choosing. The map discussion should address some combination of the following: What's interesting about the map? What did you learn from the map? What questions did the map raise? What is the quality of the map (e.g. well-constructed, poor information, symbolization is weak, etc.)? How does the map relate to course material? You must submit a description (no more than 1 page) of your discussion to me on the assigned evening of your discussion.

Graduate students: If you are taking this course for graduate credit, (1) you will complete the same course work as undergraduates; (2) you will be responsible for submitting discussion questions for two evenings; and, (3) you will submit a 15-20 page research paper for the final project as well as presenting your research findings to class.

Grade distribution: Letter grades will be assigned based on the following distribution: A (90% and above); B (80-89.9%); C (70-79.9%); D (60-69.9%); and, F (59.9% and below).

Attendance: Because discussion is a significant portion of your grade, attendance is important. More than one unexcused absence will result in a lowered final grade: five points from your final average for each additional day missed beyond the "free" miss. Please note: *you are responsible for all course material regardless of attendance.*

Discussing your grades: Under the Family Educational Rights and Privacy Act of 1974, I cannot discuss your grade with anyone other than you. Graded assignments will be returned promptly so that you know how you are doing in this course, and you are always welcome to stop by my office to discuss your grades and/or any of your work in this course. In addition, grades can be posted by a 4-digit personal identification number with your consent to do so.

**Class Courtesy:** It is important for each person enrolled in this course to be treated with, and to treat others, with respect and courtesy. To that end:

- (1) come to class on time and stay for the entire class. If you must arrive late or depart early, do so quickly and quietly;
- (2) turn your cell phone off (no calls, no text messaging);
- (3) come to class prepared to listen and participate (in other words do not do other work, read the newspaper, sleep, or have private conversations while in this class – if you must do these things, then do not come to class);
- (4) listen to each other’s comments and opinions with an open mind; and,
- (5) avoid using offensive speech. Inflammatory comments which provoke or insult anyone in this class will not be tolerated.

**Scholastic Honesty:** Each student enrolled is expected to earn her/his grade honestly, without cheating. Cheating and plagiarism are serious offenses; they will not be tolerated. Cheating of any kind will be dealt with according to the *Student Code of Conduct*. (See [www.siue.edu/policies/1i6.shtml](http://www.siue.edu/policies/1i6.shtml) for more information.)

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact: Disability Support Services at 650-3726.

**Schedule and Readings:** The schedule listed below is flexible and can be modified over the course of the semester. Readings range from 10-30 pages of reading per week, and are a combination of textbook and newspaper articles. Readings are listed below. (W = Watson & Caldwell; O = Blackboard articles)

DATE	TOPIC	READING
1/11	Introduction	
1/18	Agricultural Production	W: Chapter 17 (Global Food Fight), p. 276-285 P: Introduction, p. 7-9 O: <i>A Summer of Tomatoes...</i> (2 p.); <i>How Much Water Goes...</i> (2 p.); <i>Mideast Facing a Choice...</i> (5 p.); <i>Drought Resistance...</i> (5 p.); <i>Altered corn slowly takes root..</i> (2 p.)
1/25	Food and Nutrition	O: <i>The package may say healthy</i> (5 p.); <i>Glorious food? English school children think not</i> (4 p.); <i>Selling health food to China</i> (2 p.); <i>Walgreens tackles food deserts</i> (2 p.); <i>Bless the orange sweet potato</i> (2 p.)

DATE	TOPIC	READING
2/1	Food Distribution	O: <i>With Goat, a Rancher...</i> (5 p.); <i>Cheap No More</i> (3 p.); <i>In Fertile India, Growth Outstrips...</i> (5 p.); <i>Hoarding Nations Drive...</i> (5 p.); <i>Algerians riot over food</i> (2 p.); <i>Copycat farmers markets...</i> (3 p.)
2/8	Food Shortages/Hunger	O: <i>Food &amp; the Politics of Scarcity in Urban Soviet Russia, 1917-1941</i> (18 p.) <i>Malnutrition Is Cheating Its Survivors</i> (4 p.); <i>UN data shows sharp rise</i> (2 p.) <i>The New Face of Hunger</i> (5 p.)
2/15	Food Safety	W: Chapter 18 (Chernobyl), p. 286-298 W: Chapter 19 (Mad Cow), p. 299-306 O: <i>Senate passes sweeping food safety bill</i> (3 p.); <i>Small cheese-maker defies FDA</i> (3 p.); <i>Good to Eat, Good to Think</i> (7 p.)
<b>2/22</b>	<b>Midterm Exam</b>	
3/1	Global Foods	W: Chapter 1 (Sushi), p. 13-20 O: <i>Sushi Bullies</i> (5 p.); <i>A New Taste...</i> (7 p.); <i>The adobo experiment</i> (3 p.)
<b>3/8</b>	<b>Spring Break – No Class!</b>	
3/15	Global Foods (cont.)	O: <i>The Search for the Perfect Nacho</i> (4 p.); <i>Traveling from Mexico to Vietnam, Via a Shopping Cart...</i> (2 p.); <i>The humble plate</i> (3 p.); <i>Not Just Jello...</i> (23 p.)
3/22	Global Foods: Fast Food	W: Chapter 5 (China's Big Mac...), p. 70-79; Chapter 10 (KFC...), p. 163-179 O: <i>One US Chain's Unlikely Goal...</i> (4 p.); <i>On McDonalds' menu</i> (3 p.)
3/29	Food Focus	W: Chapter 8 (Yuppie Coffees), p. 122-143 O: <i>US Thirst for Mexican Cola</i> (5 p.); <i>Milk Industry's Pitch...</i> (3 p.); <i>Dunkel...</i> (3 p.)
4/5		W: Chapter 9 (Crafting Chocolates), p. 144-162 O: <i>No Golden Ticket, But More Than Candy</i> (3 p.); <i>Kobe's Comeback: The \$120 Steak – For One</i> (3 p.); <i>How Caramel Developed...</i> (4 p.)
4/12		W: Chapter 3 (Fresh Demand), p. 42-54; Chapter 7 (Islamic Dietary...), p. 106-121
4/19	Local Diets & Project	W: Chapter 11 (Russia), p. 180-196; Chapter 14 (Mexico), p. 235-250 O: <i>Northeast Thailand</i> (3 p.); <i>Spain on Five Meals A Day</i> (4 p.)
4/26	Presentations (½)	O: <i>From the Big Bagel to the Big Roti?</i> (20 p.)
<b>5/3</b>	<b>Final Exam</b>	During scheduled final exam period (6:30-8:10)