

**San José State University**  
**Anthropology Department**  
**Anth 107, Section 1**  
**Eating Culture, the Anthropology of Food**  
**Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
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<b>Office Hours:</b>	Monday 3:00-4:00, Tuesday 1:30-3:30
<b>Class Days/Time:</b>	Monday, Wednesday 1:30-2:45
<b>Classroom:</b>	Clark 202
<b>Prerequisites:</b>	ANTH 11 or instructor consent, upper division standing

**Course Format**

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**Course Description**

This course will explore the many ways in which humans seek, collect, grow, transform and consume foods. We will examine elements of human evolutionary history that mold our current consumption choices. Changes in subsistence strategies, human migration, and colonial expansions remade our landscapes, kitchens, cuisines and our bodies. We will identify and analyze the material processes of food production, preparation and consumption; the cognitive models that define our food choices and the ways in which power and inequality drive global feast and famine. The course will draw on archaeological, biological and cultural anthropologies, as well as examining the potential applications by anthropologists of food. In this course we will be actively conducting local fieldwork in conjunction with the Institute for the Future and the Food Innovation Global Mission from the University of Modena and Reggio Emilia, Reggio Emilia, Italy.

## Course Goals

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas. Departmental learning outcomes that this course explicitly addresses are asterisked.

### Knowledge:

- PLO1. \*Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
- PLO2. Awareness of human diversity and the ways humans have categorized diversity.
- PLO3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
- PLO4. Knowledge of the history of anthropological thought and its place in modern intellectual history
- PLO5. \*Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

### Skills

- PLO6. \*Ability to access various forms of anthropological data and literature.
- PLO7. \*Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
- PLO8. \*Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
- PLO9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.

### Professional Values

- PLO10. \* Knowledge of political and ethical implications of social research

### Course Learning Objectives

Upon completing the course, students should be able to:

- CLO1. Identify the scope of anthropological approaches to food and nutrition, including perspectives from cultural, archaeological and biological anthropology
- CLO2. Illustrate the range of food-related beliefs, artifacts, behaviors and practices across diverse cultures
- CLO3. Select appropriate anthropological theories and apply them to the practices of food production, processing, exchange, and consumption
- CLO4. Make use of anthropological methods to discern food-related behavior in the past and present, and anticipate future issues
- CLO5. Evaluate the impact of policy and power on social issues of food security, access, and design culturally appropriate alternatives.

### Required Texts/Readings (Required)

#### Textbook

The following books are available to purchase or rent via Spartan Bookstore or other online venues.

Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. 2012. Second Edition, Edited by Darna L. Dufour, Alan H. Goodman, and Gretel H. Pelto. Oxford University Press. ISBN 9780199738144.

The Life of Cheese: Crafting Food and Value. 2012. Heather Paxson. University of California Press. ISBN 9780520270183

### **Other readings as assigned on Canvas:**

Belasco, Warren. 2012. "Food and Social Movements." In *The Oxford Handbook of Food History*. Oxford University Press.

Graham, Margaret, and Russell Skowronek. 2013. "Grocery Shopping" for Alta California: documentary Evidence of Culinary Colonization on the Frontier of New Spain. *Boletín* 29 (1): 100-114.

Miller, Jeff and Jonathan Deutsch, Excerpt, "Narrative Research in Food Studies" from *Food Studies: An Introduction to Research Methods*. Bloomsbury Press

Institute for the Future. [Seeds of Disruption Map of Food Futures](#).

### **Other technology requirements / equipment / material**

Digital camera and notetaking materials.

### **Library Liaison**

The Anthropology Library Liaison is Silke Higgins, [Silke.Higgins@sjsu.edu](mailto:Silke.Higgins@sjsu.edu).

### **Course Requirements and Assignments (Required)**

Examinations: There will be take home two midterm essay examinations, and a final exam. Each exam is worth 50 points (150 points total, 43% of total grade). The questions will cover discussions, lectures, readings. (The exams will provide an opportunity to assess PLO 1, PLO5, PLO7, PLO8 and PLO 10, Behavioral Science PLO2, and CLO 1, CLO2, CLO4 and CLO5)

Ethnographic Exercise and Report: Food Paths Project (10 points for proposal, 50 points for Notes and Transcript, and 50 points for the 5 page, 1,250 word description and analysis of what makes the food paths viewed in the field "good" and what obstacles litter that path (see assignment below). There will be several fieldwork workshops along the way to become familiar with the toolkit. Each of these workshops is worth 10 points. 38% of the total grade. (*This exercise will provide an opportunity to assess PLO6, PLO 8, PLO 10, and CLO 1, and CLO4*)

Students will conduct observations in a regional home, grocery store, farmer's market, or restaurant. They would note the observable, audible, olfactory and tastable environment. They will note layout, social groupings, and interactions. Food options, as ingredients, dishes and pairings, would be noted. Specific language used in association with food processing or consumption should be noted. Students will practice using a detailed observational guideline in class with photographs and videos.

In addition to observations, each student will conduct a half-hour to hour in-situ interview that will query one or more persons about a meal noting the natural history of the meal (choice, purchase, preparation) and ways in which people think that food is "good" or not. Questions about cultural food icons and inspirations will also be included. [Note: This class activity is vetted by the IRB and the information will be shared with the Institute

for the Future and Food Innovation Global Mission from the University of Modena and Reggio Emilia, Reggio Emilia, Italy]

The observations from that fieldwork can then be analyzed in several ways. Several elements of the observation will form the basis of further inquiry.

1. Historic evolution of the cuisine: Where did the foods come from?
2. Tracing global food pathways: Targeting several foods, can you trace the ways in which those foods were produced, transported, bought and sold, and then processed?
3. Food meaning and metaphors: What message is being conveyed with the presentation of the food? What stories are being told?
4. Paths of power: What evidence are you seeing for differential access? What foods are associated with wealth? What policies underpin class and status difference?
5. Cultural evaluation of food as “good”: What are the ways particular foods are seen as good

This analysis should be based on field observations and couched in literature. Issues that could be included in the analysis could include, but are not limited to:

- Obesity as an ecological artifact and cultural construction
- The medicalization of “diseases” of food practice (related to BMI, specific nutritional deficiencies, etc.)
- Reconnecting producers and consumers of food—farmer’s markets, garden/farm to fork, school garden movement
- Climate change
- Urban food security and safety
- Political economic analysis of a “single food” across two geographic locations (For example, sugar, milk, Japanese rice, coffee, tea, soy, GMO corn etc.)
- Media portrayal of food identities or social movements

Consult at least 5 academic references. Your project will evolve in several iterations. You will present a framework (10 points), provide a working outline listing what you will cover with an accompanying list of references (20 points), and a rough draft that will be peer reviewed (20 points). Your final paper is due as a culminating activity during finals week (50 points). These outlines and references cited must be typed and include complete bibliographic citations. Reference materials should be drawn from academic/professional works published in appropriate journals and books. You should conform to the American Anthropological Association Style that uses the [author date system of the Chicago Manual of Style](#).

All assignments should be type written 12 point, Times or Times New Roman font with one-inch margins on all sides. Papers will be submitted through Canvas and turnitin and as paper copies.

### **Activities and Associated Assignments**

There are at least four activities designed to help students learn the analytical techniques of cultural anthropological food studies. At 10 points each, these constitute 9% of the course grade.

- \*Personal Food System Mapping: Students will use a 24 hour recall technique to document food and drink used. In small groups in class, they can map out the descriptive data on food eaten, and then begin to look at food sourcing, social networked food contexts, and the cultural meaning of meal composition. [CLO4, 5]

- Cookbook analyses: In class, small groups would examine cookbooks to discuss food trends and concomitant connections to social movements, and identify cooption and conservation.[CLO 3, 4]
- Media analyses: Students will discuss classic cross-cultural films such as *East-side Sushi*. They will examine the film for food imagery, metaphors, ethnic and gender stereotypes, and role of food in creating social meaning and national and regional identities. [CLO 5]
- \*Food sharing. Based on their fieldwork students will bring “heritage” or “comfort food” to share and discuss. They will share the “natural history” of how this food has functioned in their lives, and identify a key ingredient process (imported, processed), meaning and practice. [CLO2]

**3. Participation and Miscellaneous Activities** (approximately 50 pts.) Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 50 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 5 to 10 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and/or late entry or exit in an activity, and no credit for non-participation. Class discussions with photocopied prompts and short written exercises (for example, 1 minute papers) will be used to track participation. Course learning objectives met by this assignment include CLO 1, CLO2, CLO4 and CLO5.

**TO BE EXCUSED**, if you cannot make it to class to participate in an exercise, you must leave a voicemail or E-mail message **THAT day or earlier**, giving your **name, class and reason for missing the activity**. Verbal messages alone will not be recorded (i.e. telling the instructor in class or in the hallway). You will receive full credit (E) as long as the reason is significant and the privilege is not abused, i.e. you miss more than 2 participatory activities.

#### **Final Examination or Evaluation**

As noted above, the final examination will parallel the midterm essay exams and questions will be by the next to the last instruction day so that there will be time to ask questions about the prompts.

#### **Grading Information (Required)**

Grading will be based on evidence of mastery indicated by accuracy, originality and effort. 80-90% of the points allocated will be for content, 10-20% of the points reflect careful and accurate use of English prose. Use <https://www.grammarly.com> or another electronic service to check your writing. All papers will be submitted through Canvas and will be vetted by Turnitin.com. Papers with more than FIVE grammatical errors must be resubmitted.

#### **Determination of Grades**

A+ 98>, A 94-97, A- 90-93

An "A" demonstrates originality, not merely efficient memory, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work that is self-initiated.

B+ 88-89, B 84-87, B- 80-83

A "B" may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. Work may be generally well organized, use appropriate examples, display facility in argumentation, with a few gaps, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work guided by the instructor.

C+ 78-79, C 74-77, C- 70-73

A "C" may show a fair level of competence, but may be uneven. Work will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

D+ 68-69, D 64-67, D- 60-63, F < 60

A "D" will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

Late work will only be accepted if the professor has approved the reason. The work will drop one grade as a late penalty in such cases unless otherwise arranged. Extra credit is not given

### **Classroom Protocol**

Collaborative participation is critical in ethnography. Your classroom demeanor should be professional, as should be your actions in the field. You may bring devices to class, but they should only be used in class activities and work. Do not have open windows that do not pertain to the course, and make sure your mobile devices are set to silent. Distracted and inappropriate behavior that disrupts the class will not be tolerated and you may be asked to leave the classroom if it continues. In group activities, be conscientious and respectful. Listen and let others speak.

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

## **Anth 107 Eating Culture: The Anthropology of Food**

### **Spring 2017 Course Schedule**

#### **Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	January 30	Syllabus discussion and class overview

Week	Date	Topics, Readings, Assignments, Deadlines
1	February 1	<p>Food studies in anthropology, eating culture</p> <p><b>Read:</b> Nutritional Anthropology chapters:            1. The Biocultural Perspective in Nutritional Anthropology, Gretel H. Pelto, Darna L. Dufour, and Alan H. Goodman            2. Eating Christmas in the Kalahari, Richard B. Lee            3. No Heads, No Feet, No Monkeys, No Dogs: The Evolution of Personal Food Taboos, Miriam S. Chaiken</p> <p>Note: Italian class visit MLK 255, Feb. 2, 11:30-1:30 (optional opportunity to connect to the visiting class)</p>
2	February 6	<p>Class Food Paths Project, Research Design</p> <p><b>Read:</b> <a href="http://www.iftf.org/maps/seeds-of-disruption/">http://www.iftf.org/maps/seeds-of-disruption/</a>  <a href="https://docs.google.com/presentation/d/1kmuELzQle1J5nkHB61rjQxde8MiH0DurwR3aJ2KK4V0/edit#slide=id.g19ed14198c_0_91">https://docs.google.com/presentation/d/1kmuELzQle1J5nkHB61rjQxde8MiH0DurwR3aJ2KK4V0/edit#slide=id.g19ed14198c_0_91</a></p>
2	February 8	<p>Doing food anthropology research</p> <p><b>Read from Canvas:</b> Excerpt, “Narrative Research in Food Studies” from Jeff Miller and Jonathan Deutsch, Food Studies.</p>
3	February 13	Class Food Paths Project Workshop, Sampling and Observations
3	February 15	<p>Co-Evolving with Food</p> <p><b>Read:</b> Nutritional Anthropology chapters:            7. What Hunters Do for a Living, or, How to Make Out on Scarce Resources, Richard B. Lee            8. Food for Thought: Did The First Cooked Meals Help Fuel the Dramatic Evolutionary Expansion of the Human Brain?, Ann Gibbons            9. Paleolithic Nutrition: A Consideration of Its Nature and Current Implications, S. Boyd Eaton and Melvin Konner</p>
4	February 21	<p>Nutritional deficiencies</p> <p><b>Read:</b> Nutritional Anthropology chapters:            34. Body Size, Adaptation, and Function, Reynaldo Martorell            35. Hungry But Not Starving: Functional Consequences of Undernutrition in Adults, Richard L. Bender and Darna L. Dufour</p>
4	February 23	<p><b>Exam 1 Prompts given</b>            Workshop on Project skills</p>
5	February 27	<p>Focus on children</p> <p><b>Read:</b> Nutritional Anthropology chapters:            33. The Effect of Malnutrition on Human Development: A 24-Year Study of Well-Nourished and Malnourished Children Living in a Poor Mexican Village, Adolfo Chávez, Celia Martínez, and Beatriz Soberanes            37. Child Malnutrition and Famine in the Nigerien Sahel, Catherine Panter-Brick, Rachel Casiday, Katherine Hampshire, and Kate Kilpatrick</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	March 1	<p>Searching for expert explanations</p> <p><b>Read:</b> Nutritional Anthropology chapters:  18. India's Sacred Cow, Marvin Harris  19. Insects as Food: A Case Study from the Northwest Amazon, Darna L. Dufour  20. Why on Earth?: Evaluation Hypotheses about the Physiological Functions of Human Geophagy, Sera L. Young, Paul W. Sherman, Julius B. Lucks, and Gretel H. Pelto</p> <p><b>Exam 1 Due</b></p>
6	March 6	<p>Ideology, symbolism, and social power</p> <p><b>Read:</b> Nutritional Anthropology chapters:  21. The Children Cry for Bread: Hegemony and the Transformation of Consumption, Mary J. Weismantel  23. <i>Techne Versus Technoscience: Divergent (and Ambiguous) Notions of Food "Quality" in the French Debate over GM Crops</i>, Chaia Heller  Read from Canvas: Belasco, Warren. 2012. "Food and Social Movements." In <i>The Oxford Handbook of Food History</i>. Oxford University Press.</p> <p><b>Research Proposals Due</b></p>
6	March 8	Class Food Paths Project, Interviewing Workshop
7	March 13	<p>Foods as medicines</p> <p><b>Read:</b> Nutritional Anthropology chapters:  29. Spices: The Pharmacology of the Exotic, Nina Etkin  31. From Aphrodisiac to Health Food: A Cultural History of Chocolate, Louis E. Grivetti  32. You Are What You Eat: Religious Aspects of the Health Food Movement, Jill Dubisch</p>
7	March 15	Personal Food System Mapping: Students will use a 24 hour recall technique to document food and drink used. In small groups in class, they can map out the descriptive data on food eaten, and then begin to look at food sourcing, social networked food contexts, and the cultural meaning of meal composition.
8	March 20	<p>Highlighting Japanese food</p> <p><b>Read:</b> Nutritional Anthropology chapters:  22. Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus, Anne Alison  40. How Sushi Went Global, Theodore C. Bestor</p>
8	March 22	<p>Food through time and place  Archaeological Turning Points. Agriculture!</p> <p><b>Read:</b> Nutritional Anthropology chapters:  10. Origins of Agriculture, Mark N. Cohen</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		11. Bread and Beer: The Early Use of Cereals in the Human Diet, Solomon H. Katz and Mary M. Voigt <b>Exam 2 questions given.</b>
9	March 27	Happy Spring Break
9	March 29	Happy Spring Break
10	April 3	Variations in Subsistence and Implications for Food Culture  <b>Read:</b> Nutritional Anthropology chapters: 13. Use of Tropical Rainforests by Native Amazonians, Darna L. Dufour 15. "Now It Is an Easy Life": Women's Accounts of Cassava, Millets, and Labor in South India, Elizabeth Finnis 17. Anthropological Perspectives on the Global Food Crisis, David A. Himmelgreen, Nancy Romero-Daza, and Charlotte A. Noble
10	April 5	Colonial cuisines  <b>Read from Canvas:</b> Graham, Margaret, and Russell Skowronek. 2013. "Grocery Shopping" for Alta California: documentary Evidence of Culinary Colonization on the Frontier of New Spain. <i>Boletín</i> 29 (1): 100-114.
11	April 10	Migration of food and people  <b>Read:</b> Nutritional Anthropology chapters: 38. Diet and Delocalization: Dietary Changes Since 1750, Gretel H. Peltó and Perti J. Peltó 41. Nutrition Transitions: A View from Anthropology, Darna L. Dufour and Richard L. Bender <b>Begin Viewing Video <i>East Side Sushi</i></b>
11	April 12	<b>View <i>East Side Sushi</i></b> <b>Exam 2 due.</b>
12	April 17	Bring drafts of notes and transcripts to class for peer review
12	April 19	<b>Fieldwork notes and transcripts due. Class discussion on your observations.</b>
13	April 24	Thinking about your analysis paper: <b>In-class workshop</b> on placing your ethnographic insights into a context.
13	April 26	Overnutrition and hunger in lands of plenty  Introduction of the political economy of food and its lived reality <b>Read:</b> Nutritional Anthropology chapters: 48. Big Fat Myths, Alexandra A. Brewis 49. The Pima Paradox, Malcolm Gladwell 51. Evolutionary and Anthropological Perspectives on Optimal Foraging in Obesogenic Environments, Leslie Sue Lieberman
14	May 1	Artisan and heritage foods Workshop on Paper Organization and Bibliography (bring laptops to class)

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Read:</b> Paxson The Life of Cheese (chapters 1-4)
14	May 3	<p>Cookbook analyses:</p> <p>In class, small groups would examine cookbooks to discuss food trends and concomitant connections to social movements, and identify cooption and conservation.</p> <p><b>Read:</b> Paxson The Life of Cheese (chapters 5-6)</p> <p><b>Bibliography and Outline Due</b></p>
15	May 8	<p>View from Childhood</p> <p><b>Read:</b> Nutritional Anthropology chapters:  46. Children's Experiences of Food Insecurity Can Assist in Understanding Its Effect on Their Well-Being, Carol L. Connell, Kristi L. Lofton, Kathy Yadrick, and Timothy A. Rehner  47. Trading Nutrition for Education: Nutritional Status and the Sale of Snack Foods in an Eastern Kentucky School, Deborah L. Crooks</p> <p><b>Exam 3 questions given.</b></p>
15	May 10	<p>Experiments and Strategies</p> <p><b>Read:</b> Nutritional Anthropology chapters:  52. From One Farmer, Hope--and Reason for Worry, Gaia Vince  53. Direct from Farm to Table: Community Supported Agriculture in Western Illinois, Heather McIlvaine-Newsad, Christopher D. Merrett, and Patrick McLaughlin  55. Marked Improvement in Carbohydrate and Lipid Metabolism in Diabetic Australian Aborigines After Temporary Reversion to Traditional Lifestyle, Kerin O'Dea</p> <p><b>Exam 3 Due</b></p>
16	May 15	<p>Food Forecasts: In-Class workshop in preparation of culminating event</p> <p><b>Draft Paper Due.</b> In-class discussion of Peer-Reviewed Draft.</p>
Final Exam	May 22 12:15-2:30 am	<p><b>Final Paper due, Food Paths Project food sharing and discussion. Research Partners invited to participate.</b></p>