Sociology 380: The Social Worlds of Beer and Brewing

Fall 2021, T 12:30-1:45
Office Hours: by appt. on Teams
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Instructor: Dr. Jennifer Jordan
Professor of Sociology and Urban Studies
Chair, Department of Sociology

Note: This course meets in-person on Tuesdays, and then has additional asynchronous activities and assignments on Canvas.

Class Overview
What can beer and brewing tell us about society, both today and in the past, in the US and far beyond our borders? Beer offers a window into how people organize social structures, shape landscapes, and pursue both nutrients and intoxication. The tastes that individuals and societies have for particular flavors and styles of beer change dramatically over time, and in ways that help us understand broader social, political, and economic changes as well. Like other cultural practices, beer is also a place where we find patterns of inequality and struggles over meaning and identity.

We will study the changes in the plants (hops and barley), microorganisms (yeast), and the water supply that affect the brewing of beer, including the ecologies of beer and brewing. Because we are in Milwaukee, Wisconsin, we will also take full advantage of the rich brewing history and dynamic brewing presence of this city and state. This course will provide a sound foundation in the social history and sociology of beer, as well as an introduction to some of the theories and methodologies of the study of the social world.

We will engage with conventional scholarly texts, as well as historical materials, online reporting and data, and other sources. Alongside studying beer itself, you will develop your media literacy, as well as techniques for asking (and answering) well-crafted questions about the world. We will have virtual field trips and asynchronous guest speakers. This course will emphasize rigorous reading and discussion of the assigned course materials.

1 Photo credits: badge I earned by completing the online teaching seminar at UWM; Depiction of an alewife from the Smithfield Decretals, c. 1300. Source: Smithfield Decretals [Public Domain], via Wikimedia Commons; Flickr.
**COURSE OBJECTIVES**

At the end of this course, students should be able to:
- Identify authoritative resources to answer research questions.
- Recount key steps in the brewing process.
- Recount key moments in the history of brewing.
- Understand and explain how the consumption of beer (and food and drink in general) shapes and is shaped by patterns of social organization.
- Understand and explain how beer’s meaning, production, and consumption relates to race, ethnicity, gender, sexuality and other axes of identity and inequality.
- Understand how beer connects to the world around it, including the landscapes that produce it (hop fields, barley fields, corn fields, water supply, and yeast labs) and the landscapes it shapes (microbreweries and gentrification, large breweries, etc.)
- Identify the arguments and evidence in scholarly journal articles and books.
- Conduct independent research using a variety of sources and present the results to the class.
- One of the hardest things to do: craft good, answerable questions about the world.

**GRADING**

- 30% Discussion and participation (Gradebook Declaration, described below)
- 30% Beer Journal (This will be made up of the various assignments throughout the semester. Some are indicated on the syllabus, others may appear with some advance warning, but are not listed on the syllabus.)
- 5% Preproposal
- 10% Proposal
- 10% Final presentation
- 15% Final project

Details of all assignments will be provided in separate handouts on our Canvas site, as the semester progresses.

**Discussion:** Much of our discussion will take place in person on Tuesdays, and some will take place asynchronously on Canvas. In order to receive full credit for discussion, you’ll need to follow the instructions for a given week. The type of participation will vary from week to week, depending on whether we have a guest speaker, another assignment, etc. Everything required for the week will be listed for that week in Canvas. When you complete the week’s activities, you take that week’s Quiz which is mostly series of True/False questions about which of the work you completed, and occasionally a very easy question about the material. I will also drop your lowest quiz score. Quizzes should be completed on Mondays, so that you are ready to discuss the readings on Tuesdays.

I expect you to do the course reading before we meet on Tuesdays, read all Canvas materials carefully, and participate in discussion in ways that are thoughtful, constructive, respectful, and kind. My own teaching philosophy is based very much on kindness. We are all here to learn, so I expect you to be patient and understanding with your classmates. Do all you can to support an
atmosphere of collegial inquiry, basing discussion on your understanding of the central arguments of the readings and other materials being discussed.

**Beer Journal/Assignments:** This is where we collect anything titled ASSIGNMENT this semester. Some of these pieces will be things you share with the class, others will be just for me. Your grade for this section will also be based on submitting the assignment. I will read all of the assignments, and give varying degrees of feedback, but as long as the assignment thoughtfully and thoroughly follows the instructions, you will receive full credit. If I find problems with an assignment (straying too far from the instructions, etc.) I will let you know and give you a chance to make up the point. In this case I will NOT be letting you drop your lowest score. This is in part because some of these assignments are cumulative—you will need the earlier version to work on a later version.

**Final Projects**
I will provide specific guidance for the preproposal, proposal, final presentation, and final project as the semester goes on. These will all receive letter grades, and I will give you feedback that will help you develop the project as you keep working on it.

**Office Hours**
I do not have scheduled office hours this semester, in part because being department chair in a pandemic means that a lot of emergencies arise. But I am VERY happy to make an appointment to talk with you, via video, audio, or chat on Teams. I am also happy to schedule a meeting outdoors while the nice weather lasts.

**Flexibility**
I realize there is a lot happening in the world, and in all of our lives, right now. The pandemic brings a lot of challenges, and those challenges are not distributed evenly. Because of these unique and often difficult circumstances, I am very open to granting a no-excuses extension of one week on almost any assignment this semester, BUT you must email me at jajordan@uwm.edu before the due date of the assignment to ask for the extension, so that I can make the necessary adjustments to our Canvas page and so that we can discuss any implications for delaying an assignment—as noted elsewhere, some of our assignments are cumulative, so we’ll want to be sure to have a good plan for keeping up with things overall.

In addition, you will need to be a bit flexible regarding the course schedule. Don’t print out all the readings up front (if you are printing things)—print a week or two at a time. Know that we may need to shift gears slightly as the semester progresses. I will also very likely adjust some of the readings as we go along, and I may also adjust some of the pacing. This will never involve adding MORE work, but it may involve removing a bit of work, and/or slowing the pace on discussions, etc. This is a unique semester, and I will be prepared to make adjustments if necessary that will make things easier, not more difficult.

Finally, I fervently hope that campus will remain in person, but I am also 100% prepared to pivot this class to being fully online (in ways that are also interesting and fun!) if public health conditions
require. As I noted in my introductory email, the fully online version of this course in Fall 2020 went very well, and we can definitely have a successful course fully online if that becomes necessary.

**Time Management**

The course material is organized by week, although those weeks really end on Tuesdays (culminating in our face to face class) and start on Wednesdays. We will meet in person on Tuesdays, so you’ll want to be sure to have done the reading for that day so that you’re ready to participate in discussion. I will generally make two weeks of material available at a time, although quizzes and discussions will generally open for narrower timeframes.

In addition, just because this course is partially online and asynchronous, does not mean it is 24/7. You should not be working on it constantly 😊 and neither should I. I keep very regular business hours—pretty much 8:30 to 4:30 on weekdays. So I generally won’t respond to email or discussions in the evening or on weekends, unless it is an emergency. In addition, most Thursdays I will be largely unavailable. 25% of my job at UWM is supposed to involve research and writing, and especially as department chair in a pandemic, that only happens if I take a workday away from email. If you have an emergency or urgent concern on Thursdays, please don’t hesitate to contact Sociology’s academic department associate, Sarah Weidner, at sarahw@uwm.edu, and she will be able to reach me.

Finally, because of holidays, etc. it is possible that here and there a Tuesday may be virtual as well, but I’ll give you advance notice on that. If a class meeting occurs on a religious holiday, of course you are excused for that meeting.

**Extra Credit**

I borrowed this assignment idea from Kevin Mitchell Mercer, a history professor in Florida: Choose an artifact to help future students and historians understand the impact of COVID on your life, your family, or your community, something that could be selected for a COVID exhibit 100 years from now. One note--It may NOT be anything medical, like masks or hand sanitizer. Write a 500-word explanation that would accompany the object in an exhibition. You may also use a picture if you have one, but it’s also fine if you don’t.

Submit by November 19 in Canvas. If you grant me permission to do so, I will then make the objects and texts publicly visible to the class. However it is also OK if you do not want to make them publicly visible.

If you have read this far in the syllabus, please send me a quick email to let me know your favorite food, sports team, or type of tree. This way I’ll know you have been reading the syllabus closely. Even if you happen upon this later in the semester, send me an email anyway! 😊

**Readings**

**PLEASE NOTE: THE READINGS AND DEADLINES ARE SUBJECT TO CHANGE.** We may find that we are moving more quickly or more slowly, and new topics of interest may also appear! Therefore,
this syllabus is a guide for what we will be reading, but the readings and schedule may change slightly as we move through the semester.

Canvas is a key part of this course. All of the deadlines for any coursework will be visible there as the semester continues. Canvas is also where I’ll announce any adjustments to the course material.

**CLASS SCHEDULE**

**Subject to Change**

For specific due dates and times of activities and assignments, consult Canvas. The schedule is set up so that you have to finish the reading the day before class—this may be disconcerting! But you’ll be glad you did. Quizzes are due the day before class, and you need to complete the reading in order to complete the quiz.

**Week 1**
Course Introduction: What is Beer? Where is Beer?

**ON CANVAS: BY MONDAY SEPTEMBER 6 at 10 pm**

1. Read the syllabus

   
   **NOTE:** I have posted the entire book in Week 2 on Canvas—you do not have to read the whole book! 😊 We will read many different chapters from it, so you’ll need to go back to the file in Week 2 to find the relevant chapters. It is the closest thing we have to a textbook in the course, so you’ll need to come back to this file in future weeks.

3. Complete all Canvas activities

4. Complete Quiz 1

**Week 2**
What is Beer? Where is Beer? Continued

**IN PERSON: September 7**

Be prepared to discuss the syllabus and Chapter 2 from Geography of Beer in class.

**ON CANVAS: BY MONDAY SEPTEMBER 13 at 10 pm**


2. Read ARTBehre
3. Complete all Canvas activities

4. Complete Quiz 2

**Week 3**  
**Ancient and Medieval Beer**

**IN PERSON: September 14**
Be prepared to discuss Geography of Beer Chapter 3 and Behre in class.

**ON CANVAS: BY MONDAY, SEPTEMBER 20 at 10 pm**
1. Watch this lecture: [https://sites.uwm.edu/barnold/2020/02/29/the-past-on-tap-archaeology-beer-and-science-education-bettina-arnold/](https://sites.uwm.edu/barnold/2020/02/29/the-past-on-tap-archaeology-beer-and-science-education-bettina-arnold/)

2. Read CHAPTUnger  

3. Complete Canvas activities

4. Complete Quiz 3

**Week 4**  
**Ancient and Medieval Beer, continued**

**IN PERSON: September 21**
Be prepared to discuss Unger and Prof. Arnold’s lecture. (We will also likely go outside at some point during class to look at the fermentation garden next to the honors college!)

**ON CANVAS: BY MONDAY, SEPTEMBER 27 at 10 pm**
1. Read *Ale, Beer, and Brewsters in England: Women’s Work in a changing World* (available through the UWM library’s homepage as an ebook), Chapters 1 and 2


3. Complete Canvas activities

4. Complete Quiz 4
Week 5
Women & Brewing in England

IN PERSON: September 28
Be prepared to discuss Sambrook and *Ale, Beer, and Brewsters*.

ON CANVAS: BY MONDAY, OCTOBER 4 at 10 pm
3. Read Tomlan
4. Complete Canvas activities
5. Complete Quiz 5

Week 6
Beer in North America

IN PERSON: October 5
Be prepared to discuss Ronnenberg, Beckham, and Tomlan.

ON CANVAS: BY MONDAY, OCTOBER 11, at 10 pm
1. Visit with the Archives
2. Read Bauer, “Sudsy Sovereignty”
3. Complete Canvas activities
4. Complete Quiz 6
5. Complete Quiz 6.1

Week 7
Beer in North America

IN PERSON: October 12
Be prepared to discuss Bauer, “Sudsy Sovereignty.”
ON CANVAS: BY MONDAY, OCTOBER 18 at 10 pm
1. Visit from AGSL


4. Watch Wisconsin Foodie hops

5. Complete Canvas activities

6. Complete Quiz 7

7. OPTIONAL: Read CHAPTKopp (on hop picking), Kopp, Peter Adam. 2016. Hoptopia: A World of Agriculture and Beer in Oregon’s Willamette Valley. Oakland, California: University of California Press. (Excerpts on D2L) 51-71

Week 8
Craft Beer

IN PERSON: October 19
Be prepared to discuss Prof. Jordan’s articles.

ON CANVAS: BY MONDAY, OCTOBER 25 at 10 pm
1. Asynchronous Library visit from Kristin Woodward


4. Complete Canvas activities

5. Complete Quiz 8
Week 9
More Craft Beer

IN PERSON: October 26  
Be prepared to discuss ART Elzinga and ARTMathews

ON CANVAS: BY MONDAY, NOVEMBER 1 at 10 pm
1. Visitor: Bobby Tanzilo of Onmilwaukee.com
2. Read ARTDighe16  
3. Read the short articles by Bobby Tanzilo
4. Complete Canvas activities
5. Complete Quiz 9
6. OPTIONAL: Read Chapter 15 in Geography of Beer

Preproposal due FRIDAY, OCTOBER 29, by 10 pm

Week 10
Global Beer, Craft and Otherwise

IN PERSON: November 2  
Be prepared to discuss Dighe and Tanzilo.

ON CANVAS: By Monday, November 8, 10 pm
1. Read Brian Alberts on Beer and Pandemics
2. Read BOOKGeographyofBeer, Chapter 6 (on Mexico)
3. Complete Canvas activities
4. Complete Quiz 10

Week 11
On Wisconsin I  
ART MUSEUM VIRTUAL VISIT

IN PERSON: November 9  
Be prepared to discuss Brian Alberts and Geography of Beer Chapter 6
ON CANVAS: BY MONDAY, NOVEMBER 15, 10 pm
1. ART MUSEUM VIRTUAL VISIT on Canvas

2. Read CHAPTCullen (Milwaukee’s historic breweries)

3. Read Apps, Breweries of Wisconsin, 22-56

4. Complete Canvas activities

5. Complete Quiz 11

Week 12
On Wisconsin II
IN PERSON: November 16
Be prepared to discuss Cullen and Apps

ON CANVAS
Proposal due MONDAY NOVEMBER 22, 10 pm
No additional reading or Canvas quiz this week

Week 13
November 23: ASYNCH! No in-person meeting (unlike all other Tuesdays)

Please use this time to make progress on your final project, and to rest!

ON CANVAS: BY MONDAY, NOVEMBER 29 at 10 pm
1. Read Hoverson

2. Read Appel on brewery architecture

3. Complete Canvas activities

4. Complete Quiz 12 (note that the quiz number no longer matches the week #)

November 25: THANKSGIVING HOLIDAY

Week 14
IN PERSON: November 30
Be prepared to discuss Hoverson and Appel.
ON CANVAS: BY MONDAY, DECEMBER 6 at 10 pm
Workshoping your final presentations and projects with your small group.

1. Complete Canvas activities
2. Complete Quiz 13 (note that the quiz number no longer matches the week #)

Week 15
IN PERSON: Tuesday, December 7
Presentations

No Canvas activities (continue work on final projects).

Week 16
IN PERSON: Tuesday, December 14
Presentations

FINAL PROJECTS DUE TUESDAY, DECEMBER 21 ON CANVAS

WORKLOAD STATEMENT

You should expect to devote 147.5 hours to this class from September 2 through December 14. That means approximately 10 hours per week, including finals week. Because we do not have a set meeting time, this 10 hours/week will be devoted to a range of activities that will vary from week to week. Over the semester, you'll spend approximately 30% of your time reading, 30% participating in discussion and Canvas activities, and 40% on the various assignments, including the pieces of your beer portfolio as well as the various steps of the final project. The division of time will vary somewhat each week—sometimes there will be more time spent on Canvas activities or discussion, other weeks may be more heavy on reading or writing an assignment.

CAMPUSWIDE POLICIES

“Face Coverings. The CDC has recommended that vaccinated individuals wear face coverings while indoors under certain circumstances. Given this evolving guidance and increasing cases locally and nationally, all vaccinated and unvaccinated individuals, including UWM employees, students, and visitors, are required to wear face coverings indoors when present with any other person(s) in the same room, common area, or any shared space through September 30, 2021, unless extended, terminated, or otherwise (3) modified based on changing conditions related to the COVID-19 Delta (or other) variant, including but not limited to CDC guidance, state and local public health conditions, and campus safety.”


Also see this page for additional information related to COVID-19:
https://uwm.edu/coronavirus/students/

Syllabus Links:

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. http://uwm.edu/arc/
2. Religious observances. Accommodations for absences due to religious observance should be noted. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-2.%20Accommodation%20of%20Religious%20Beliefs.pdf
3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://uwm.edu/active-duty-military/ Employees: https://www.wisconsin.edu/ohrwd/download/policies/ops/bsn9.pdf
4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-13.%20Incomplete%20Grades.pdf
5. Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-1.%20Discriminatory%20Conduct%20Policy.pdf
6. Title IX/Sexual Violence. Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: https://uwm.edu/sexual-assault/
7. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. https://uwm.edu/deanofstudents/academic-misconduct/
8. Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-1.%20Discriminatory%20Conduct%20Policy.pdf
9. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-10.%20Grade%20Appeals%20by%20Students.pdf
10. LGBT+ resources. Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. http://uwm.edu/lgbtrc/
12. Final Examinations. Information about the final exam requirement, the final exam date requirement, and make-up examinations. https://apps.uwm.edu/secu-policies/storage/other/SAAP%201-9.%20Final%20Examinations.pdf