

ANTH 212H Food & Culture
Fall 2015
MWF 12:00-12:50, LLC 102 (Green Quad)

Instructor:

Dr. Gail E. Wagner, 432 Gambrell

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Office Hours: Monday/Wednesday 1:15-2:15, or easily by email appointment

COURSE GOALS

- Learn about foodways, or food in social and cultural contexts from a cross-cultural perspective;
- Share the excitement and fun of studying anthropological subjects;
- Advance ethnographic skills in gathering and analyzing data;
- Advance inquiry-type skills in formulating, researching, writing, speaking, and presenting ideas;
- Gain hands-on experience tending food plants.

COURSE INCLUDES

Lectures, class discussions, in-class workshops, videos, fieldwork, group work, and hands-on gardening. This is an active-learning class, so daily class participation is required. This course involves participation in a class research project, steady reading, hands-on gardening, and no test-taking. I guarantee that by the conclusion of this course, you will have learned a lot about the relationships between people and food, and perhaps you will have changed your view on the foods you eat. You do not need any background in anthropology to take this course. However, you will need to be actively (rather than passively) involved in your learning in this course. The schedule has been carefully planned: you can accomplish everything and earn a high grade if you trust that procedures will be taught and you aim to meet the schedule on the syllabus. Note that syllabus adjustments may need to be made to accommodate weather conditions.

LEARNING OUTCOMES

By the conclusion of the course, students will be able to:

- List the subfields of anthropology and tell how each intersects with food studies;
- Demonstrate linkages between food and identity, gender, age, nutrition, and health;
- Outline how industrialized food fits in today's globalized world;
- Give examples of food in pop culture;
- Give examples of ethical responsibilities in human subject research;
- List contributing factors to food justice problems;
- Be professionally certified for Human Subject Research;
- Apply the scientific method by stating a testable hypothesis, researching the topic, compiling data, and evaluating the findings;
- Conduct an oral interview;
- Grow some food plants!

REQUIRED READINGS

We have one required book, Michael Pollan, 2006, *The Omnivore's Dilemma: A Natural History of Four Meals*. Twenty-one + additional readings are posted as pdf files on the course Blackboard web page. Readings should be read (and for those numbered, questions answered online) **before** class begins on the date they are listed. To receive credit, reading answers are DUE by noon on the date listed. Reading questions go offline at noon on the day a reading is listed on the syllabus. Your top 20 online reading quiz scores (2 pt each) will be counted out of 24 online reading quizzes. Additional extra readings are posted – answer those questions by the deadline for extra credit.

CLASS DISCUSSIONS

Readings will be discussed in class the day they are listed on the syllabus. Answering the online reading questions before class meets will not only help you accumulate a high score for 20% of your grade, but also will help prepare you to actively participate in discussion of the reading. Discussion leaders will lead discussion of each reading.

CLASS PROJECT

The class will participate in the WHAT IS A VEGETABLE? Project. It will count for 40% of your grade. You will learn ethnographic methods, how to interview, and will conduct interviews, devise our standardized interview, enter data online, and write a short, hypothesis-driven paper on the data collected by the entire class. Don't worry – we'll learn how to write testable hypotheses in class, as well as how to make tables and write a SHORT scientific paper. REAL, ORIGINAL RESEARCH! Paper due Oct. 30/Nov. 20.

GROWING OUR OWN FOOD AT THE USC VEGETABLE GARDEN

The class will sometimes meet at the USC Vegetable Gardens south of the Green Quad between Sumter and Main streets, where we will plant and tend our own food plot. In-class time will be scheduled to work at the gardens. Students may also volunteer to work at other times or in other areas of the garden.

PREPARING FOOD FOR CLASS

This course has a history of sharing food in class, and we are meeting during a potential meal time. One of the assignments is to prepare some food to bring to class to share on specified dates, along with a story about that food. Each student will bring food and a written recipe to share once.

ASSIGNMENTS:

1. CITI human subject research professional certification (due Sept. 16) – 15 pts
2. Class Food Share (Sept. 25; Oct. 12, 21; Nov. 9) – 15 pts
3. Vegetable (due Sept. 11) – 10 pts
4. Food Advertisements (due Nov. 4) – 10 pts
5. Family Food Traditions (due Nov. 30) – 10 pts
6. Lead Discussion of Assigned Readings (each person leads twice) – 20 pts

BLACKBOARD: We will use our Blackboard course page heavily in this course, including online reading questions that will be inaccessible after the due date/time. You need to check your Blackboard page frequently in coordination with this syllabus.

It is your responsibility to gain and maintain access to Blackboard: if you have problems, you need to contact the Blackboard computer people here on campus. Losing access to your home computer/internet is not an adequate excuse for missing an online deadline: plenty of computers are accessible on campus where you may complete your homework assignments.

ACADEMIC INTEGRITY: You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. For more information, see the Carolina Community Student Handbook. Remember that the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

RESPECT

All participants in the class are expected to display respect to each other, to the instructor, to garden supervisors, and to the places where the course meets. Personal use of the internet, phones, or other electronic devices during class time is forbidden. To use a computer or iPad in class, the student must provide a request of need from Student Services.

GRADING

Class attendance is REQUIRED: if you can't attend regularly, DO NOT SIGN UP!

More than 4 unexcused absences (=1.5 weeks missed) results in subtraction of 2 points (1%) for each additional day missed from your final grade. No make-up work is allowed, so work instead at getting the assignments and readings done on time. Two points (1%) will be subtracted for each day an assignment is overdue – missing class is no excuse. Some extra credit points are possible, such as from in-class assignments, extra reading, and timely completion of the class evaluation at the end of the semester.

Grading will be determined as follows out of **200 possible points:**

40% Vegetable Project (80 pts): Collect interviews and enter data; Hypothesis approval; Tables approval; Analysis Completion; Written paper; PowerPoint presentation

20% Required readings (40 pts) Total of your 20 highest scores (out of 24) on reading questions

40% Assignments (80 pts: 10-20 pts each)

<u>Points</u>	<u>Grade</u>	<u>Percent</u>
181.5-200	A	91-100
173.5-181	B+	87-90.5
159.5-173	B	80-86.5
151.5-159	C+	76-79.5
129.5-151	C	65-75.5
121.5-129	D+	61-64
99.5-121	D	50-60.5
<99.5	F	<50

PROJECTED SYLLABUS

- AUG** 21 What is Anthropology? Who Takes This Class?
- 24 Why do Anthropologists Study Food?
Nourish: Food + Community: Why Eat Local (1:50); *Edible Education* (3:56);
Urban Farms (1:39)
Read: Nabhan 2002:17-27, 31-41 (Introduction and Ch. 1, Eating My Way through House and Homeland)
- 26 What Will We Do/Learn in this Course?
Assigned: Assignments 1 (CITI certification) and 2 (Food Share/recipe); Discussant leaders
- 28 **Green Quad Vegetable Garden Work Day**
Dress for working in the garden!

- AUG** 31 Anthropologically Thinking About Food
Read 1: Van Daele 2013 (“Cooking” Life)
- SEPT** 2 Cultural Food Rules – Structural Approaches
Read 2: Douglas 1972 (Deciphering a Meal) [**Extra:** Murcott 1982 (The Cultural Significance of Food and Eating)]
- 4 Food Rules – Ethnographic Example
Read 3: Meigs 1997 (Food as a Cultural Construction)
Assigned: Assignment 3 (Vegetable)
- 7 **LABOR DAY, NO SCHOOL**
- 9 Food Schema – **Christine Blake, guest speaker**
Read 4: Blake et al. 2007 (Classifying Foods in Contexts)
- 11 **CLASS PROJECT: WHAT IS A VEGETABLE?**
What is a vegetable?
DUE: Assignment 3: Vegetables
- 14 Ethnographic Methods
- 16 Ethics of Human Subject Research
DUE: Assignment 1 - CITI certification: show certificate with score to professor
- 18 **Project Discussion and Workshop**
Nourish: Food + Community: Wake Up! (1:45); *Supermarket Secrets* (1:36);
Twinkie vs. Carrot (1:39)
- 21 Life Passage
Read 5: Farb and Armelagos 1980 (The Life Passage) [**Extra:** Hoddinott et al. 2012 (Infant Feeding Experiences)]
- 23 Diet and Nutrition
Read 6: Anderson 2005:40-61 (Ch. 2, Human Nutritional Needs)
- 25 Diet and Nutrition
Read 7: Harris 1985:13-18 (Ch. 1, Good to Eat or Good to Think?) and Harris 1985:130-153 (Ch. 7, Lactophiles and Lactophobes)
Class Food – 1
Bring your lunch to class, and assigned students bring something to share

- SEPT** 28 Taste
Read 8: Johns 1994 (Palatability Factors in Wild Foods)
- 30 Food as Medicine
Read 9: Anderson 1997 (Traditional Medical Values of Food)
- OCT** 2 Vegetable Project work day
DUE: First vegetable interview typed and loaded onto online form by 11 am.
- 5 Vegetable Project work day
DUE: Hypothesis and table headings, typed, submit electronically and bring copy
- 7 Food History [**midpoint** Oct. 8th]
Read 10: Dawdy 2010 (Food and Colonialism in 18th-Century Louisiana); Eden 2008: 3-5, 9-22, skim 23-35 (The Early American Table) [**Extra:** Wagner 2008 (Seasonal Diet and Coping Mechanisms)]
- 9 Food History – Globalization
Read 11: Mintz 1997 (Time, Sugar, and Sweetness) [**Extra:** Goody 1997 (Development of a World Cuisine)]
- 12 **Class Food – 2**
Bring your lunch to class, and assigned students bring something to share
The Mother of Slow Food, Alice Waters (12:31)
DUE: Second and third interviews typed and loaded onto the online form by 11 am
- 14 Food as a Social Marker
Read 12: Anderson 2005:124-139 (Ch. 8, Me, Myself and the Others: Food as a Social Marker)
- 16 Identity through Food
Read 13: Wilk 2002 (Origins of Belizian Food) [**Extra:** James 1997 (How British is British Food?)]
Americans Try Filipino Street Food (2:37)
- 19 Identity through Food
Read 14: Gvion 2006 (Arab Food in Israel) [**Extra:** Allison 1997 (Japanese Mothers and Obentōs)]
Short clips: *Hardee's Texas Thickburgers; Burger King Manthem; Powerful Yoghurt*
Assigned: Assignment 4 – Food Advertisements
- 21 **Class Food – 3**
Bring your lunch to class, and assigned students bring something to share
What's on Your Plate? Local Food (23 min)
DUE: Final Snack hypothesis and filled-in tables, typed
- 23 **FALL BREAK, NO CLASS**

- OCT** 26 Food Justice, Food Security
Read 15: Dixon 2014 (Learning to See Food Justice); Richardson et al. 2012 (Inequitable Distribution of Neighbourhood Food Resources) [Extra: Grauel and Chambers 2014 (Food Deserts and Migrant Farm Workers)]
- 28 Food Justice, Food Security
Read 16: Van Esterik 1999 (Women's Rights and the Right to Food) [Extra: Allen and Sachs 2012 (Women and Food Chains)]
If Women's Roles in Ads Were Played by Men (1:38)
- 30 **Meet at Green Quad Vegetable Garden** [Halloween!]
 Artistic impressions day in the garden! Draw a picture, write. I will supply artistic materials and paper. Bring a towel or chair to sit on, and a hard-backed book or clipboard for paper support.
DUE: Vegetable Project Paper
- NOV** 2 Food and Gender
Read 17: Cavassa et al. 2015 (Gender-Based Stereotypes about Food) [Extra: Julier and Lindenfeld 2005 (Mapping Men onto the Menu)]
- 4 Food and Gender
DUE: Assignment 4: Food Advertisements
- 6 Food and Gender – Ethnographies
Read 18: Pollock 1998 (Food and Sexual Identity Among the Culina) [Extra: Kahn 1998 (Men Are Taro)]
- 9 Pop Culture
Read 19: Caldwell 2012 (Will Tweet for Food)
Class Food – 4
 Bring your lunch to class, and assigned students bring something to share
- 11 Heritage Food and Heirloom Crops: **David Shields, guest speaker**
Read 20: Veteto 2008 (Traditional Heirloom Vegetable Varieties in Southern Appalachia)
Read: Nabhan 2002:67-83 (Ch. 4, Riding the Dunes and Finding the Ghosts)
- 13 **OMNIVORE'S DILEMMA**
Read 21: Pollan 2006:-56 (Introduction, Ch. 1-2 of *Omnivore's Dilemma*)
- 16 Omnivore's Dilemma
Read 22: Pollan 2006:57-119 (Ch. 3-7)
- 18 *Food, Inc.* first half (45 min)
Read 23: Pollan 2006:123-207 (Ch. 8-10); Kenner 2009 (The Making of Food, Inc.)
- 20 *Food, Inc.* conclusion (45 min)
DUE: Revised Vegetable Project Paper

- NOV 23** *Omnivore's Dilemma* and *Food, Inc.* follow-up
Food Tradition/Food Identity **mini, in-class assignment**
Read 24: Locher et al. 2005 (Comfort Foods)
Sauerkraut (7:36); Food Traditions: U.S. Southern Food (6:04)

25-27 THANKSGIVING HOLIDAY, NO CLASS

- 30 Food Traditions Presentations
DUE: Assignment 5: Family Food Traditions
Workshop on creating your Vegetable Project presentation

- DEC 2** Local Food – **Joe Jones of Doko Farms, guest speaker**

- 4 Food and Culture Wrap-Up
Read: Mintz 2002 (Food and Eating: Some Persisting Questions)

**Final Examination Meeting
Project Presentations**

**open to the public – invite people!
We'll have snacks**

Friday, December 11, 12:30-3:00 pm
LLC 102

**ANTH 212H Food & Culture
Reading List, Fall 2015**

- Allen, Patricia and Carolyn Sachs
2012 Women and Food Chains: The Gendered Politics of Food. In *Taking Food Public: Redefining Foodways in a Changing World*, edited by Psyche Williams-Forsen and Carole Counihan, pp. 23-40. Routledge, NY.
- Allison, Anne
1997 Japanese Mothers and *Obentōs*: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 296-314. Routledge, NY.
- Anderson, E. N.
1997 Traditional Medical Values of Food. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 80-91. Routledge, NY.
2005 *Everyone Eats: Understanding Food and Culture*. New York University Press, NY. Ch. 2 -- Human Nutritional Needs, pp. 40-61.
Ch. 8 -- Me, Myself and the Others: Food as a Social Marker, pp. 124-139.
- Blake, C.E., C.A. Bisogni, J. Sobal, C.M. Devine, M. Jastran
2007 Classifying Foods in Contexts: How Adults Categorize Foods for Different Eating Settings. *Appetite* 49(2):500-510.
- Caldwell, Alison
2012 Will Tweet for Food: Microblogging Mobile Food Trucks—Online, Offline, and In Line. In *Taking Food Public: Redefining Foodways in a Changing World*, edited by Psyche Williams-Forsen and Carole Counihan, pp. 306-321. Routledge, NY.
- Cavazza, Nicoletta, Margherita Guidetti, and Fabrizio Butera
2015 Ingredients of Gender-Based Stereotypes about Food. Indirect Influence of Food Type, Portion Size and Presentation on Gendered Intentions to Eat. *Appetite* 91:266-272.
- Dawdy, Shannon Lee
2010 “A Wild Taste”: Food and Colonialism in Eighteenth-Century Louisiana. *Ethnohistory* 57(3):389-414.
- Dixon, Beth A.
2014 Learning to See Food Justice. *Agriculture and Human Values* 31:175-184.
- Douglas, Mary
1972 Deciphering a Meal. *Daedalus* 101:61-81.
- Eden, Trudy
2008 *The Early American Table: Food and Society in the New World*. Northern Illinois University Press, DeKalb.
- Farb, Peter and George Armelagos
1980 The Life Passage. In *Consuming Passions: The Anthropology of Eating*, by Peter Farb and George Armelagos, pp. 87-112. Pocket Books, Washington Square Press, NY.
- Goody, Jack
1997 Industrial Food: Towards the Development of a World Cuisine. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 338-356). Routledge, NY.

- Grael, Katie and Kimberlee J. Chambers
 2014 Food Deserts and Migrant Farmworkers: Assessing Food Access in Oregon's Willamette Valley. *Journal of Ethnobiology* 34(2):228-250.
- Gvion, Liora
 2006 Cuisines of Poverty as Means of Empowerment: Arab Food in Israel. *Agriculture and Human Values* 23:299-312.
- Harris, Marvin
 1985 *Good to Eat: Riddles of Food and Culture*. Waveland Press, Prospect Heights, IL. Ch. 1, Good to Eat or Good to Think?, pp. 13-18.
 Ch. 7, Lactophiles and Lactophobes, pp. 130-153.
- Hoddinott, Pat, Leone C. A. Craig, Jane Britten, and Rhona M. McInnes
 2012 A Serial Qualitative Interview Study of Infant Feeding Experiences: Idealism Meets Realism. *BMJ Open* 2(2):e000504.
- James, Allison
 1997 How British is British Food? In *Food, Health and Identity*, edited by Pat Caplan, pp. 71-86. Routledge, London.
- Johns, Timothy
 1994 Ambivalence to the Palatability Factors in Wild Food Plants In *Eating on the Wild Side: the Pharmacologic, Ecologic, and Social Implications of Using Noncultigens*, edited by Nina L. Etkin, pp. 46-61. University of Arizona Press, Tucson.
- Julier, Alice and Laura Lindenfeld
 2005 Mapping Men onto the Menu: Masculinities and Food. *Food & Foodways* 12:1-16.
- Kahn, Miriam
 1998 "Men Are Taro" (They Cannot be Rice): Political Aspects of Food Choices in Wamira, Papua New Guinea. In *Food and Gender, Identity and Power*, edited by Carole M. Counihan and Steven L. Kaplan, pp. 29-44.
- Kenner, Robert
 2009 Exploring the Corporate Powers Behind the Way We Eat: The Making of *Food, Inc.* In *Food, Inc.: How Industrial Food is Making Us Sicker, Fatter, and Poorer—And What You Can Do About It*, edited by Karl Weber, pp. 27-43. PublicAffairs, NY.
- Locher, Julie L., William C. Yoels, Donna Maurer and Jillian van Ells
 2005 Comfort Foods: An Exploratory Journey into the Social and Emotional Significance of Food. *Food and Foodways* 13(4):273-297.
- Meigs, Anna
 1997 Food as a Cultural Construction. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 95-106. Routledge, NY.
- Mintz, Sidney W.
 1997 Time, Sugar, and Sweetness. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 357-369. Routledge, NY.
 2002 Food and Eating: Some Persisting Questions. In *Food Nations: Selling Taste in Consumer Societies*, edited by Warren Belasco and Philip Scranton, pp. 24-32. Routledge, NY.
- Murcott, Anne
 1982 The Cultural Significance of Food and Eating. *Proceedings of the Nutrition Society* 41:203-210.

- Nabhan, Gary Paul
 2002 *Coming Home to Eat: The Pleasures and Politics of Local Foods*. W. W. Norton & Co., NY.
 Introduction, pp. 17-27.
 Ch. 1 Eating My Way through House and Homeland, pp. 31-41.
 Ch. 4 Riding the Dunes and Finding the Ghosts, pp. 67-83.
- Pollan, Michael
 2006 *The Omnivore's Dilemma: A Natural History of Four Meals*. Penguin Books, NY.
- Pollock, Donald K.
 1998 Food and Sexual Identity Among the Culina. In *Food and Gender: Identity and Power*, edited by Carole M. Counihan and Steven L. Kaplan, pp. 11-27. Harwood Academic Publ., Amsterdam.
- Richardson, Andrea S., Janne Boone-Heinonen, Barry M. Popkin, and Penny Gordon-Larsen
 2012 Are Neighbourhood Food Resources Distributed Inequitably by Income and Race in the USA? Epidemiological Findings across the Urban Spectrum
BMJ Open 2(2):e000698.
- Van Daele, Wim
 2013 "Cooking" Life: An Anthropologist Blends in with Everyday Sustenance and Relationality in Sri Lanka. *Food and Foodways* 21(1):66-85.
- Van Esterik, Penny
 1999 Right to Food; Right to Feed; Right to be Fed. The Intersection of Women's Rights and the Right to Food. *Agriculture and Human Values* 16(2):225-232.
- Veteto, James R.
 2008 The History and Survival of Traditional Heirloom Vegetable Varieties in the Southern Appalachian Mountains of Western North Carolina.
Agriculture and Human Values 25:121-134.
- Wagner, Gail E.
 2008 What Seasonal Diet at a Fort Ancient Community Reveals about Coping Mechanisms. In *Case Studies in Environmental Archaeology, 2nd ed.*, edited by E. J. Reitz, C. M. Scarry, and S. J. Scudder, pp. 278-296. Springer, NY.
- Wilk, Richard R.
 2002 Food and Nationalism: The Origins of "Belizian Food". In *Food Nations: Selling Taste in Consumer Societies*, edited by Warren Belasco and Philip Scranton, pp. 67-89. Routledge, NY.

List of Films by Title

- Food, Inc. (91 min)
 2008 A Robert Kenner film.
- Nourish: Food + Community (26 min)
 2008 A Worldlink Program hosted by Cameron Diaz.
- What's On Your Plate?: The Film About Kids and Food Politics (76 min)
 2009 By Catherine Gund, Sadie Hope-Gund, and Safiyah Riddle. Bullfrog Films.