Burgers. Fried chicken. Hot dogs. Odds are high that you’ve consumed all these tasty items. But odds are low that you’ve ever seriously thought about where they came from. Who raised the cattle, poultry, and hogs that became your dinner? Who performed the labor to slaughter them and convert their carcasses into edible wonders such as nuggets, bacon, and ground beef? What exactly is in the meat on your plate? From the early twentieth-century world of *The Jungle* to the recent context of *Super Size Me!*, the meat we eat has been at the center of debates over immigration, race, labor unionism, gender politics, globalization, animal rights, nutrition science, and consumer and workplace health and safety. Students will sink their teeth into this topic (even the vegetarians among you) through a variety of readings, films, written assignments, class discussion, and field trips to farm and factory.

Learning Objectives

Students who successfully complete this course will be able to:

- Demonstrate their knowledge of the business and technological history of the processing of beef, pork and chicken in the US
- Demonstrate their knowledge of the labor conditions and development of labor unionism in these industries
- Identify the main historical changes in the raising of beef, chicken and pork on the nation’s farms
- Identify and analyze the animal welfare, labor, and environmental concerns related to factory farming
- Demonstrate an understanding of the arguments for animal rights, including the feminist-vegetarian critique.
- Demonstrate their knowledge of the history of the fast food sector of the meat industry
- Identify the threats to human health and safety raised by the modern meat industry
- Analyze the literary treatment of meat-related issues
- Demonstrate their understanding of the issues raised by immigration and the meat industries
- Engage in reasoned discussion and debate using historical and scientific evidence on all of these issues
- Produce a well-researched, well-written research paper
- Develop their own perspectives about the meat we eat.

Teaching and Learning Methodology

- You should come to class prepared to discuss the reading that you’ve already done. Especially since this class is a seminar, the emphasis in class will be on student initiative, independent thinking and discussion. If you are having trouble keeping up with, or understanding, the reading, please come to me for help.

- Class participation will be graded based on the following three criteria: attendance, participation in class discussion, and participation in online discussion forums.

- To help you keep up with the reading, to get you thinking about it, and to bolster the quality of classroom discussion, you will be completing ten Reading Responses in the course of the semester. You will have some choice of which weeks’ readings you will write about. These one-page writing assignments will be due one hour BEFORE class time, and during class will be shared with other students.
• The course makes use of Oncourse for a variety of purposes including posting the syllabus and any revisions to it; readings, which are indicated below; announcements; and discussion forums. Note that in posting messages on the forums, students should observe rules of civil discussion. That means that while any point of view is welcome, students should express their ideas in a respectful way.

• This is a writing-intensive course. In line with IU requirements for such courses, students will complete at least twenty pages of assigned writing. For the three primary writing assignments, you will have the opportunity to submit initial drafts of assignments and to revise your writing based on instructor feedback.

• While we will not devote any one class session to the subject of writing, we will address various writing issues throughout the semester. For a preview of some of the issues we may address, visit: http://citl.indiana.edu/programs/writing/wts_pamp.php.

• Because the topic of Meat raises a host of controversial issues—a number of them very personal—I look forward to heated but civil discussion. As for the instructor’s role in discussion and debate, I will mainly act as facilitator. If, however, I choose to advocate a particular point of view, I do so to help spark a healthy discussion, not as the final word. You may or may not agree with what I have to say. You will always be evaluated—in class or in writing—by how well you support your ideas and how much you develop your own thinking, not by any standard of political correctness.

• Students will receive detailed written guidelines on all assignments.

Readings

The following readings are required and are available at campus bookstores:


NOTE: Course readings can be found in THREE different places. First, there are the assigned books (above). Second, there are online articles and videos, for which the URLs are provided. Third, there are readings, usually in the form of pdfs, on Oncourse. They will be found under Resources/(Unit name).

Course Schedule*

1/14 Introduction
• JBS–Making Your World Stronger: https://www.youtube.com/watch?v=CeO32PxmDvo (8:33)
• Course syllabus

1/16 What is Meat?
Horowitz: Ch.1
• Ziegler, The Meat We Eat, 1–8
• Foer, Eating Animals, 3–17.
1/21  Beef
• Horowitz: Ch. 2
• Swift bio excerpt

1/23  Pork
• Horowitz: Ch. 3
• Philip D. Armour bio: http://books.google.com/books?id=688YPNQ5HNwC&pg=PA540 (pp. 540–47)
• Sam White, “From Globalized Pig Breeds to Capitalist Pigs: A Study in Animal Cultures and Evolutionary History,” Environmental History 16 (2011): 94–120.
• “Iowa farmer says he’s grown the perfect American pig,” http://www.foxnews.com/leisure/2013/09/17/proof-is-in-pork/?intcmp=latestnews

1/28  World of the Jungle
• Christopher Phelps, “Introduction: Upton Sinclair and the Social Novel,” 1–39;
• Selections from Upton Sinclair, The Jungle (1906)
• J. Odgen Armour, “A Packer’s Rebuttal”
• Sinclair to Theodore Roosevelt, March 10, 1906: http://research.archives.gov/description/301981 (also on Oncourse as pdf)

1/30  First draft of Short Paper #1 due

2/4  The Rise of Meatpacking Unionism

2/6  Hot dogs and hamburgers!
• Horowitz, Ch. 4

2/11  Chicken
• Striffler, Intro and Chs. 1–2
⇒ Final draft of Short Paper 1 due

2/13  More chicken
• Striffler, Chs. 3–4

2/18  Farm Field Trip: Maple Valley Farm
Farm website: http://maplevalley.howardfamilyenterprise.com/

2/20  First draft of Short Paper #2 due

2/25  Meatpacking Unionism Under Fire
• Halstead, entire
⇒ Comments back on papers
2/27  Meat and Immigration
• Striffler, 93–154
• Oral history of Javier Juarez, 1–6

3/4  Meat and Animal Rights

Final draft of Short Paper #2 Due

3/6  Meat and Animal Welfare
• Temple Grandin and Catherine Johnson, *Animals in Translation* (2005), 1–67
• American Meat Institute: Pork Plant tour, with Temple Grandin: https://www.youtube.com/watch?v=LsEbvwMipJI

3/13  Individual conferences, 2:30–5:00 p.m.
Research paper proposal due

3/16–23  SPRING BREAK!!!

3/25  Meat and Gender Politics
• Ozeki, 1–119
• Heart Attack Grill: http://www.heartattackgrill.com/

3/27  Meat, Nutrition and Obesity

4/1  Politics of Science: The Harvard Meat Study
• An Pan et al., “Red Meat Consumption and Mortality: Results From 2 Prospective Cohort Studies,” *Archives of Internal Medicine* 172 (April 9, 2012): 555–63.
• “Red meat will kill you? Stick a fork in me, I’m done!”: http://opinion.latimes.com/opinionla/2012/03/red-meat-premature-death-harvard-study.html

4/3  Meat and Human Health
• Ozeki, 121–27.
4/8 Industrial Meat
•Michael Pollan, *The Omnivore’s Dilemma* (2006), 15–84
*Guest speaker: Josh Trenary, Executive Director, Indiana Pork Producers
(http://myemail.constantcontact.com/Indiana-Pork-Names-New-Executive-Director.html?soid=1101212094505&aid=vbqhqPZVU2j8)

4/10 CAFOs and the Environment
•“Boss Hog: The Dark Side of America’s Top Pork Producer,”
•Smithfield Foods, “Rolling Stone’s ‘Boss Hog’ Article: Fiction vs. Fact” (pdf)
•“Whose Side is the American Farm Bureau On?”
http://www.thenation.com/article/168913/q-whose-side-american-farm-bureau#
•Steven Higgs, “Barbara Sha Cox leads the statewide fight against CAFOs,” *NUVO*, April 15, 2010,
http://www.nuvo.net/indianapolis/barbara-sha-cox-leads-the-statewide-fight-against-cafos/Content?oid=1344207#.UrCvXxBWh84
*Guest speaker: Barbara Sha Cox, Indiana CAFO Watch (http://www.indianacafowatch.com/)

4/15 Sustainable Meat
•Dr. Mercola Discusses Pigs with Joel Salatin at Polyface Farm:
https://www.youtube.com/watch?v=JjBtZxlkEDw

4/17 The New Terrain of Meat Politics
•American Meat Institute, “Meat MythCrushers”: http://meatmythcrushers.com/
•Alliance for Fair Food, “Challenging the Chipocrisy: ‘Food with Integrity’ Must Respect Farmworkers’ Human Rights
•Ted Genoways, “The Truth about Pork and How America Feeds Itself,”
•Readings on Indiana SB101 (TBA)

4/18 Field Trip to Louisville processing plant (date may change)
•Field Trip packet
•JBS-Swift website: http://www.jbssa.com/

4/22 Field Trip discussion
Online: https://www.youtube.com/watch?v=CeO32PxmDvo (8:33) Yes, again.

4/24 Discussion of Ozeki
•Ozeki, finish rest of book.

4/29 Research presentations
First draft of research papers due

5/1 Research presentations
Comments back on research papers

5/6 Final draft of research papers due, 5:00 p.m., Tuesday May 6

*Dates, readings and assignments to be adjusted as necessary.
Grading

- Reading Responses (10) 15% (10 x 15 = 150 points)
- Short papers (2): 20% (2 x 100 = 200 points)
- Research paper: 25% (250 points)
- Leading discussion: 10% (100 points)
- Research presentation: 10% (100 points)
- Class participation: 20% (200 points)

TOTAL 100% (1000 points)

Course expectations

**Attendance:** Students are expected to attend class. The more all of us are regularly in class, the more we will all learn. At the same time, the instructor understands that occasionally, students will need to miss class due to illness, family emergency, car trouble, or severe lack of sleep. Since I believe that students are young adults capable of handling their own affairs, if you need to miss class, you do NOT need to come and get the absence excused. You are, however, responsible for completing all assignments and for knowing any class-related information presented by the instructor, regardless of whether you happened to be in class. And of course, attendance does affect your Class Participation grade.

**Classroom conduct:** Students are expected to conduct themselves in class in a way that is respectful to other students and to the instructor. Behavior considered disrespectful includes, among others: listening to your iPod in class, checking messages on your phone, playing games or texting, talking while another student is making a comment or asking a question, talking while the instructor is speaking, reading the newspaper or taking care of personal business such as your datebook in the classroom during class time, or engaging in non-class related activity on a laptop computer or iPad. Please turn your phone OFF before you come into class.

**Late Assignments:** In general, late assignments will suffer a late penalty of a half grade per day. (Late Reading Responses, since they are only fifteen points each, will be docked one point per day, which is slightly more than a half a grade.) By “day,” I mean calendar days. Due dates and times are indicated under Assignments in Oncourse. NOTE: Reading Responses are due an hour before class time—that is, at 1:30 p.m., NOT at 2:30 p.m. The only exceptions to the late rule are family emergencies, severe weather, or serious illness, which may require documentation. To avoid the issue of lateness completely, plan ahead.

**Academic Integrity:** Cheating, plagiarism, submission of the work of others, etc. violates IU policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student’s obligations and rights are in the IU Code of Student Rights, Responsibilities, and Conduct: [http://www.iu.edu/~code/code/responsibilities/academic/index.shtml](http://www.iu.edu/~code/code/responsibilities/academic/index.shtml). For a guide to recognizing and avoiding plagiarism, which provides helpful examples, visit: [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

**Equal Access:** Indiana University is committed to providing equal access to university programs to otherwise qualified students with disabilities. The University will provide reasonable and appropriate accommodations to enrolled students with documented disabilities to ensure equal access to the academic program and university-administered activities. If any student will require assistance or academic accommodations for a disability, please contact me after class, during my office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students in Franklin Hall 006, 812-855-7578. For more information, visit: [http://studentaffairs.iub.edu/dss/](http://studentaffairs.iub.edu/dss/).