

Eating Industrial

Fall 2023
ISS 310H



EATING INDUSTRIAL

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Office Hours by appointment. Don't hesitate to reach out!

Goals:

- 1) Learn a lot
- 2) Have a blast
- 3) Get passionate about food
- 4) Develop a lifelong curiosity about food and food systems
- 5) Leave this class excited to eat better for the planet, eat better for your bodies, and eat more deliciously

After taking this class, students will...

- * ...understand in their bones that most ideas about food are cultural.
- * ...know all about the Nacirema tribe.
- * ...think analytically about what it means to be "disgusting."
- * ...be critical of diets based on industrial food.
- * ...be critical of solutions that reject industrial food altogether.
- * ...think about the dark sides of "McDonalidization."
- * ...know what it means to eat for a small planet.
- * ...be wary of any additive declared "Generally Recognized as Safe."
- * ...learn what ethnography is and how to apply its methods to our own food culture.
- * ...know a lot about the history of food science and modern food processing.
- * ...feel more passionately than you thought possible about the U.S. Food Pyramid.
- * ...think about eating in relation to climate change and global population growth.
- * ...care about all of the above.

About

This is a class about modern food. The title, Eating Industrial, describes our starting point: the industrialization of agriculture and food processing. Those are hugely important topics, but they are only the beginning of what we'll be talking about. We'll be talking about food's globalization; its relationship to climate change and population growth; food and social class and race; nutrition and health; obesity; the local/sustainable/organic food movements; poverty and hunger and waste; and all sorts of ethical questions around food, including the ethics of meat eating. One of the biggest lessons of the class is that modern food systems and food culture are hugely complex, and the future of food is even more so.

This class is going to be fun and interesting. It will also be demanding. This class will make you a more interesting person who will go on to lead a richer life. But you have to be willing to do the work.

Grades

Grade	Percentage	4-point scale	Grade	Percentage	4-point scale
A+	98-100%	4.0	C	73-76%	2.0
A	93-97%	4.0	C-/D+	67-72%	1.5
A-/B+	87-92%	3.5	D	63-66%	1.0
B	83-86%	3.0	D-	60-63%	0.5
B-/C+	77-82%	2.5	F	Below 63%	0

Class Component	Percentage of grade
Participation and Attendance	30%
The News in Food	5%
Quizzes	5%
Food Autobiography Project (1 st version)	5%
Recipe Reflection Project	5%
McDonaldization Project	5%
Grocery Ethnography Project	5%
Midterm Notebook Check, including small assignments, in-class writing, and film journals	10%
Final Notebook Check, including small assignments, in-class writing, film journals, updated project papers, and Food Autobiography (final version)	15%
Food Fight Game preparation, participation, relevant assignments	15%

Platforms

We will be using two platforms for this class:

- The D2L course page, available by logging into msu.d2l.edu
- The Eating Industrial website, at eatingindustrial.weebly.com

Required Materials

Students must buy hard copies of both the course pack and books, and they're required to bring them to class on any day when we're discussing material from them. All are available at the MSU Student Book Store (at 421 Grand River).

Books

- Course pack of readings
- Marion Nestle and Kerry Trueman, *Let's Ask Marion: What You Need to Know About the Politics of Food, Nutrition, and Health* (University of California, 2020)
- Susan Henderson and David Henderson, *Food Fight: Challenging the USDA Food Pyramid, 1991* (UNC Press, 2020)

Supplies

- 1-inch, 3-ring, "view" binder with clear, customizable covers (such as Avery or Comix brand). Binders must accommodate at least 150 pages of 8.5 x 11 graph paper.
- Set of 5-dividers for 3-ring binder. [Recommended: Avery Insertable Dividers with Pockets, 5 Tab Dividers for 3 Ring Binders, Manila Paper, Multicolor Tabs, Works with Sheet Protectors]
- 3-hole punched, 8.5 x 11 loose (or "filler") graph paper, 150 sheets
- Optional: colored paper, markers, glue, other supplies for notebook design

Projects & Assignments

Your biggest assignments for this class will be a series of projects. The projects are designed to be fun and provocative and to get you talking, thinking, arguing, and out of your seats. First, you'll turn in papers for your projects in hard copy. After you get comments on your papers, you'll rewrite them, reprint them, and tape the updated version and the original version into your final notebooks. **Every project and assignment must incorporate at least two class readings/films.**

Throughout the semester there will also be additional tasks and mini-writing assignments, such as in-class exercises and group activities. Unless otherwise stated, all other assignments and written work will be written (or taped into) your notebook.

Projects	Small Assignments
Food Autobiography (1 st version)	Industrial Food Diary
Recipe Reflection	Refrigerator Photography
McDonaldization Project	Documentary Journals
Grocery Ethnography	In-class writing exercises, notes
Food Fight Game and Related Assignments	Updated Food Autobiography

	Word Length	Due Date
Class Notebook Preliminary Check		Sep. 6
Industrial Food Diary	250-500	Sep. 11
Food Autobiography (*)	750-1250	Sep. 13
Recipe Reflection (*)	750-1000	Sep. 25
Refrigerator Photography	250-500	Oct. 4
Class Notebook Midterm Check		Oct. 18
McDonaldization Project (*)	750-1000	Oct. 25
Food Fight Game Work		Oct. 30-Nov. 13
Grocery Ethnography (*)	750-1250	Nov. 29
Food Autobiography: Redux	Rewrite + ~500	Dec. 4
Class Notebook Final Check		Dec. 4
(*) = Projects are marked with a star and must be typed, printed, and stapled to hand in at the start of class. Unless otherwise noted, other assignments must be handwritten in your notebooks before the start of class.		

Class Notebooks

One of the first things you'll do in the class is to assemble your class notebook. You'll create it from a 1-inch, 3-ring "view" binder (with a clear, customizable cover). Then you will insert 150 pages of 3-hole-punched graph paper, divided into 5 sections using dividers.

I will check your notebook early in the semester to make sure it has all the basic elements. At that early stage, it will need to have a Cover Page (with the course title, your name, and any other design elements you'd like to add), along with five sections, separated with labeled dividers: 1) a "Class Work and Notes" section; 2) a "News in Food" section; 3) an "Assignments" section; 4) a "Projects" section; 5) a "Food Fight" section. All sections can be empty at that time.

You'll turn in your notebook for a grade twice during the semester: once for a Midterm Check the day before fall break, and again on the second-to-last day of our class together for a Final Check. For each notebook check, half of the grade is for the notebook overall:

- 50%: Are all assignments complete? Is the writing for the film journals and other in-class writing assignments meaty? Are there any missing pages? Is the design interesting and appealing?
- 50%: The other half of the grade will be based on close readings of four specific pages. You will choose your two favorite pages for me to grade closely, and I will choose the other two pages at random.

Please note that design is a component of your notebook grade. At a minimum, it should look neat and well-organized, and ideally it will be appealing and interesting. I strongly encourage you to use colored paper, colored markers, collage, or other design elements to deep and enhance the story you're telling. You do **not** have to be a talented artist to do well on this.

The News in Food

One of your semester-long assignments is to stay abreast of news related to our class. Five times during the semester, you'll read widely and select an interesting news article from the last 12 months. Then, in your notebook, you'll create a News in Food page for that article. You'll cite the article at the top, giving full title and publication information so I can find it. Then you'll write two meaty paragraphs (or more, if you like) summarizing and discussing the article and thinking about how the news relates to our class. Your news articles must come from reputable news sites (not, for example, from random blogs). We'll talk together in class about how to identify trustworthy news sites.

Cooking Extra Credit

You'll already be cooking two recipes for your Recipe Reflection project, and each student will be choosing their favorite of those two recipes and sending the text to me, along with a relevant, high-quality image, to post on the recipe page of our class website.

Then you have a chance to add a point of extra credit on your final average by making a recipe somebody else contributed to our page. If you choose to do so, you need to send me two things: 1) a picture of you making the recipe, with a copy of our course pack in the picture (I won't share this picture in any way; this is just to show me you made the recipe this semester); 2) a short paragraph about your experience making the recipe, what you thought about the food itself, and at least one interesting thought about how it relates to something we discussed or read about in class. Any extra credit recipes are due by midnight the day before our last class together.

Attendance Policy (+More Extra Credit)

Attendance is required in every class this semester. That's because in a seminar like this, it's not only you who misses out when you're not there: the class itself changes. **The experience of everyone is richest when everyone is present, everyone is prepared, and everyone participates.** If you attend every class, you'll get Perfect Attendance Extra Credit, with two points *added* to your final average. You will not be penalized if you miss one or two classes (although it's impossible to make up our group discussions, activities and other in-person content). For every class you miss after the first two, two points will be *subtracted* from your

final average. Please note that I reserve the right to count sleeping, consistent tardiness, or chronic distraction as an absence.

Quizzes [+ more Extra Credit]

Over the semester I will give six reading quizzes. You cannot make up a quiz, but at the end of the semester I will drop your lowest grade, including a 0 if you were absent on the day of a quiz. If you get 100 on all six of the quizzes, then you will get an extra point on your final average.

Food Fight: Historical Role-Playing Game

In the middle of the semester, students will play an extended historical game from the Reacting Consortium, in which they will take on roles of real people (legislators, lobbyists, journalists, etc.) who were involved in the fight over the creation of the USDA Food Pyramid in 1991. Students will be responsible for doing additional research, reading, and presenting related to the game.

Academic Honesty

Academic honesty is a big deal, and I treat it as such. You'll be doing a lot of writing in this class, because I want you to think deeply about what we're covering in class, and **writing is one of the best ways to make yourself think something through**. Thus, stealing someone else's words or using AI is obnoxious to me, your professor. But plagiarism truly hurts the plagiarizer more than anyone else – whether they're "caught" or not. I expect that you will use all of your own words or ideas in your work for our class, except in those instances when you're directly quoting someone else or building on another writer's ideas, while giving them credit. In general, err on the side of caution.

I will always be happy to talk with you if you have questions about the boundaries of academic honesty or acceptable paraphrasing before turning in an assignment. However, if a student turns in work that contains plagiarized content or AI-generated material, they will fail the assignment, with the option to fail the course. I also reserve the right to subtract additional points from the student's final average, as I judge appropriate. As required by MSU policy, I will file a report about the incident to be placed in the student's permanent file. If a student has two instances of academic dishonesty in this class, they will fail it, and I will file a second report with the student's dean who will then consider whether to expel the student.

Screen Policy

Computers, phones, and tablets aren't allowed in class, and all phones should be turned to Do Not Disturb mode and put completely away at the start of each class. Most of your readings come from our printed course pack or assigned books, and you're required to bring assigned readings to class the day they're assigned. If a student persistently violates our screen policy, I'll ask them to leave class. If the problem persists, I reserve the right to ask them to leave the class permanently, at which point they will fail the class.

Manners

Like all college classes, this one is a chance for all of us to practice interacting with other humans. In the best-case scenario, everyone will get along, all disagreements will be civil, and people might even make friends. Here are some guidelines to encourage a good atmosphere:

- **Pay attention.** Stay on task, and don't sleep. Please note that I reserve the right to count sleeping or chronic distraction as an absence.
- **Be on time.** Coming in late distracts me and your fellow students, and it also means the person walking in late has missed announcements and other information.
- **Say hello.** In emails to me or anyone else in class, please start with a greeting. Anything friendly is fine, ranging from "Hi" to "Dear Professor Veit." Please also remember to sign your name so I know who I'm replying to.
- **No screens.** No texting or any other screen activity while in class. (I take this seriously; see Screen Policy above.)
- **Disagree gracefully.** If you disagree with me or another student during our discussions, that's fantastic. The best conversations result when people don't perfectly agree with each other to start with. Just make sure to keep all conversation civil and focused on the ideas.

One last thing

I want our class to be a place where students feel comfortable being intellectually vulnerable as they grapple with new ideas, think out loud, and work through difficult concepts. We can only do this in an atmosphere of mutual respect. I want us all, including me, to take risks – which means sometimes being wrong. I want us to give each other the benefit of the doubt, to debate each other respectfully and vigorously, to gracefully educate each other, and to keep ourselves open to new ideas and personal change. My grandiose (but real) goal is that by the end of the semester students not only will have learned a lot of new information but that they will also have learned new ways of thinking and of being in the world.

Introduction. Taste and Disgust: Nature or Nurture? (Mon, Aug. 28)

Introductions. Syllabus.

Activity: Spit on a spoon

Prepare: Upcoming Food Autobiography Project

Prepare: Starting your class notebook

Read and Discuss: The Nacirema

Activity and Group Discussion: How Disgustable Are You? Questionnaire

* **Read in class:** Horace Miner, "Body Ritual among the Nacirema," *American Anthropologist* (June 1956), p. 503-507

"Are we living in a food paradise or a food hell? Yes." – Alexandra Kafka, *The Washington Post* (2019)

Culture and Preferences (Wed, Aug. 30)

Discuss: Class notebooks

Activity: Selections from "What Children Around the World Eat for Breakfast"

Activity: Count as a group

Prepare: Upcoming Recipe Reflection project & Recipe Extra Credit

Workshop: The News in Food, and how it works, with demo

* Soleil Ho, "Do You Eat Dog?" *Taste* (2019)

* Jiayang Fan, "The Gatekeepers Who Get to Decide What Food Is 'Disgusting,'" *The New Yorker* (May 10, 2021)

No class. (Mon, Sep. 4)

Happy Labor Day!

Getting Industrial Food into the Kitchen (Wed, Sep. 6)

Prepare: Upcoming Industrial Food Diary

Update: Food Autobiography progress

Activity: Three Things in Common

Activity: "Is Sushi Healthy? What About Granola?" Questionnaire

DUE: Class Notebook check

- * Marion Nestle, "Can Food Be Addictive?" *Let's Ask Marion*
- * Sam Anderson, "I Recommend Eating Chips," *The New York Times Magazine*
- * Daniel Liebermann, "The Science Behind Your Need for One More Potato Chip" *New York Times* (March 12, 2021)
- * Laura Shapiro, "Something from the Oven," p. 43-68, *Something from the Oven: Reinventing Dinner in 1950s America* (2004)

"Illustrate how the 'processing' of margarine helps to make it a more natural product. All the impurities found in nature are extracted by modern method to make it a cleaner and fresher product when it reaches the consumer." – *Advice on a new ad campaign from a marketing firm to a margarine manufacturer, 1968*

Pandora's Lunchbox (Mon, Sep. 11)

Update: Food Autobiography and Recipe Reflection projects

Discuss: Completed industrial food diaries

Film in Class: *Biggest Little Farm* (start [35 min])

DUE: Industrial Food Diary (handwritten in Class Notebook)

- * Melanie Warner, *Pandora's Lunchbox: How Processed Food Took Over the American Meal* (2013), p. 58-117
- * Chelsea Fagan, "How to Be Your Own Italian Grandmother," *The Financial Diet* (2018)

"Feed yourself like you were a welcome guest in your own home, not an ex you were trying to get rid of." – *Chelsea Fagan*

Student Organic Farm Field Trip (Wed, Sep. 13)

Meet at MSU's Student Organic Farm at 10:40 AM. 3291 College Rd. / Holt, MI 48842

DUE: Food Autobiography Project (printed, stapled, and handed to me on the farm)

Big Problems, Little Farms (Mon, Sep. 18)

Discuss: What did we think about the farm?

Discuss: How did the Food Autobiography go?

Update: Recipe Reflection project

Film in Class: *Biggest Little Farm* (finish [60 min])

* Sarah Mock, "I tried to prove that small family farms are the future. I couldn't do it," *The Counter* (19 Oct 2021)

Migrant Farming (Wed, Sep. 20)

Update: Recipe Reflection project

Discuss: The News in Food

Handout: Documentary Journal

Watch: *The Harvest/La Cosecha* [excerpt]

DUE: One recent news article related to migrant farming and 2 paragraphs about its relevance to our readings

* Tracie McMillan, p. 1-55, *The American Way of Eating*

The Green Book: Segregation, Race, and Food (Mon., Sep. 25)

Prepare: Upcoming Refrigerator Photograph assignment

Discuss: How did the cooking go?

Activity: Primary Source Analysis from "How Turbans Helped Some Blacks Go Incognito in the Jim Crow Era"

Handout: Documentary Journal

Watch: *Green Book: Guide to Freedom* (51 minutes)

* **DUE:** Recipe Reflection project (printed, stapled, and handed in at start of class)

“The most difficult problem that confronts Negro American citizens when they travel by automobile is finding a place to stop for the night and a place to eat.” – *Barbee William Durham ca. 1954*

Mapping the Green Book (Wed., Sep. 27)

Update: Refrigerator Photographs

Activity in class: How do racism and segregation affect food? Using the Green Book, blank U.S. maps, and mapping software, we will map historical travel and eating under Jim Crow segregation

* Gretchen Sorin, *Driving While Black*, pp. 176-188

Leftovers (Mon, Oct. 2)

Update: Refrigerator photographs

Discuss: The News in Food

Handout: Documentary Journal

Watch: *Wasted! The Story of Food Waste* [start]

DUE: One recent news article discussing food waste and 2 paragraphs discussing its relevance to our readings

* “An Economic History of Leftovers,” *The Atlantic* (October 2015)

“Junk Food”? The Crime of Food Waste (Wed, Oct. 4)

Activity: Group Analysis of Refrigerator Photographs

Watch: *Wasted! The Story of Food Waste* [finish]

DUE: Refrigerator Photograph assignment. Reflection handwritten in Class Notebook; photograph due to me by email by 11:59 PM on Tuesday, Oct. 3.

* Marion Nestle, “Why Can’t We Stop Wasting Food?” *Let’s Ask Marion*

McDonaldization (Mon, Oct. 9)

Listen: “Little Boxes,” Pete Seeger

Watch: Jia Jang, “What I Learned from 100 Days of Rejection,” TED Talk (15 minutes)

Prepare: Upcoming McDonaldization Project

* George Ritzer, *The McDonaldization of Society*, p. 1-27

* Tim Wu, “The Tyranny of Convenience,” *The New York Times* (Feb. 16, 2018)

“If there is one thing I would really like, it would be to go to Anchorage, Alaska, and find a hamburger place that doesn’t look like the one in Warren, Michigan.” – A Michigan teenager in 1973

Social Class & Food (Wed, Oct. 11)

Update: McDonaldization project

Prepare: Starting to think about topics for final project

Discuss: Is Junk Food Really Cheaper?

Handout: Documentary Journal

Watch: *A Place at the Table* [[excerpt](#)]

* Nicholas Kristof, “McDonald’s Workers in Denmark Pity Us,” *New York Times*, May 8, 2020

* “Room 105” and “Shift Work” from Sarah Bowen, Joslyn Brenton, Sinikka Elliott *Pressure Cooker: Why Home Cooking Won’t Solve Our Problems and What We Can Do About It* (2019)

American Hunger, World Hunger (Mon, Oct. 16)

Update: McDonaldization project

Prepare: Divide into groups for the Jigsaw activity in the next class

Discuss: The News in Food

Discuss: U.S. Food Spending & Wealth Distribution over Time

DUE: One recent news article related to poverty, hunger, and food insecurity and 2 paragraphs about its relevance to readings

* Marion Nestle, “Why Should Anyone Go Hungry, Ever?” *Let’s Ask Marion*

* “The Changing Face of Malnutrition,” UNICEF (2019). Read and look at photographs online. Google or go here: <https://features.unicef.org/state-of-the-worlds-children-2019-nutrition/>

Jigsaw Activity: Fat Culture (Wed, Oct. 18)

Update: McDonaldization project

In Class Activity: Jigsaw Activity

DUE: Midterm Notebook Check. *Be prepared to turn in your notebook.*

Jigsaw Reading Assignment

Everybody Reads:

* Marion Nestle, "Is Obesity Really Only a Matter of Personal Responsibility?" *Let's Ask Marion*

Group A Reads:

* Jane E. Brody, "More Fitness, Less Fatness" Feb. 26, 2018, *The New York Times*

* "Obesity," 13 June 2022, Cleveland Clinic

Group B Reads:

* Michael Hobbes, "Everything You Know About Obesity is Wrong," *HuffPost* (Sept. 19, 2018). Read and look at photographs online. Google or go here:

<https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>

* "Hurtful Words," p. 38-44, *Pressure Cooker* (2019)

Fall Break (Mon, Oct. 23)

No class. Enjoy the break.

Indigenous Americans and Food Sovereignty (Wed, Oct. 25)

Discuss: How did the McDonaldization Project go?

Prepare: Food Fight

Handout: Documentary Journal

Watch: *Gather* (74 minutes)

DUE: McDonaldization Project (printed, stapled, and handed in at start of class)

* "Un-Modernist Cuisine," *Gastronomica: The Journal for Food Studies* (Fall 2019)

Food Fight: Historical Reacting Game (Mon, Oct. 30)

Discuss: U.S. Dietary Guidelines over Time

Start: Historical Reacting Game

* Emily Contois, "Butter and the History of U.S. Dietary Guides since 1894," Nursing Clio (October 22, 2019). Read, look at photographs, and browse sources online. Google or go here: <https://nursingclio.org/2019/10/22/butter-and-the-history-of-u-s-dietary-guides-since-1894/>

* Henderson and Henderson, *Food Fight: Challenging the USDA Food Pyramid, 1991* [excerpt, to be specified in advance]

* Relevant reading, research, preparation, strategizing and written work for Food Fight

Food Fight: Historical Reacting Game (Wed, Nov. 1)

Activity: Food Fight!

Before class: Relevant reading, research, preparation, strategizing and written work

Food Fight: Historical Reacting Game (Mon, Nov. 6)

Activity: Food Fight!

Before class: Relevant reading, research, preparation, strategizing and written work

Food Fight: Historical Reacting Game (Wed, Nov. 8)

Activity: Food Fight!

Before class: Relevant reading, research, preparation, strategizing and written work

Food Fight: Historical Reacting Game (Mon, Nov. 13)

Activity: Food Fight!

Prepare: Upcoming Grocery Ethnography Project

Before class: Relevant reading, research, preparation, strategizing and written work

Eating Animals (Wed, Nov. 15)

Update: Grocery Ethnography progress

Activity: Protein Questionnaire

* Jonathan Safran Foer, *Eating Animals*, p. 3-79

"Tell me something: why is taste, the crudest of our senses, exempted from the ethical rules that govern our other senses?... how would you judge an artist who mutilated animals in a gallery because it was visually arresting? How riveting would the sound of a tortured animal need to be to make you want to hear it that badly?" – Jonathan Safran Foer

Food, Climate & Human Survival in this Century (Mon, Nov. 20)

Update: Grocery Ethnography progress

Prepare: Upcoming food autobiography updates and presentations

Discuss: The News in Food

Analyze together: "Protein Score Card" from the World Resources Institute

DUE: One recent news article discussing food and climate change and 2 paragraphs about its relevance to our readings

* Bill McKibben, *Falter: Has the Human Game Begun to Play Itself Out?* pp. 34-45

* Marion Nestle, "Can We Feed the World Well?" and "Can We Stop Agriculture from Contributing to Global Warming?" *Let's Ask Marion*

* "Feeding 9 Billion," National Geographic magazine, read and look at images online:

<https://www.nationalgeographic.com/foodfeatures/feeding-9-billion/>

Happy Thanksgiving! (Wed, Nov. 22)

No class. Talk to your families and friends about food! ☺

Future Food: Technology, Pleasure, Culture (Mon, Nov. 27)

Update: Grocery Ethnography progress

Prepare: News in Food (Special Advertising Edition)

Read and analyze together: Wendell Berry, "The Pleasures of Eating" [excerpt]

- * Eat Lancet Report summary [available on our class site Assignments page]
- * Kieran Mulvaney, "What exactly is lab-grown meat?" *National Geographic* (July 11, 2023)
- * Marion Nestle, "Will Technology Fix Our Food System?" and "Is There a Roadmap to the Future of Food?" *Let's Ask Marion*

"Since when has it become biologically safe for a people to delegate the control of its food culture to profit-seekers who assume no responsibility whatsoever for the survival of the tribe?" – *Tomorrow's Food* (1947)

Eating Our Way to Extinction? (Wed, Nov. 29)

Discuss: How did the Grocery Ethnographies go?

Handout: Documentary Journal

Watch: *Eating Our Way to Extinction* [81 min]

DUE: Grocery Ethnography Project (printed, stapled, and handed in at start of class)

Making Our Own Dietary Guidelines (Mon, Dec. 4)

Discuss: The News in Food (Advertising Edition)

Activity: Making Our Own Dietary Guidelines in Groups

DUE: Final notebooks, including updated Food Autobiography (which should be printed and taped into notebook, along with original Food Autobiography)

DUE: News in Food (Special Advertising Edition). Find one recent food advertisement that contains one or more misleading nutrition claims. Analyze and discuss those claims in 2 paragraphs, explaining why they are misleading, just as Marion Nestle analyzes the pistachio ad here: <https://www.foodpolitics.com/2020/07/23390/>.

* Marion Nestle, "What Is a Healthy Diet?"; "Why Does Nutrition Advice Always Seem to Be Changing?" *Let's Ask Marion*

"Fortunately, the diet that is best for the health of people and planetary sustainability is the same." – Marion Nestle

Autobiographies Redux (Wed, Dec. 6)

Discussion: Notebooks returned

Activity: Individual Presentations on Food Autobiographies

DUE: Be prepared to give clear, audible, dynamic 3-minute presentations on your revamped Food Autobiographies. Practice carefully in advance! You may refer to notes but you may not read your presentation.