

1-2012

SOCI 191S.01: Food and Society in a Globalized World

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Sociology 191S: Food and Society in a Globalized World

Spring 2012

Course Meeting: T/Th 12:40–2

Emma Lommasson 272 (inside Undergraduate Advising Center)

Dr. Teresa Sobieszczyk

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Course Description:

Drawing on materials from Sociology, Gender Studies, Economics, Ecology, and Political Science, this interdisciplinary course gives freshman an opportunity to explore some of the social, political, and ecological dimensions of food, from production to consumption. Atkins and Bowler (2001, vii) note,

...the study of food is rather like a 'barium meal' for X-raying social, political, economic and cultural issues, a kind of marker dye for broad structures and processes. In this sense food is the bearer of significance, as well as a material object of consumption.

This term, food will serve as a mechanism through which we will examine larger social, political, and economic issues. As we examine where our food comes from and how it gets to our table, we become aware of how little knowledge we have of the processes involved in producing, trading, and distributing our food. When we examine these questions, "we open a Pandora's box...whose hands have planted, cultivated, picked, packed, processed, transported, inspected, sold, and cooked it?" (Barndt 2002, 2). How do food production and distribution relate to structures of power and inequality nationally and in the global system? How is our disconnection from food production, distribution, and consumption impacted by and reflected in our disconnection from the communities within which we live? I plan to seek General Education Credit in the Social Sciences for the course.

Course Goals

1. To introduce freshman to the main institutions and structural relations of power regarding food production, distribution, and consumption.
2. To introduce the sociological perspective and how it can be used to better understand the global food system and its impacts on farmers, consumers, and communities.
3. To introduce global inequality and poverty and how they are related to the global food system.
4. To develop students' ability to think critically about individual, community, and governmental responses to social problems regarding food and agriculture.
5. To help students begin to discern and articulate different social scientific perspectives regarding food systems (including perspectives from Sociology, Economics, International Politics, and Women's and Gender Studies).
6. To help students understand the ethics entailed in various food production and distribution systems (industrial agriculture, small and large scale organic, hunting and gathering) and give them space to begin to come to terms with their own ethical stance regarding food production, distribution, and consumption in modern-day USA.
7. To develop students' ability to discern and articulate similarities and differences between various food production systems (hunting, gathering, small scale organic, large scale organic, industrial agriculture)
8. To develop students' ability to use social scientific concepts, theories, and data to analyze social

institutions, government policies, and individual- and community-level social actions regarding food and agriculture.

9. To develop students' analytical and writing skills and give them opportunity to practice writing in the social sciences.

Learning Outcomes

By the end of the term. . .

1. Students will be able to understand and assess the social meanings and the structural relations of power regarding the production, distribution, and consumption of food in the world today.
2. Students will demonstrate a sociological understanding of the structure of global agriculture and the global food system and their impacts on farmers, consumers, and communities.
3. Students will be able to analyze the organization of a global food system that links the production and consumption of food and assess how this system generates abundance for some and poverty for others.
4. Students will be able to understand and critique current individual, community, and governmental responses to social problems regarding food and agriculture.
5. Students will be able to articulate and critique some of the ethical, social, environmental, and economic aspects of different food production systems, including hunting and gathering, industrial agriculture, organic farming, and the modern food processing system.
5. Students will demonstrate a basic understanding of how concepts, theories, methods, and data from various social scientific disciplines can be applied to the study of food.
6. Students will develop analytical and writing abilities appropriate to freshman by completing:
 - a. two in-class timed writing exercises (rehearsals for essay exams),
 - b. two fairly short formal, social scientific papers which include revision (one comparison/contrast paper and one argumentative paper)
 - c. a summary of an article or chapter, which will be presented to fellow classmates, and
 - d. three essay exams on topics related to food in society.
7. Students will demonstrate information literacy skills, including citation methods appropriate to freshman students.
8. Students will develop the ability to respond to and incorporate criticism and advice from Writing Center staff and the instructor into revised papers.

Critical Thinking:

Perhaps the most important element of this course is critical thinking. To think critically means that **first**, we must identify and challenge assumptions. We should try to identify the assumptions that are at the foundation of the concepts, values, beliefs, and behaviors that we deem important in our society. Having identified these assumptions we need to then explore their accuracy and legitimacy, considering whether or not what we take for granted does indeed reflect the realities that we experience. **Second**, to think critically we need to be aware of our place and time in our culture. When asking questions about aspects of our culture we need to be aware of our own standpoint—the position from which we are asking these questions. In other words, we need to be aware of our own location at a particular intersection of culture and history, and how that is impacted by our own race/ethnicity, social class, sex/ gender, sexuality, ability, age, etc. and how that in turn influences the questions we ask as well as the answers we accept. Our standpoint also influences what we see as “normal” or “ordinary” behavior. This relates to the concept of enculturation—immersion in our own culture to the point where we assume our way of life is “natural” or “normal.” Because we are so enculturated into our own societal standards and practices we

often assume that they are the only options and, as a result, we are unaware of alternatives. Furthermore, as a result of this lack of awareness we often view those who have other cultural standards or practices as behaving in a strange or unnatural manner. **Third**, when thinking critically we need to imagine alternative ways of thinking. In doing so, we must examine the assumptions that are at the foundations of our ideas and ways of behaving. Considering alternatives to current ways of thinking can often provide us with new insights about widely accepted ideas. **Fourth**, to think critically each person must develop a reflective analysis. Such an analysis requires that we be skeptical, not in the sense that we don't believe anything we see but rather that we question what are seen as fixed belief systems now that we know there are possible alternatives to these beliefs. A reflective analysis requires that we challenge dominant ideas as well as popularly held notions regarding solutions to social problems. Thinking critically frees us from personal, environmental, and institutional forces that prevent us from seeing new directions. Furthermore, as critical thinkers we are no longer passive recipients of knowledge and products of socialization. Rather, after thoughtful scrutiny and continuously asking questions we become active participants in arriving at our own ideas and commitments. As a result, our ideas are based on a solid and informed foundation, all the while keeping in mind that we may still be wrong. When we face challenges to our ideas we will be better prepared to provide justification for and evidence in their support. As you will come to notice, a fundamental aspect of this course is to think critically about food in society.

When teaching this course, my object is not to negate your belief system and provide you with a new one, but rather to provide you with an environment that allows you to think critically about the attitudes and opinions you have been given. By doing so, it is my expectation that you will develop a belief system that you can claim as your own. I will continually push you to challenge yourself. Thus, I ask you to understand and comprehend the material presented to you and think about how it either challenges or reinforces your ideas of how the world works.

Seminar Format, Classroom Environment, and Academic Honesty:

Keep in mind that this is a seminar. More than other courses, a seminar depends on the steady work, commitment, and engagement of all participants. Seminars can be engaging and thought-provoking spaces. In order for that to occur, we all need to participate equally and respectfully through, first, thoughtfully reading (and digesting!) the material for each week, and second, listening and speaking in class. You will find that the greater your participation in this class, the more your educational and social experiences this semester will be fully enriched. My expectations in this seminar are that everyone will attend *all* class sessions and that everyone will participate in each class discussion. Additionally, I would expect to see those who are more talkative making space for and encouraging those members who are typically quieter. Similarly, I would hope to see those who are typically quieter take opportunities to voice their ideas. I encourage you to view this course as a place to build community through conversations relevant to the study of food and society.

From time to time, we will critique each other's work. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review on-line at <http://life.umt.edu/VPSA/name/StudentConductCode>

READINGS AND TEXT

All students should purchase the following texts, available at Amazon.com and the campus Bookstore.

1. Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin Press.
2. Schlosser, Eric. 2001. *Fast Food Nation: The Dark Side of the All-American Meal*. New York, Houghton Mifflin Co.

Additional readings will be made available through the ERES system of the Mansfield Library. You may look up the course under its number (SOCI191). The code to log into ERES is "SOCI191."

COURSE EXPECTATIONS AND REQUIREMENTS

Class participation, preparation, facilitation, in-class work	10
Compare/contrast paper	15
Argumentative paper	15
3 exams	60
TOTAL	100

Students taking this course credit/no credit must earn a C- or above to receive credit for the course. Keep in mind that this term we will have plus and minus grading. (A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, etc.)

CLASS PARTICIPATION, PREPARATION, FACILITATION, & IN-CLASS WORK (10%)

The success of the course depends on you! In order to facilitate lively classroom interactions, I expect you to complete assigned readings and other class assignments *prior* to the class for which they are assigned. You should be prepared to discuss the day's readings and assignments in class. I will take attendance daily. Students who are tardy or who leave class early will lose points. Students who are unprepared will lose points. Students who miss a class should be sure to obtain the class notes and announcements from a fellow classmate.

Another part of this score will be any quizzes, timed writings, small group discussions, or other activities we conduct in class. Keep in mind that activities missed in class may not be made up.

The remainder of this score will be co-facilitation of class discussion once this semester. To prepare for this facilitation you and your partner will need to write a short (1 page or less) summary of the key arguments raised by each assigned reading for the day and prepare 3-4 discussion questions based on those readings. Plan to photocopy and distribute your summaries and questions to the other students and Dr. Sobie during your assigned class. A sign-up sheet for this assignment will be distributed in class. In class you will briefly summarize the key points of the articles, answer (with my help) questions other students have about those articles, and then lead a brief discussion (in small or large groups) using your prepared questions. If you want, you and your discussion partners may bring snacks to class!

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

Note that the bibliographic information you will need for your citations is listed in the reading assignment section of the syllabus. You may print your assignments back-to-back or on recycled paper, but emailed assignments will not be accepted. Late assignments will not be accepted, but they may be submitted in advance or sent with a fellow student.

Compare/Contrast Paper (15%) Due 3/15/12.

Write a 3 ½ - 4 page paper comparing and contrasting poultry production and processing in Thailand (shown in *The Chicken Stampede*) and the U.S. (shown in *Tyson Foods*). Your paper should be typed, double spaced, in 12 point font, and use the Chicago citation method detailed in class. Grading criteria will be distributed in class, and we will discuss methods of writing compare/contrast papers in class. You will be required to complete a tutoring session at the Writing Center and submit the certificate with your paper; this will be a part of your grade. In addition, you will have the option of making revisions and submit a refined version of this paper to improve your grade.

Argumentative Paper (20%) Due 4/26/12.

Write a 4 - 5 page paper arguing in favor (or against) a particular type of food system (hunting & gathering, pastoral, small scale organic, large scale organic, industrial agriculture) or a particular type of food (fast food, slow food). You should not do outside research but use films, readings, and lectures from class. Your paper should be typed, double spaced, in 12 point font, and use the Chicago citation method detailed in class. Grading criteria will be distributed in class, and we will discuss methods of writing compelling arguments and counterarguments in class. You will be required to complete a tutoring session at the Writing Center and submit the certificate with your paper; this will be a part of your grade. In addition, you will have the option of making revisions and submit a refined version of this paper to improve your grade.

OFFICE HOURS

Please feel free to drop by during my scheduled office hours. If it is impossible to meet during my regular office hours, we can speak before or after class or at a mutually convenient appointment.

WRITING CENTER

I strongly encourage all students to consult with the Writing Center as you work through your assignments. Note that the Writing Center does not edit or correct papers, but helps students plan and execute papers in one or more tutoring sessions. Appointments can be scheduled online at <http://www.umt.edu/writingcenter/> Note that for your argumentative paper, you will be required to complete at least one consultation with writing center staff and have the writing center staff complete a certificate indicating that you have consulted with him or her.

SOC 191 Introduction to Food and Society
Reading/Assignment Schedule (subject to change)

Spring 2012

Reading key: *Fast Food Nation* = FFN

The Omnivore's Dilemma = OD

Remaining readings are available on ERES

Films labeled ML = Mansfield Library

Films labeled TS = Teresa's library

Week/ Date	Day	Topic, Readings (read before class the date they are listed), and Assignments Due
Week 1 1/24/12	T	Introduction to Course & Citation Workshop
1/26/12	Th	Introducing the Modern Food System <i>Reading:</i> Bearsworth, Alan, and Teresa Keil. 1997. "The Making of the Modern Food System." In <i>Sociology on the Menu: An Invitation to the Study of Food and Society</i> , 32-46. New York: Routledge. <u>Citation quiz</u>
Week 2 1/31/12	T	Theoretical Perspectives on the Study of Food & Visit from Writing Center Staff <i>Readings:</i> (1) OD: 1-11 (2) Bearsworth, Alan, and Teresa Keil. 1997. "Sociological Perspectives on Food and Eating." In <i>Sociology on the Menu: An Invitation to the Study of Food and Society</i> , 47-70. New York: Routledge.
2/2/12	Th	The Modern Food System in Action <i>Reading:</i> OD: 15-31 <i>Film:</i> Kenner, Robert. 2008. <i>Food, Inc.</i> Los Angeles: Magnolia Pictures. (TS) (Part 1)
Week 3 2/7/12	T	<i>Film:</i> Kenner, Robert. 2008. <i>Food, Inc.</i> Los Angeles: Magnolia Pictures. (TS) (Part 2) <i>Reading:</i> OD: 32-64 <u>In-class timed writing</u>
2/9/12	Th	Where's the Beef? Facilitators: _____ <i>Reading:</i> OD: 65-119

Week 4 2/14/12	T	The Political Economy of Food Facilitators: _____ <i>Readings:</i> (1) Friedman, Harriet. 1999. "Remaking 'Traditions:' How We Eat, What We Eat, and the Changing Political Economy of Food." In <i>Women Working the NAFTA Food Chain</i> , Barndt, Deborah, ed., 36-60. Toronto: Second Story Press, 1999. (2) Shiva, Vandana. 2006. "The Crisis of Potato Growers in U.P." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula S. Rothenberg, 554-558. New York: Worth Publishers.
2/16/12	Th	Global Markets: Agriculture and Economic Development Facilitators: _____ <i>Readings:</i> (1) Hassett, Kevin A. and Robert Shapiro. 2006. "How Europe Sows Misery in Africa." In <i>Beyond Borders: Thinking Critically about Global Issues</i> , ed. Paula S. Rothenberg, 547-550. New York: Worth Publishers. (2) Shiva, Vandana. 2008. "How to Grow Poverty." <i>The Ecologist</i> , 38, 2 (March). <u><i>In-class timed writing</i></u>
Week 5 2/21/12	T	Case Study: Global Trade in Bananas Facilitators: _____ <i>Readings:</i> (1) Enloe, Cynthia. 1989. "Carmen Miranda on My Mind: International Politics of the Banana." In <i>Bananas, Beaches, and Bases</i> , 124-150. Berkeley: University of California Press. (2) Smith, Jeremy. 2002. "An Unappealing Industry." <i>The Ecologist</i> 32, 3 (April): 40-41. <i>Film excerpt:</i> Black, Stephanie. 2001. <i>Life and Debt</i> . New York: New Yorker Films.
2/23/12	Th	US Farm Subsidies in the Context of the Global Agricultural System & Discussion <i>Readings:</i> (1) Greider, William. 2000. "The Last Farm Crisis" <i>The Nation</i> , 271, 16 (November 20): 10. (2) Egan, Timothy. 2002. "Pastoral Poverty: The Seeds of Decline." <i>New York Times</i> , 8 December, Section 4:1, 3. <i>Film:</i> Now, with David Brancaccio. 2007. <i>A Growing Hunger</i> . New York: Jumpstart Productions. (TS)
Week 6 2/28/12	T	<u>Exam #1</u>
3/1/12	Th	Industrial Food Processing & Manufacturing; Discussion of Compare/Contrast Papers <i>Reading:</i> FFN: 1-88

Week 7 3/6/12	T	The Dangers of Modern Food Production & Discussion <i>Reading:</i> FFN: 91-131 <i>Film:</i> Bourgarel, Jose, and Hubert DuBois. 2005. <i>The Chicken Stampede</i> . New York: Filmmakers Library. (ML, DVD02558)
3/8/12	Th	The Dangers of Modern Food Production & Discussion <i>Reading:</i> FFN: 132-190 <i>Film:</i> NOW with Bill Moyers. 2003. <i>Tyson Foods</i> . New York: Thirteen/WNET. (TS)
Week 8 3/13/12	T	Government Policies & Food Regulation Facilitators: _____ <i>Readings:</i> (1) Nestle, Marion. "Influencing Government: Food Lobbies and Lobbyists." In <i>Food Politics: How the Food Industry Influences Nutrition and Health</i> , 95-110. Berkeley: University of California Press. (2) Shiva, Vandana. 2000. "The Hijacking of the Global Food Supply." In <i>Stolen Harvest</i> , 5-20. Cambridge, MA: South End Press.
3/15/12	Th	Food Marketing & Food Quality <i>Reading:</i> None! <i>Film:</i> Spurlock, Morgan. 2004. <i>Super Size Me</i> . New York: Hart Sharp Video.(ML - DVD00788) (Part 1) <u><i>Mid-term evaluation of Dr. Sobie</i></u> <u><i>Compare/Contrast Paper Due</i></u>
Week 9 3/20/12	T	Food Marketing & Food Quality & Film Discussion <i>Reading:</i> FFN: 193-270 <i>Film:</i> Spurlock, Morgan. 2004. <i>Super Size Me</i> . New York: Hart Sharp Video. (Part 2)
3/22/12	Th	The Politics of Food Marketing Facilitators: _____ <i>Readings:</i> (1) Bentley, Amy. 2002. "Inventing Baby Food: Gerber and the Discourse of Infancy in the United States." In <i>Food Nations: Selling Taste in Consumer Societies</i> , ed. Warren Belasco and Philip Scranton, 92-112. New York: Routledge. (2) Nestle, Marion. 2002. "Pushing Soft Drinks: 'Pouring Rights.'" In <i>Food Politics: How the Food Industry Influences Nutrition and Health</i> , 197-218. Berkeley: University of California Press.
Week 10 3/27/12	T	Organic Food: Large Scale Producers <i>Reading:</i> OD: 123-184 <i>Field Trip & Guest Lecture: Destination TBA</i>
3/29/12	Th	Organic Food on a Smaller Scale; Arguments & Counter-arguments Facilitators: _____ <i>Reading:</i> OD: 185-273
Week 11		Spring Break - No Class!

Week 12 4/10/12	T	Exam #2
4/12/12	Th	Food & the Ethics of Eating Facilitators: _____ <i>Readings:</i> (1) OD: 304-333 (2) Adams, Carol J. 1994. "The Sexual Politics of Meat." In <i>The Sexual Politics of Meat: A Feminist Vegetarian Critical Theory</i> , 25-38. New York: The Continuum Publishing Company.
Week 13 4/17/12	T	The Ethics of Hunting & Gathering <i>Reading:</i> (1) OD: 334-390 <i>Hunting and gathering panel:</i> Lance Cherry, representative from Trout Unlimited, Rocky Mountain Elk Foundation, and others TBA
4/19/13	Th	Slow Food <i>Readings:</i> (1) OD 391-411 (2) Mitchell, Stacy. 2000. "Setting a Slow Table." <i>The New Rules Journal</i> (Fall): 18. <i>Film:</i> <i>Slow Food Revolution</i> . 2003. New York: Filmmakers Library. (ML - DVD02011)
Week 14 4/24/12	T	The Personal Is Political: Food Choices and Social Action Facilitators: _____ <i>Readings:</i> (1) FFN, 255-270 (2) "Good Food?" 2006. <i>The Economist</i> 381, 8507 (9 December): 12. (3) Sims, Laura. 1998. "Reinventing School Lunch: Attempts to Transform a Food Policy into a Nutrition Policy." In <i>The Politics of Fat</i> , 67-92. Armonk, NY: M.E. Sharpe.
4/26/12	Th	Food and Communities <i>Reading:</i> None! <i>Film:</i> Blessing, Thomas E. and others, producers. 2006. <i>The Power of Community: How Cuba Survived Peak Oil</i> . Community Solutions. (TS) <u><i>Argumentative Paper due at beginning of class</i></u>
Week 15 5/2/12	T	Food and Communities <i>Reading:</i> Norberg-Hodge, Helena, Todd Merrifield, and Steven Gorelick. 2002. "Food and Community." In <i>Bringing the Food Economy Home</i> , 78-87. Bloomfield, CT: Kumarian Press. <i>Field Trip & Guest Lecture: The PEAS Farm</i>
5/4/12	Th	Signs of Hope, Course Wrap Up, and Review
5/8/12	T	Final Exam: 1:10-3:10 in our regular classroom

CITATIONS & PLAGIARISM

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

Parenthetical References (Turabian, Section 10)

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster should look like.

A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(***NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

Examples

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for when you type the reference list that should be attached to your papers.

Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

Book, Two or Three Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

Chapter in a Book

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

Electronic (on-line) Documents

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title and the year of publication. In the reference list, again, list the article by the title of the article.

Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. Videocassette.

Lectures or Guest Speakers

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at the Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.