

ANTHROPOLOGY 258: FOOD AND CULTURE

Professor Krista Harper
TuTh 11:30-12:45 (4 credits)
Hasbrouck 242

CONTACT AND OTHER ESSENTIAL INFORMATION:

Office hours: Th 4-5 pm and by appointment, Machmer Hall 214

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Course library page:

<http://guides.library.umass.edu/content.php?pid=32526&sid=238150>

COURSE DESCRIPTION:

“Tell me what you eat, I'll tell you who you are” (Anthelme Brillat-Savarin). This course surveys how cultural anthropologists have studied the big questions about food and culture. How and why do people restrict what foods are considered “edible” or morally acceptable? How is food processed and prepared, and what does food tell us about other aspects of culture like gender and ethnic identity? How have power issues of gender, class, and colonialism shaped people’s access to food? How has industrialization changed food, and where are foodways headed in the future? Along the way, students will learn about foodways in Europe, Asia and Oceania, the United States, and Central America.

TEACHING AND LEARNING GOALS:

As a teacher, I am motivated by the chance to introduce you to some of the most interesting (and fun!) work being produced by anthropologists today. Recognizing that people have different learning styles, I use a variety of techniques for presenting course materials—working in small groups, lectures, watching and discussing films, writing exercises, blogging, and other activities. By the end of the semester, I hope you will have gained the following learning outcomes:

1. Students will learn and apply the methods and theories used by anthropologists and other social scientists in the study of food and culture.
2. Students will learn about foodways past and present, and the implications of politics, economics, and culture on food content and quality.
3. Students will gain field and library research skills through a short recipe research assignment, contributing to a course cookbook.
4. Students will improve oral and written communication through assignments.

REQUIRED TEXTS (Available through UMass Amazon and on reserve at Library):

- *Food and Culture, A reader, 3ed* by Carole Counihan and Penny van Esterik
- *Sweetness and Power*, Sidney Mintz
- *Hungry Planet: What the World Eats*, by Peter Menzel and Faith D'Alusio (recommended--it's beautiful!)
- Additional articles posted in an online reader on MOODLE course webpage.

COURSE REQUIREMENTS:

To succeed in this course, students must fulfill the following requirements:

1. **Homework and class participation (20%):** Students are required to do the following things:
 - keep up with **readings**,
 - to come regularly to classes prepared for **discussion** and **in-class exercises**,
 - to place **at least 12 blog posts** about readings on the **course Moodle blog** prior to class (from week 2 onward), and,
 - once during the semester, to bring a "**Taste and tell**" item for sharing. Activities, reading responses/blog posts will be graded: ✓+ (**94%**), ✓ (**85%**), or missing (**0%**). Grades for these activities will be combined with a score for verbal participation.
2. An **in-class midterm exam (20%)** Exam may include identifications, multiple choice, fill-in, and short essay questions. Students receive a study guide a week prior to the exam.
3. **A 7-page food-centered life history research paper (30%).** You will write a research paper to be developed in stages over the course of the semester. The research will include interviewing a family member or family friend, collecting a recipe from them, investigating the recipe's history and significance. Your final paper should include the recipe as an appendix and use interview data to describe its personal, cultural, and historical significance. You must also cite at least three scholarly sources from books, encyclopedias, and/or journals. Further instructions for each stage of the research will be distributed in class early in the semester.
4. **A poster presentation of a recipe you collected during your research project (10%).** Students will bring a large cardboard or printed poster or a short laptop slideshow to class presenting the main points of their research paper, illustrated with exciting visuals and including a recipe collected during the research process. Students will present their projects in a "poster session" style, fielding questions concisely and professionally from audience members who visit the exhibit. **I won't lie: presenters who bring samples of their recipe are a BIG hit with the class!!!**
5. **A final examination (20%)** to be held during finals week. Exam may include fill-in, multiple choice, identifications and short essay questions. Again, students will receive a study guide prior to the exam.

GRADING SCALE:

The exams, paper, overall participation grade, and poster presentations will be graded on a 100-point scale, with the following letter grades:

A = above 93%	B+ = 87-89%	C+ = 77-79	D+ = 67-69
A- = 90-92%	B = 83-86	C = 73-76	D = 64-66
	B- = 80-82	C- = 70-72	F = below 63

COURSE POLICIES

1. ***Please arrive on time.*** When we're all in the classroom on time, we all stay on the same page and the flow of class discussion is vastly improved. Coming late disrupts other students, breaks the flow of discussion, and disturbs me. For that reason, I will lower your participation grade if you are habitually late.
2. ***Attendance, Participation, and Readings:*** Attendance in this course is required and recorded through participation in in-class activities. In-class activities such as free-writes, peer-editing, and commenting on poster presentations are part of the homework/participation grade and may not be made up at a later date except under exceptional circumstances. **Exceptional circumstances:** illness (verified by an official statement from the University Health Center), participation in an institution-sponsored activity (verified by a written statement from a coach or faculty sponsor), emergencies approved by the dean of student affairs, or religious observances. Otherwise, you're either here, or you're not. If you must miss class, please check the Moodle page to get the handouts and assignments you've missed.
3. ***Preferred Name & Preferred Gender Pronouns:*** Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. **I will gladly honor your request to address you by an alternate name or gender pronoun.** Please advise me of this preference early in the semester so that I may make appropriate changes to my records."
4. ***Disability Accommodations:*** If you qualify for accommodations because of a disability please submit a letter from Disability Services by February 9 so that your needs may be addressed. Disability Services in Whitmore determines accommodations based on documented disabilities. See <http://www.umass.edu/disability/>

5. **Food Sensitivities and Prohibitions:** One of the fun things about this course is that we regularly share food in class.
- **Cleanliness:** it is of the utmost importance that food servers wash their hands before serving food! I will provide hand sanitizer, Clorox wipes, and plastic gloves.
 - **Food Allergies and Prohibitions:** If you do not want to eat a food that is being offered, please politely decline-- you know your own food sensitivities, allergies, and prohibitions best.
 - **Respect:** Do not make fun of other people's food! And if you offer someone food and they refuse--do not be offended and do not press the person to try it. People may politely refuse a food for health, religious, or ethical reasons, or "just because."
6. **Honesty:** Cheating, fabrication of information or citations, plagiarism, and facilitating academically dishonest work by another student are prohibited at the university. I reserve the right to use "Turnitin" software. The UMass Faculty Senate has defined plagiarism as:
- knowingly representing the words or ideas of another as one's own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials. (Senate Doc. No. 00-015, Appendix B)
- Students should also consult with the professor ahead of time if the material for the class paper overlaps in any way with work being turned in for another class.
7. **Exam Scheduling:** The professor will announce the dates of exams in class and on MOODLE several weeks ahead of time. According to the UMass Faculty Senate, students have the following responsibilities:
- Students are responsible for taking exams at the scheduled times, to know the location of their exams, and to make alternative arrangements in advance if they have a legitimate reason for not being able to take an exam. (Fac Senate, "Course Instructional Guidelines")
8. **Communication:** For general class announcements, there is the MOODLE course website and a class email list. Email me ASAP if you do not get the welcome message after the first day of class. We also have a course blog on MOODLE where students can post interesting web links, photos of food, and discussion topics. I will try to return *weekday* emails within 24 hours.

9. ***Technology in the Classroom:*** Technology can be a valuable aid to the classroom learning environment--for note-taking or quick references. Some guidelines for using a laptop appropriately in class:

- Be sure your sound is off at the beginning of class.
- Stay on task. Activities such as surfing or gaming are a distraction to classmates.
- Follow all "laptop prohibited" times.

Students are discouraged from using laptops and smart phones in ways that distract from the learning community (e.g. Facebook, texting, work for other classes, etc.). And let's all turn off our phones at the start of class. If your smart phone or laptop use is distracting others, you will be asked to put it away--possibly in my personal "Smartphone Jail"! PLEASE be courteous so that we don't have to do this.

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TENTATIVE SCHEDULE: READINGS AND SEQUENCE MAY CHANGE AS NEEDED.

Week	Tuesday	Thursday
1	<p>Jan 23: Introductions; growing a positive classroom culture READ: class syllabus and research project assignments; just for fun: Katz (link on Moodle)</p>	<p>Jan 25: Food as voice</p> <ul style="list-style-type: none"> • Counihan, "<i>Mexicanas'</i> Food Voice" (Ch. 13 in <i>F&C</i>), be sure to read the appendix with her research questions • Food-centered Life History (FCLH) project
2	<p>Jan 31: Food as marker of social hierarchy</p> <ul style="list-style-type: none"> • Goody, "The High and the Low" (Moodle) • Stoller and Olkes, "Thick Sauce" (Moodle) 	<p>Feb 2: Food as ethnic marker</p> <ul style="list-style-type: none"> • Heldke, "Let's Cook Thai: Recipes for Colonialism" (Ch 27, <i>F&C</i>) • Shing Yin Khor's: "Just Eat It: A Comic about Food and Cultural Appropriation" • "Introduction" (pp. 10-20) and "Methodology" (p. 278) in <i>Hungry Planet (HP)</i> <p>Bring your copy of <i>HP</i> to class (if you have one)!</p>
3	<p>Feb 7: Families and feeding work</p> <ul style="list-style-type: none"> • Allison, "Japanese Mothers and Obentos" (Ch. 12 in <i>F&C</i>) • Ochs, et al. "Socializing Taste" (Moodle) • "Japan" and "Italy" in <i>HP</i> 	<p>Feb 9: Cooking, gender, and sexuality, pt. 1</p> <ul style="list-style-type: none"> • Szabo, "Men Nurturing through Food" (Moodle) • Take a look at Bureau of Labor Statistics on housework: https://www.bls.gov/tus/charts/household.htm • Bring your FCLH project proposal to class
4	<p>Feb 14: Cooking, gender, and sexuality, pt 2</p> <ul style="list-style-type: none"> • Carrington, "Feeding Lesbian Families" (Ch. 14 in <i>F&C</i>) • Further reading: Kamano on Japan (Moodle) 	<p>Feb 16: Cooking as coping: Racism & food</p> <ul style="list-style-type: none"> • Williams-Forson, "More than just a big piece of chicken" (Ch. 9 in <i>F&C</i>) • Browse: The Negro Motorist Green Book (Moodle) • Film clips: <i>Soul Food Junkies</i>

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5	Feb 21: Eating and not eating: Theories of religious food prohibitions <ul style="list-style-type: none"> Douglas, "Abominations of Leviticus" (Ch. 5 <i>F&C</i>) 	Feb 23: Eating and not eating: Theories of religious food prohibitions <ul style="list-style-type: none"> Harris, "The Abominable Pig" (Ch. 6 <i>F&C</i>)
6	Feb 28: Religious food prohibitions in practice <ul style="list-style-type: none"> Shapiro, "Kosher Wars" (Moodle) Buckser, "Keeping Kosher in Denmark" (Moodle) MIDTERM STUDY GUIDE	March 2: Anthropological Perspectives on Ethical Eating <ul style="list-style-type: none"> Clark, "The Raw and the Rotten" (Ch. 16 <i>F&C</i>) Guest lecture by Justin Helepololei on "freeganism" and food security in Spain during the economic crisis
7	Mar 7: Meet at Library Special Collections to explore the cookbook collection! Work on FCLH projects.	Mar 9: MIDTERM EXAM
MARCH 13-17 — UMASS SPRING BREAK — NO CLASSES		
8	Mar 21: Mintz--Sweetness and Power <ul style="list-style-type: none"> Ch. 1-3 	Mar 23: Mintz--Sweetness and Power <ul style="list-style-type: none"> Ch. 4-5
9	Mar 28: Sweetness and Power Today <ul style="list-style-type: none"> PhD Student Dana Conzo presents her research on legacies of the sugar economy in Caribbean foodways 	March 30: Industrial Food (Ramen!) <ul style="list-style-type: none"> Goody, "Industrial Food" (Ch. 7 <i>F&C</i>) "The Global Power of Ramen" (Moodle) "Great Britain," "USA" (Bring HP to class!) FCLH project check-in

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10	April 4: Industrial Food System: Labor and Commodity Chain Analysis <ul style="list-style-type: none"> • "On the Move for Food: Three Women behind the Tomato's Journey" (Ch. 32 <i>F&C</i>) • Griffiths, "Unions without Borders" (Moodle) 	April 6: Fairness and Global Food Production, <ul style="list-style-type: none"> • Dicum, "Colony in a Cup" (Moodle) • Lyons, "Just Java" (Moodle) • "Guatemala" in <i>HP</i>. • Bring your copy of <i>HP</i> to class!
11	April 11: Maize, Mexican Foodways, and Agro-biodiversity <ul style="list-style-type: none"> • Mann, "Diversity on the Farm" (Moodle) • Further reading: Pilcher (Ch. 29 <i>F&C</i>) 	Apr 13: Fixing the food system? Slow Food <ul style="list-style-type: none"> • Leitch, "Slow Food and the Politics of 'Virtuous Globalization'" (Ch. 28 <i>F&C</i>) • Petrini, "Slow Food Manifesto" (Moodle)
12	Apr 18: EXCHANGE DAY--NO CLASS	Apr 20: Food Justice in the USA <ul style="list-style-type: none"> • Levkoe, "Learning Democracy through Food Justice Movements" (Ch. 40 <i>F&C</i>) • Forson-Williams, "#BLM in Food Justice, too" (Moodle) • Post cookbook recipes to Google Drive
13	Apr 25: POSTER SESSION #1 <ul style="list-style-type: none"> • Be ready to eat, give feedback, and have fun! 	Apr 27: POSTER SESSION #2 <ul style="list-style-type: none"> • Be ready to eat, give feedback, and enjoy!
14	May 2: POSTER SESSION #3; Wrapping up <ul style="list-style-type: none"> • Be ready to eat, give feedback, and enjoy! • Research Papers due in class today 	FINAL EXAM Tu May 9, 1-3 pm, Room TBA