



SYLLABUS

RURLSOC 5530

Sociology of Agriculture and Food Systems

Autumn 2020 (full term)

3 credit hours

Online Synchronous and Asynchronous

Synchronous Meeting Time: Tuesdays 12:40 pm - 2:40 pm

COURSE OVERVIEW

Instructor

Instructor: Dr. Shoshanah Inwood

Email address (preferred contact method): inwood.2@osu.edu

132 Williams Hall – Wooster Campus Phone: 330-263-3790

Office hours: Thursday 8:30am -10:30 am on Zoom

Course description

Catalog description: Overview of sociological theory and research related to agricultural change and food system development, focusing on individual, family, farm, community, and environmental impacts.

A review of theory and research associated with the sociology of agriculture and food systems from the 1970s to the present. The course focuses on theory and research that seeks to understand the evolution of the agricultural system; public agricultural research and the Land Grant system; the diffusion and adoption of agricultural innovations; the impacts of agricultural change; consolidation and power in the food and agriculture system; farm size and communities, and workers; commodities, consumption, and culture; gender, race, class; sustainable agriculture, and the role of consumers in transforming the agro-food system; critiques of alternative agrofood movements; and gender, race, class, and food justice. This course exposes students to the varied research designs and methods used by social scientists

who study agriculture and food systems topics. The course focuses primarily on U.S. agriculture and food systems.

Prerequisites

6 units in Rural Sociology, Sociology, or related Social Sciences, or Grad standing, or permission of instructor.

Course learning outcomes

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

1. Describe some of the major theoretical perspectives for interpreting agricultural change of the last 45 years;
2. Describe what is meant by the structure of agriculture and explain some of the changes and consequences of change in the structure of agriculture;
3. Understand how race, gender, class and ethnicity intersect in the food and agriculture system;
4. Become familiar with contemporary global food system challenges, including food security/sovereignty, and environmental issues;
5. Describe key features of the alternative food system movement and Civic Agriculture and evaluate the meanings and strategies of each;
6. Identify various intersections of the state, capital, and society in the food system and explain how the actions/interests of each component contest, counteract, or complement those of others.

Course Background:

This course will give students an opportunity to learn about changes in the agricultural and food system. With this information they will be empowered to more critically consider the practical and policy implications of agricultural change for nations, communities, families and individuals. This course provides foundational knowledge to graduate students interested in the specialized knowledge of the sociology of agriculture and food systems; to graduate and undergraduate students it also provides sociological insight into understanding contemporary agriculture and food system change, and introduces students to the social dimensions of achieving a more sustainable food and agricultural system.

Course Overview:

The course can be divided into several sections, with the first focusing on some of the overarching theoretical perspectives for studying the sociology of agriculture; the second focusing on contemporary issues of global food and agricultural change; and the third section focusing on proposed solutions, alternatives, and social movements for affecting change in the food system.

The course begins by exploring the “New” Sociology of Agriculture, reviewing literature related to the political economy of agriculture, agricultural industrialization and the Goldschmidt Hypothesis, and commodity chain analysis. We then examine food regimes, followed by neoliberalism and governance of the food system, with a consideration the intersecting motivations of the state, capital, and society. The source material in this section of the course will be a range of journal articles and chapters.

The course then explores social problems related to food and agriculture’s relationship to the environment, globalization, global food security, and malnutrition. We give particular attention to the intersection of global capital with global food security.

The focus then shifts to considering possible solutions to the above issues. We consider the role of consumers and consumption, institutional buying, the alternative agricultural movement, as well as the emergence of Civic Agriculture and its underpinnings and goals.

It is important to note that the scholarship and study of the U.S. food and agriculture system includes approaches and perspectives based in rural sociology, rural geography, agricultural economics, and a wider range of disciplines, actors, perspectives, theories and methods. Each discipline/group approaches the subject matter differently, and we cannot do justice to any one of these in one class. However, we will work to understand the key social processes the scholarly literature seeks to capture, explore leading debates on agrifood systems and conceptual frameworks we use to interpret them. Readings will address the interplay between various actors in the food system from both a historical and contemporary perspective.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and is a hybrid between synchronous (live) and asynchronous (Carmen only).

- The class will meet live, synchronously together on Tuesdays from 12:40 pm-2:40 pm every week.
- This course will include pre-recorded lectures that should be watched before the online synchronous discussion.
- Students are expected to keep pace with weekly deadlines and are expected to have read all assigned readings and be prepared to actively participate in synchronous activities.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance:** **WATCH PRE-RECORDED LECTURES (ASYNCHRONOUS) AND ATTEND ALL SYNCHRONOUS MEETINGS**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Live sessions:** **REQUIRED**
All live, scheduled events for the course are required.
- **Office Hours:** **OPTIONAL**
I will be offering hours once a week, and by appointment.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- *Hightower, Jim. 1973. Hard Tomatoes, Hard Times: A Report of the Agribusiness Accountability Project on the Failure of America's Land Grant College Complex. Schenkman Publishing.*

Recommended/optional

Several chapters will be used from the following volumes, although each text has additional content of possible interest. I recommend that all rural sociology students purchase the new rural sociology decennial volume edited by Bailey et al. Only a couple chapters from the Howard text will be assigned, but this accessible volume contains several interesting chapters related to the structure of the food system. Undergraduates and graduate students may find the Carolan text particularly helpful as it provides an overview and describes key concepts and definitions in the sociology of food and agriculture.

Bailey, Connor, Leif Jensen, and Elizabeth Ransom. Eds. 2014. Rural America in a Globalizing World: Problems and Prospects for the 2010s. Morgantown, WV: West Virginia University Press.

Carolan, Michael. 2016. The Sociology of Food and Agriculture. Second Edition. New York: Routledge.

Howard, Philip H. Concentration and Power in the Food System: Who Controls What We Eat? 2016. London: Bloomsbury Academic.

All or most readings are available for you to download directly from Carmen/Canvas (<https://carmen.osu.edu>). If a reading is not posted on Canvas/Carmen please download it via the OSU Library electronic journal system.

Other Requirements

- Students will be required to attend the OSU Farm Science Review; this year the event is being held online. There will be a required written assignment that requires attending a portion of the Farm Science Review Online. Additional information will be provided about the assignment.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

Classroom time will primarily focus on discussion of the course readings, with supplemental content provided through lectures or guest presentations. Assignments to be completed outside of class will facilitate in-class work.

Grades will be assessed according to student performance on several different assignments. The breakdown of each assignment's weight as a part of the final grade is as follows. There are a couple assignments unique to graduate students in the course and unique assignments for undergraduate students as well:

Undergraduate Students		Graduate Students	
Participation and Attendance	20%	Participation and Attendance	25%
Midterm	15%	Midterm	15%
2 Reaction Paper (15% each)	30%	1 Reaction Paper	15%
Book Review	20%	Book Review	15%
Lightening Talk	15%	Lightening Talk	10%
		Term Paper	20%
Total	100%	Total	100%

See course schedule below for due dates.

Descriptions of major course assignments

Assignments and Evaluation:

*Assignment due dates may change depending on the rate we move through the material. You will be given at least one week notice of a change in due date.

Participation:

Classroom participation will be judged according to: (1) activeness in the class discussion as well as (2) consistency of discussion participation and attendance, (3) quality of participation and (4) periodic short reflection assignments based on class readings and activities.

You can earn a large part of your grade based upon your performance in class. This requires that you are able to demonstrate that you have read the assigned material in advance and that you are fully prepared to contribute to the class discussion. Quality is more important than quantity in what you have to say. As part of your class contribution, you may have short-in class assignments where you work with other students to demonstrate your ability to apply your knowledge in this class.

Grading criteria for what you earn from class participation are the following: (1) High quality class participation reflects thoughtful consideration of the required readings and course assignments, clearly demonstrating your knowledge, questions, and concerns about the topics introduced each week. *In class discussion, it is important to reference the readings.* (2) High quality class participation reflects an in-class assignment performance that provides excellent coverage of the points outlined in the assignment instructions. (3) High quality class participation reflects consistency in participation, which also means that you are present each class as well as the entire time for each class—and that you are devoting full-attention to the class. (4) High quality class participation means that you have fully prepared for the class in terms of the reading assignments and that you fully engage in the learning experience.

Your input to class discussion is very important. You are expected to attend all class sessions. Please do not come to class late or leave early, as this disrupts the learning experience for

other students. This course is based on in-class discussion and it includes group activities. Some participation points will come from in-class assignments. **If you have internet or technology issues, please let me know as soon as possible.** If you need to miss a class due to illness, please provide a written, physician's note so that your grade will not be affected. Please know that it is your responsibility to secure any missed material and notes from another student in the case you are ill.

Midterm Exam:

A midterm exam will take place on **October 13th** on Carmen. Students will be asked to answer a series of short answer, essay and/or multiple choice questions concerning course materials covered up to the day of the exam. Students are expected to work independently on their exam.

Book review:

Undergraduate and Graduate students in the course are to identify an appropriate scholarly book (single authored or edited volume) related to the Sociology of Agriculture and Food Systems. You can consult with me for ideas, do your own literature review, or check out resources such as the database maintained by Phil Howard to identify possible books to review (see https://creator.zoho.com/howardp/books-and-films/view-embed/CFA_books_and_films_View/). **Once you have selected a book, you need to let Dr. Inwood know by October 13 the author and title of the book. Book reviews are to be submitted on or before November 14 to Dr. Inwood.**

Guidance for the contents of the book review is on CARMEN under Module 1 Week 1 and under Assignments.

Book Review Lightening:

Graduate and Undergraduate students will present a lightening talk of their book review. In no more than five minutes (practice ahead of time!), each student will tell the class: (a) descriptive information about his/her selected book (e.g., title, author name/affiliation, year); (b) brief content summary (e.g., key arguments, methods, conclusions); and (c) personal reaction and recommended readership.

This is an opportunity for the entire class to learn more about the book you reviewed, and will help build a community of library of books related to the sociology of food and agriculture. Additionally, lightening talks are increasingly a popular presentation option at conferences. The short time presentation time forces a tight presentation, this is an opportunity for you to experiment and practice the lightening talk model, and should be approached as a professional development opportunity. **Presentations will occur over two class periods. The graduate students will present first on November 13th, providing a model and mentoring opportunity for undergraduate students who present on November 20th.** Additional guidelines and presentation dates will be posted on CARMEN.

Undergraduates Reaction Papers:

Undergraduates will complete two reaction papers, each worth 15% of your final grade. These reaction papers will be an opportunity for undergraduate students to synthesize course readings and discussions. The second reaction paper will be due at the end of the semester. Additional information on the reaction papers will be posted on CARMEN. **The reaction papers will be due October 30th and at the Final Exam Day by 2:00pm.**

Graduate Student Final Term Paper:

For the final project graduate students will have the choice of preparing one of three paper options. All papers must be theoretically informed and be approximately 20 pages, typed, double-spaced, 12 point font. **Please let Dr. Inwood know which option you are selecting by October 9th. Papers are due by December 11th at 2:00pm.**

(A) A *comprehensive literature review* with explicit analysis of key concepts, theories, and/or debates. A literature review can take many forms: interpreting old material in a new light, tracing the intellectual history of a particular topic (including major debates), or evaluating the literature on a particular topic and offering advice to readers. Regardless of the type of literature review, I want to hear *your* voice in this paper! This option is appropriate for students wanting to explore particular agriculture or food systems topics via extensive reading in the social sciences.

(B) A *research proposal* with the following sections: introduction, literature review, research questions/hypotheses, proposed methods, and project significance. This option is appropriate for students starting to plan out a Masters or Dissertation project. The instructor will be available to help students develop research questions/hypotheses and select appropriate research methods.

(C) An *original empirical research paper* with the following sections: introduction, literature review, research questions/hypotheses, methods, results/discussion, and project significance. This option is appropriate for students who have completed Masters or Dissertation research or students seeking to submit a manuscript (based on original research) for publication. The instructor will be available to advise students on preparing manuscripts for publication, selecting an appropriate journal, and other aspects of the manuscript submission/review process.

References/Citations

Use in-text citations for original material and quotations. Full references must also be listed again at the end of the document. Plagiarism will not be tolerated. When in doubt, make a reference and citation.

Wikipedia

Wikipedia and other online open topic contribution collectives are great places to start your search for references. If you find information you want in a Wikipedia article, then follow up and verify it by perusing the references at the bottom of the article. Those are the sources on which

to base your references and citations in your work. **Repeat: Wikipedia cannot be a citation in your references.**

Excused absences are those that are both valid and verifiable, such as a doctor's note for an illness. For any circumstances affecting your ability to participate fully in class (i.e. on-going medical or counseling treatment or the death of a friend or family member), please let us know.

Student Athletes: In order to be excused, student athletes must bring in appropriate documentation in advance of scheduling conflicts. We expect these to be handed in within the first two weeks of class. It is the responsibility of student athletes to make up the missed work.

Observance of Religious Holidays: Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to the instructor in writing by the end of the second week of classes. You are permitted to make up work within a mutually agreeable time.

Classroom Electronics Policy: RS 5530 is combination lecture-discussion course. Research increasingly shows that students learn better when they take hand-written notes and are not distracted by electronic devices. In an online class this is tricky! I strongly suggest taking hand-written notes during asynchronous and synchronous class time. Cell phone calls, emailing, and text-messaging are strictly prohibited during class unless you have an emergency call that you have notified the instructors about prior to the beginning of class. Students who do not follow this policy will not earn participation points and may face further actions at the discretion of the instructors.

Lectures: PowerPoints will not be posted after class. Students should take handwritten notes.

Reposting Class Materials: Class materials (including but not limited to PowerPoints, photos, quizzes/exams, notes or similar materials) may not be posted online or republished without written permission from the instructor. All PowerPoints are copy righted by OSU.

Students joining after the first class: Students who join after the first class are still responsible for all previous assignments and readings which can all be found on Carmen. Due dates for past assignments for those students who enrolled late will be posted on Carmen. Please email or talk to Dr. Inwood if you have any questions about these assignments.

All emails related to this course must be sent from your OSU email account and must include a subject line that begins "5530" followed by the purpose of your email.

Late assignments

The final grade of all late assignments will be docked by 10% for each day late, or at the discretion of the instructor. After one week, late assignments will not be accepted unless prior approval has been received from the instructor.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on school days when class is in session at the university**.

OTHER COURSE POLICIES

Building a Class Community: Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.
- Be present during the entire class session.

- I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- Share your faces on camera so that we can see each other and connect.
- Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons.
- Mute your microphone when others are talking to minimize background noise in the meeting.
- Please raise your hand when you'd like to signal the instructor you would like to speak.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Preparing to talk:** Crafting your point or question is a skill that we are all building and practicing in class. Find room in your notebook to jot down notes and formulate your observation or question. When you are ready to share to the group, you'll have some notes to refer back to and you can be confident that you've communicated the core idea or concept you wanted to.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

Academic Misconduct: Academic misconduct of any kind will not be tolerated.

Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and laboratory exercises. **Individual effort is expected on all assignments.** If you have a question about approaches and procedures that might constitute academic misconduct, see the instructor.

All papers will be reviewed through the Carmen online plagiarism scan.

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment readings and due dates.

COURSE OUTLINE

Tu, August 25: Introduction to the Sociology of Agriculture

- Marx and Engels. "Manifesto of the Communist Party"
- Max Weber, "Class, Status, and Party"

- Carolan text, Introduction

Part 1. Research Theories and Themes: 1970s to Present

Tu, September 1: Agrarian Political Economy: The Agrarian Question and Beyond

- Lobao, Linda M. and Katherine Meyer. 2001. "The great agricultural transition: Crisis, change and social consequences of 20th century U.S. farming." *Annual Review of Sociology*. 27:103-124.
- Magdoff, Fred, 2012. "Food as Commodity." *Monthly Review*.
- Friedland, William. 1991. "Introduction: Shaping the new political economy of agriculture." Pp. 1-34 in *Towards a New Political Economy of Agriculture*, edited by W.H. Friedland, et al. Boulder, CO: Westview.
- Buttel, Frederick H. 1980. "Agricultural Structure and Rural Ecology: Toward a Political Economy of Rural Development." *Sociologia Ruralis*. 20(1-2):44-62.

Tu, September 8: U.S. Agriculture and Change

- Carolan text, 19-24. "Perseverance of the Family Farm."
- Reinhart, Nola and Peggy Barlett. 1989. "The persistence of family farms in U.S. agriculture." *Sociologia Ruralis*. 29(3/4):203-225.
- Pfeffer, Max. 1983. "Social origins of three systems of farm production in the United States." *Rural Sociology*. 48(4):540-562.
- Skim: Congressional Research Services. 2013. *The Pigford Cases: USDA Settlement of Discrimination Suits by Black Farmers*.

Recommended but not required:

- Ekers, Michael, Charles Z. Levkoe, Samuel Walker and Bryan Dale. 2016. "Will work for food: agricultural interns, apprentices, volunteers, and the agrarian question." *Agriculture and Human Values*. 33:705-720.

Tu, September 15: Part A) Agricultural Industrialization, Concentration and Power, and; Part B) Goldschmidt, Community and Economic Structure

- Heffernan, William D. 2000. "Concentration of ownership and control in agriculture." In *Hungry for Profit*. Pp. 61-75.
- Carolan text, Selections from Chapter 3, Understanding the Food System: Pages 34-43.
- Howard, Philip H. 2016. *Concentration and Power in the Food System: Who controls What We Eat?*. Bloomsbury: New York. Chapters 1 and 4 (pp. 1-16 and 34-43).
- Carolan text sections related to Goldschmidt, 106-115 (scan table 5.1)

Required for Graduate Students:

- Howard, Philip H. 2009. "Visualizing Food System Concentration and Consolidation." *Southern Rural Sociology*. 24(2): 87-110.

Recommended but not required:

- Lobao, Linda and Curtis W. Stofferahn. 2008. "The community effects of industrialized farming: Social science research and challenges to corporate farming laws." *Agriculture and Human Values*. 25:219-240.

Tu, September 22: Public Research and The Land Grant System

- *Farm Science Review Week*
- Hightower, Jim. *Hard Tomatoes, Hard Times*.
- Frederick H. Buttel. (2005). "Ever Since Hightower: The Politics of Agricultural Research Activism in the Molecular Age." *Agriculture and Human Values*. 22: 275-283.
- Tom Philpott. (2012). "How Your College is Selling Out to Big Ag." *Mother Jones*. May 9. <http://www.motherjones.com/tom-philpott/2012/05/how-agribusiness-dominates-public-ag-research>

Recommended but not required:

- Jessica R. Goldberger. (2001). "Research Orientations and Sources of Influence: Agricultural Scientists in the U.S. Land-Grant System." *Rural Sociology*. 66(1): 69-92.
- Marcia Ostrom and Douglas Jackson-Smith. (2005). "Defining a Purpose: Diverse Farm Constituencies and Publicly Funded Agricultural Research and Extension." *Journal of Sustainable Agriculture*. 27: 57-76.
- William B. Lacy, Leland L. Glenna, Dina Biscotti, Rick Welsh, and Kate Clancy. (2014). "The Two Cultures of Science: Implications for University-Industry Relationships in U.S. Agriculture Biotechnology." *Journal of Integrative Agriculture*. 13(2): 455-466.

Tu September 29: Commodity Chains and Food Regimes

- Friedland, William H. 1984. "Commodity Systems analysis: an approach to the sociology of agriculture." Pp. 221-235 in *Research in Rural Sociology and Development*. Greenwich, CT: JAI Press.
- Carolan text sections related to commodity systems, Pages 47-50 and 51-53.
- Schurman, Rachel and William Munro. 2009. "Targeting Capital: A Cultural Economy Approach to Understanding the Efficacy of Two Anti-Genetic Engineering Movements." *American Journal of Sociology*. 115(1): 155-202.
- Winders, Bill, Alison Heslin, Gloria Ross, Hannah Weksler and Seanna Berry. 2016. "Life after the regime: market instability with the fall of the US food regime." *Agriculture and Human Values*. 33:73-88.

Required Reading for Graduate Students; recommended but not required for undergraduates:

- McMichael, Philip. 2009. "A food regime genealogy." *Journal of Peasant Studies*. 36(1):139-169.

Tu, October 6: The Role of the State: Neoliberalism & Private Governance of the Food System

Midterm exam review

- Bonanno, Alessandro. 2014. "The Legitimation Crisis of Neoliberal Globalization: Instances from Agriculture and Food." Pp.13-31 in *The Neoliberal Regime in the Agri-Food Sector: Crisis, Resilience, and Restructuring*. New York: Routledge. (Find e-book link in Carmen.)
- Busch, Lawrence. 2010. "Can Fairy Tales Come True? The Surprising Story of Neoliberalism and World Agriculture." *Sociologia Ruralis* 50(4):331-349.
- Bonnano, A. and Constance, Douglas H. 2006. "Corporations and the State in the Global Era: The Case of Seaboard Farms and Texas." *Rural Sociology* 71(1):59-84.

Required Reading for Graduate Students; recommended but not required for undergraduates:

- Sharp, Jeff and Dani Deemer. 2014. "Changing Animal Agriculture and the Issue of Farm Animal Welfare." Pp.121-137 in *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press.

October 13: Midterm exam. Graduate students meet with Dr. Inwood to check in on paper topic.

Part 2. Disharmonies in the Neoliberal Food Regime

Tu, October 20: Agriculture and the Environment

- Tentative reading assignments (final assignments TBD)
 - Carolan text, Chapter 9: Agroecosystems and The Nature of "Natures"
 - Carolan text, Chapter 10: Food, Agriculture and the Environment
 - Magdoff, Fred and Brian Tokar. 2009. "Agriculture and Food in Crisis." *Monthly Review*. 61(3):1-16.

Tu, October 27: Race and Gender in the Food and Agriculture System

- Readings TBD

Tu, November 3: Malnutrition & Food Security vs. Food Sovereignty & Responses to Food Crisis.

- Carolan text, Pp. 59-63 & 263-279.
- Mooney, Patrick H. and Scott A. Hunt. 2008. "Food Security: The Elaboration of Contested Claims to a Consensus Frame." *Rural Sociology*. 74(4):469-497
- Carolan text, pages 262-265. *La Via Camesina* and Food Sovereignty.
- Gimenez, Eric Holt and Annie Shattuck. 2011. "Food crisis, food regimes and food movements: rumblings of reform or tides of transformation?" *The Journal of Peasant Studies*. 38(1): 109-144.

Required Reading for Graduate Students; recommended but not required for undergraduates:

- Stevenson, G.W., Kathryn Ruhf, Sharon Lesberg and Kate Clancy. 2007. "Warrior, Builder, and Weaver Work." Pp. 33-64. 198 in *Remaking the North American Food System: Strategies for Sustainability*. Lincoln, NE: University of Nebraska Press.

Part 3: Consumption

Tu, November 10: Consumption, Transnational Supermarket Chains, Labeling and Governance

- Dupuis, E. Melanie. 2000. "Not in my body: rBGH and the rise of organic milk." *Agriculture and Human Values*. 17(3): 285-295.
- Smithers, John and Alun E. Joseph. 2010. "The trouble with authenticity: separating ideology from practice at the farmers' market." *Agriculture and Human Values*. 27(2):239-247.
- Konefal, Jason, Michael Mascarenhas, and Maki Hatanaka. 2005. "Governance in the global agro-food system: Backlighting the role of transnational supermarket chains." *Agriculture and Human Values*. 22(3): 291-302.
- Jaffe, Daniel and Philip H. Howard. 2010. "Corporate cooptation of organic and fair trade standards." *Agriculture and Human Values*.

Th, November 17: Consumption, Culture, and Production

- Final readings TBD
- Carolan Text, Chapter 6, Food & Culture
- Lind, David and Elizabeth Barham. 2004. "The social life of the tortilla: Food, cultural politics, and contested commodification." *Agriculture and Human Values*. 21:47-60.

Part 4. Creating Alternatives: Social Movements and Food System Development

Tu, November 24: Alternative Agrifood System Movement

- Berry, Wendell. 1977. *The Unsettling of America*. San Francisco, CA: Sierra Club Books. (Chapters 1 & 9)
- Allen, Patricia. 2004. *Together at the Table*. University Park, PA: The Pennsylvania State University Press. (Chapters 1 & 2)
- Carolan text selected sections from Chapter 11: Alternative Agrofood Networks. Pages 296-305.
- Hinrichs, Clare and John Eshleman. 2014. "Agrifood Movements: Diversity, Aims, and Limits." Pp.138-155 in *Rural America in a Globalizing World: Problems and Prospects for the 2010s*. Morgantown, WV: West Virginia University Press.

- Carolan text, Pp. 321-336.

Required Reading for Graduate Students; recommended but not required for undergraduates:

- Born, Branden and Mark Purcell. 2006. "Avoiding the Local Trap: Scale and Food Systems in Planning Research." *Journal of Planning Education and Research* 26:195-207.

Part 5. Food, Agriculture, Development & Policy

Tu, December 1: Part A) Ag & Food System Development. Part B) Civic Agriculture, Urban Agriculture. Part C) Evolving Institutions: USDA and the Land Grant System

Final Reading List TBD

- Stevenson, G. W., Clancy, K., King, R., Lev, L., Ostrom, M., & Smith, S. 2011. "Midscale food value chains: An introduction." *Journal of Agriculture, Food Systems, and Community Development* 1(4): 27–34.
- Hinrichs, C. Clare. 2013. "Regionalizing food security? Imperatives, intersections, and contestations in a post-9/11 world." *Journal of Rural Studies* 29:7-18.
- MacRae, R., Gallant, E., Patel, S., Michalak, M., Bunch, M., & Schaffner, S. 2010. "Could Toronto provide 10% of its fresh vegetable requirements from within its own boundaries? Matching consumption requirements with growing spaces" *Journal of Agriculture, Food Systems, and Community Development* 1(2): 105–127.
- Iles, A., & Marsh, R. 2012. "Nurturing Diversified Farming Systems in Industrialized Countries: How Public Policy Can Contribute." *Ecology and Society*, 17(4), 42.
- Clancy, Kate, Janet Hammer, and Dobra Lippoldt. 2007. "Food Policy Councils: Past, Present, and Future." Pp. 121-143 in *Remaking the North American Food System: Strategies for Sustainability*. Lincoln, NE: University of Nebraska Press.
- Lyson, Thomas A. 2007. "Civic Agriculture and the North American Food System." Pp. 19-32 in *Remaking the North American Food System: Strategies for Sustainability*. Lincoln, NE: University of Nebraska Press.
- Lyson, Thomas A. 2004. "Toward a Civic Agriculture" & "Civic Agriculture and Community Agriculture Development." Chapter 5 & 6, pp. 61-98. in *Civic Agriculture: Reconnecting Farm, Food and Community*. Lebanon, NH: Tufts University Press.
- The People's Department: A new Era for Civil Rights at USDA. <https://medium.com/usda-results/https-medium-com-usda-results-chapter-8-b57f91b64d49>
- Gilbert, Jess. 2016. "Planning Democracy: Agrarian Intellectuals and the Intended New Deal." chapter TBD
- 21st Century Land Grant