

**San José State University**  
**Anthropology Department**  
**Anth 107, Section 1**  
**Eating Culture, the Anthropology of Food**  
**Spring 2020**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Jan English-Lueck
<b>Office Location:</b>	Clark 459
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<b>Office Hours:</b>	Monday 1:30-4:00 pm, Tuesday, Thursday 3:00-4:00 pm, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 1:30-2:45 pm
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	ANTH 11 or instructor consent, upper division standing
<b>Class number</b>	23077

**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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) 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 Food Futures Lab](#) and the [Food Innovations Program](#) at the University of Bologna.

## 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

### Textbooks

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

Eating Culture: An Anthropological Guide to Food (2<sup>nd</sup> edition). 2018. Gillian Crowther. University of Toronto Press. ISBN. 97814876593292. Available through Amazon and the Spartan Bookstore.

Adventures in Eating: Anthropological Experiences in Dining from Around the World. 2010. Helen R. Haines (Editor), Clare A. Sammells (Editor) University Press of Colorado. ISBN 978-1607320142. Available through Amazon and the Spartan Bookstore.

The Life of Cheese: Crafting Food and Value. 2012. Heather Paxson. University of California Press. ISBN 9780520270183. Available through Amazon and the Spartan Bookstore.

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

Allison, Anne. 1991. Japanese Mothers and Obentos: The Lunch-Box as Ideological State apparatus. *Anthropological Quarterly*. 64(4):195-208.

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

### **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**

All written work will be submitted through Canvas. Students will give the final analytical paper in both Canvas and hard copies.

Examinations: There will be take home three examinations. Each exam is worth 50 points (150 points total, 37% 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)

Quizzes: 4 online Canvas Quizzes will assess points from the readings. (20 points total, 5 % of the grade)

Ethnographic Exercise and Report: Food Paths Project—Urban Production . You will produce a proposal, a fieldnote summary and transcript excerpt, a bibliography and a photo essay. Photographs must conform to our IRB constraints (no identifiable photographs of people's faces) Special attention will be paid to the *production of food*, the urban context inherent in social relations in food production and the cultural construction of specific foods in their production, transportation, preparation and consumption (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. The entire project comprises 37% 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 point of food production, a home, garden, farm, or factory setting. They would note the observable, audible, olfactory and tastable environment. They will note layout, social groupings, and interactions. Food options, as ingredients, 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. These observations should be connected to the student's interviews.

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 food and its production (choice, purchase, preparation) and ways in which the people producing it think that food is "good" or not. [Note: This class activity is vetted by the IRB and the information will be shared with the Institute for the Future and the conclusions with the Italian Food Innovation Program]

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
- Food information trust and distrust
- Insecurity related to climate change
- Urban food security and safety
- Media portrayal of food identities or social movements

You will propose a framework (10 points), provide a working outline listing what you will cover with an accompanying list of references (5 points), and a rough draft that will be peer reviewed (10 points). Your final paper is due in the final week of class (50 points). That final paper will be a 5 page, 1,250 word photo essay description and analysis of what makes the food paths viewed in the community "good" and what obstacles litter that path. These outlines and references cited must be typed and include complete bibliographic citations. Consult at least five academic references, at least three of which must be explicitly anthropological. Your project will evolve in several iterations. Reference materials should be drawn from academic/professional works

published in appropriate journals and books. To reiterate, at least half of the references should be anthropological in nature. You should conform to the American Anthropological Association 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. All papers must be prefaced by a title page with name, class, topic title and date. All papers should have numbered pages. Final 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 create a 2 page practice photo essay documenting food and drink consumed. 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 a food to share and discuss. They will share the “natural history” of how this food is produced and processed and identify a key ingredient process (imported, processed). [CLO2]

**3. Participation and Miscellaneous Activities** (approximately 55 pts.) Participation in class activities, project updates, simulations, and a variety of other exercises can be worth more than 55 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 (Ex) as long as the reason is significant and the privilege is not abused, i.e. you miss more than 2 participatory activities.

University's Credit Hour Requirement below.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

Submission and final discussion of the papers constitutes the culminating activity.

### **Grading Information**

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. Turnitin scores of over 10% (minus bibliography) must be rewritten.

### **Determination of Grades**

If you wish to know your final grade before grade reports are issued e-mail a grade request (please do not phone). You may also track your grade in Canvas.

#### **Marking Criteria**

- A plus 98 to 100% (372 to 380 points)
- A 94 to 97 % (357 to 371 points)
- A minus 90 to 93% (342 to 256 points)

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 plus 88 to 89% (334 to 341 points)
- B 84 to 87% (319 to 333 points)
- B minus 80 to 83% (304 to 318 points)

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 plus 78 to 79% (296 to 303 points)
- C 74 to 77% (281 to 295 points)
- C minus 70 to 73% (266 to 280 points)

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 plus 68 to 69% (259 to 265 points)

D 64 to 67% (244 to 258 points)

D minus 60 to 63% (228 to 243 points)

F < 60% ( 227 points and below)

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 assignment.

### **Late Work**

I will accept only **two** late submissions unless there is a significant and documented reason. If you communicate with me asking for an extension, I will grant you a one-week extension only. There will be a one grade penalty for any late summaries. **No other late work will be accepted.** *All written work must be submitted through Canvas.* All project related work will also be posted to the appropriate Google Drive or YouTube Channel.

### **Incompletes**

Incomplete grades will be granted only if the instructor has been notified and has approved. At least 75% of the class work must have been successfully completed to get an incomplete. **NO WORK WILL BE ACCEPTED AFTER THE FINAL!!!**

### **Extra Credit**

Students can earn 5 points by writing a short descriptive paragraph on paper for an approved event. Events will be announced on Canvas.

### **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**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

# Anth 107 Eating Culture: The Anthropology of Food

## Spring 2020 Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Syllabus discussion and class overview.
2	January 28	Food studies in anthropology, eating culture <b>Read:</b> <i>Eating Culture</i> chapter, Prologue, Chapter 1 (Omnivorousness); Haines and Sammells (chapter 1, 10)
2	January 30	Class Food Paths Project, Research Design Doing food anthropology research <b>Read:</b> <a href="http://www.iftf.org/future-now/article-detail/food-innovation-recipes-engaged-eaters/">http://www.iftf.org/future-now/article-detail/food-innovation-recipes-engaged-eaters/</a> <b>Read from Canvas:</b> Excerpt, “Narrative Research in Food Studies” from Jeff Miller and Jonathan Deutsch, <i>Food Studies</i> .
3	February 4	Class Food Paths Project Workshop, Sampling and Observations
3	February 6	Co-Evolving with Food <b>Read:</b> <i>Eating Culture</i> (chapter 2, Settled Ingredients); Gaines and Sammells (chapter 8)
4	February 11	Agriculture <b>Read:</b> <i>Eating Culture</i> (chapter 3, Mobile Ingredients) <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. <b>Project Framework Proposal Due</b>
4	February 13	Workshop on Project skills
5	February 18	Food Production, a close examination <b>Read:</b> Gaines and Sammells (chapters 4, 6)
5	February 20	Food and Drink production View Video Excerpt: The Connected Cup
6	February 25	<b>Read:</b> Gaines and Sammells (chapters 14, 15) <b>Research Proposals Due</b>
6	February 27	<b>Exam 1 Prompts given</b> Psychoactive and medicinal foods continued
7	March 3	Food production, food security <b>Read:</b> <i>Eating Culture</i> (chapter 8, Global Indigestion )
7	March 5	Class Food Paths Project, Interviewing Workshop
8	March 10	Cooks and kitchens <b>Read:</b> <i>Eating Culture</i> (chapter 4, Cooks and Kitchens)
8	March 12	Case Study, Japanese Cuisine <b>Read:</b> Gaines and Sammells (Chapter 9). <b>Also Read</b> on Canvas: Japanese Mothers and Obentos



Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Exam 1 Due</b>
9	March 17	The ethnomethodology of food preparation Read: <i>Eating Culture</i> (chapter 5 Recipes and Dishes)
9	March 19	Cookbook analyses: In class, small groups examine cookbooks to discuss food trends and concomitant connections to social movements, and identify cooption and conservation.
10	March 24	Consuming Practices <b>Read:</b> <i>Eating Culture</i> (chapters 6 Eating In)
10	March 26	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. <b>Exam 2 questions given.</b>
11	March 31	Happy Spring Break
11	April 2	Happy Spring Break
12	April 7	<b>Read:</b> <i>Eating Culture</i> chapter 7 (Eating Out and Gastronomy) Gaines and Samuels (chapter 11) <b>Begin Viewing Video</b> <i>East Side Sushi</i>
12	April 9	<b>View</b> <i>East Side Sushi</i> <b>Exam 2 due.</b>
13	April 14	<b>Read:</b> <i>Eating Culture</i> chapter 9 (Local Digestion); Read from Canvas: Belasco, Warren. 2012. "Food and Social Movements." In <i>The Oxford Handbook of Food History</i> . Oxford University Press.
13	April 16	Guest Food Artisan, Monica Martinez, Don Bugito Artisan and heritage foods <b>Read:</b> Paxson <i>The Life of Cheese</i> (chapters 1-4)
14	April 21	Workshop: Bring drafts of notes and transcript excerpts to class for peer review.
14	April 23	<b>Online Class only: Fieldwork notes and transcript excerpts due. Class discussion on your observations.</b>
15	April 28	<b>In-class workshop</b> on placing your ethnographic insights into a context. Paper Organization and Bibliography (bring laptops to class)
15	April 30	Values and food continued <b>Read:</b> Paxson <i>The Life of Cheese</i> (chapters 5-6).
16	May 5	Experiments and Strategies <b>Draft Paper Due.</b> In-class discussion of Peer-Reviewed Draft. <b>Exam 3 questions given.</b>
16	May 7	Food Forecasts: In-Class workshop in preparation of culminating event <b>Exam 3 Due on Canvas</b>
Final Exam	May 19 12:15-2:30 pm	<b>Food Paths Project food sharing and discussion. Research Partners invited to participate. Final Paper due</b>