We are what, (when, where, how and why) we eat…

Course Description:
This course will address the topic of food from an anthropological perspective. It will examine the role food plays in shaping identity, gender construction, ethnicity and rituals. The course will also work to engage other disciplinary perspectives such as those from history, literature, economics and environmental studies as it attempts to make larger connections with the ways in which food and eating are holistically approached from an anthropological perspective. The course will also incorporate a variety of learning experiences from mini-ethnographic projects on DePauw dining culture, a field trip to a local farm and/or farmer’s market, a personal food log, and the preparation and consumption of several meals throughout the semester. Through these class exercises, students will become active participants and engage in ethnographic research in the classroom and local community.

Course Objectives:
The objective of this course is to provide a “recipe” of different perspectives in a cross-cultural investigation of the importance of food to culture. In this course we will explore all aspects of the cultural uses and symbolic meanings we attach to food and eating. Students will be asked to explore: how we use food, what is changing in our food consumption patterns, what is the relationship between food consumption and the environment, what are some of the politics and the ethics involved in food consumption, what is the significance of eating out, of “ethnic” restaurants, and how do we analyze the smell and taste of food cross-culturally? These and other questions will be approached from a holistic anthropological perspective. Additional course objectives include:
• To explore the importance of food in identity and how that is expressed through ritual.
• To consider how our eating and purchasing habits relate to health, environment, and power.
• To develop an appreciation for the role of food in society and a knowledge of some of the ways in which food is influenced by and influences our lives.

Required Readings: All required texts have been ordered with the university bookstore.

Holmes, Seth 2013
*Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*

Jayaraman, Saru 2014
*Behind the Kitchen Door*
Pollan, Michael 2006
*Omnivore's Dilemma*

Striffler, Steve 2005
*Chicken: The Dangerous Transformation of America's Favorite Food*

Wiley, Andrea 2010
*Re-imagining Milk: Cultural and Biological Perspectives*

Note: There are also articles and/or chapters that are required reading. These articles are noted in your syllabus with an asterisk (*). Be sure to bring either a copy of the article and/or your notes to class.

**Course Format:**
Methods used to cover class material include lectures, films, guest lecturers, field trips and most importantly class discussion. The lectures will be used to introduce key concepts during each week’s topic, but they will also be less formal and very participatory. Films will also be used as texts to enhance the course material. Periodically we will split-up into smaller discussion groups to review and analyze material more thoroughly. Students will occasionally be asked to reflect on films, classroom discussions, and readings in the form of in-class response papers. In order to achieve this cooperative learning experience, readings must be done as assigned and texts as well as notes brought to class.

**Grading:**

**PAPERS:** The papers are designed as mini-ethnographic assignments that ask you to incorporate anthropological research skills in your daily life. These are activities that allow you to try your skills as an anthropologist. The assignments also require you to incorporate course readings. More details on each assignment will be provided in class handouts.

**REFLECTION:** this focuses on food and memory and asks students to write a reflection paper on food and memory using an experience from their childhood.

**INTERVIEW and OBSERVATION:** students will choose between two prompts (kitchen table oral history or cookbooks as material culture), which require attention to detail and descriptive analysis (15%).

**PARTICIPANT OBSERVATION:** students will choose between three prompts (eating together, fast food eating alone, or a restaurant review), which require an analysis of an eating event in which they participate and record their fieldnotes (15%).

**RESEARCH PAPER + ANNOTATED BIBLIOGRAPHY:** Choose a food and conduct historical and ethnographic research on it. Explore its historical emergence and transformation over time. Study its relationship to people and communities by understanding the significance people give to it, the meaning it holds for people, the way in which it circulates crossing different cultural spaces, and the social relations involved in producing and consuming this food. Students are expected to get their topics approved.
by me by March 17th, and all students will present their finding during the last week of class (20%).

PARTICIPATION: Participation is an integral part of this course. There are numerous ways you can participate in class, but to start you must first have a punctual attendance record. Attentive listening is also key to class participation as is contributing insightful comments that link class material to your experiences and/or your classmates contributions as well as engaging class activities (group discussions, debates, and general class reflections). Included in class activities will be reflexive writing assignments on childhood memories, family recipes as well as a community assessment.

Discussion leader: Students are responsible for writing an outline and discussion questions for the class as well as introducing one new source to the assigned topic—in essence teaching us something new related to the assigned reading.

EXAMS: There will be two exams given during the semester, each worth 20%. Students will be asked a combination of short answer and essay questions that require an ability to incorporate course material and apply course themes/ideas in their answers.

Your final grade for the course will be based on the following:
● Participation…………………………10%
● Papers (5)……………………………50%
● Exams (2)……………………………40%

TOTAL 100%

Grading Scale:
A   94%+   A- 90-93%
B+ 87-89% B  84-86% B- 80-83%
C+ 77-79% C  74-76% C- 70-73%
D+ 67-69% D  64-66% D- 60-63%
F   59%-  

A note on graded materials—you must wait at least 24 hours (but no more than 1 week) before coming to see me about a grade you received on any class material. I am available for consultation regarding any graded assignment only after you have taken sufficient time to read through both your original work and my comments. Keep in mind that reviewing graded material means a possible increase OR decrease in the original grade, so be sure to look over your work carefully before bringing it to my attention for a second time.

The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.
D = a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F = shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

Attendance:
Regular attendance and active class participation is required. Late arrivals will not be tolerated. Class attendance will be taken at the beginning of the period, and it is your responsibility to make sure you receive credit for your attendance if you arrive after attendance is taken. Irregular attendance and repeated late arrivals will result in the lowering of the final course grade.

Class Preparation:
Your class preparation is essential to your required active participation in the course. You must complete assigned readings before the class period for which they are assigned. You must come to class with prepared questions and comments regarding the assigned readings. This will help ensure your active participation in class.

Things to think about regarding the readings: What was the author’s main point/thesis? How does this relate to the class topic or other class readings? What connection can you make between the reading and your own life or other current events?

Assignment Policy:
Be sure to pay attention to the submission policy for each assignment as some assignments will be turned in electronically via email (where it is your responsibility to attach the assignment) and others will be turned in as hard copies in class (stapled and numbered). Assignments due as hard copies in class will not be accepted via email (i.e. Due to printer problems—it is your responsible to make sure you have time to print your assignment). All assignments are due at the beginning of the class session, unless otherwise noted. Late assignments will not be accepted without a medical excuse or otherwise documented emergency. The instructor retains the right to lower the grade on any late assignment accepted. If you must miss class on the day an assignment is due, it is your responsibility to turn the assignment in early.

Academic Dishonesty:
All work must be your own. You must give credit to any information and/or ideas that you use that are not your own by citing it in your work. Failing to do so will be perceived as plagiarism resulting in a zero on the assignment and possible additional penalties to be decided by the instructor. If you are unfamiliar with proper citation procedures, you should consult the Writing Center.

Student Accommodations:
“DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267). It is the
responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

Questions???
I encourage all of my students to take advantage of my office hours, either for questions, concerns, or just “drop-in” discussions. Please feel free to stop by Asbury Hall 219, and if the “official” hours are not convenient or you would like to ensure yourself a specific block of time, we can set up an appointment (office phone x4372 or email acastaneda@depauw.edu).

Course Schedule and Reading Assignments

* = Electronic Article

**WEEK 1**
**INTRODUCTION: FOOD & MEMORY**
January 27th
- Discussion of course, syllabus, and anthropology of food
- READ: Berry, “The Pleasures of Eating”
  http://www.ecoliteracy.org/essays/pleasures-eating
- FILM: The Meaning of Food: food and life (60 min)
January 29th
- READ: Dufresne, “Nothing to Eat but Food: Menu as Memoir” AND McCorkle, “Her Chee-to Heart” (In *We Are What We Ate).* AND Renne, “Mass Producing Food Traditions for West Africans Abroad”*

**WEEK 2**
**FIRST FOODS: The Politics of Milk**
February 3rd (Discussion Leaders)
- READ: Wiley, *Re-Imagining Milk* AND “Attitudes Toward Placentophagy”*
- FILM: *Got the Facts on Milk?* (88 min)
February 5th
- FILM: *Latching On: The Politics of Breastfeeding in America* (36 min) OR Breastmilk (90 min)

**WEEK 3**
**FOOD PRODUCTION: Where does our food come from?**
February 10th (Discussion Leaders)
- READ: Holmes *Fresh Fruit, Broken Bodies* foreword, chapters 1-2
February 12th
- **Guest Lecture: Dolores Huerta**
- READ: Holmes *Fresh Fruit, Broken Bodies* chapter 3
- VISIT: doloreshuerta.org
WEEK 4
February 17th
  ● READ: Holmes *Fresh Fruit, Broken Bodies* chapter 4-5
  ● FILM: *Food Chains* (83 min)

February 19th (Discussion Leaders)
  ● READ: Holmes *Fresh Fruit, Broken Bodies* chapter 6-7

WEEK 5  FOLLOWING FOOD: chicken
February 24th (Discussion Leaders)
  ● READ: Striffler, *Chicken* Part I chapters 1-4
  ● FILM: *Food Inc.* (90 min)

February 26th
  ● READ: Striffler, *Chicken*, chapters 5-6

WEEK 6
March 3rd
  ● READ: Striffler, *Chicken*, chapters 7-8

March 5th
  ● EXAM

WEEK 7  FOOD & FAT: The Anthropology of an Obsession
March 10th
  ● TBA
  March 11th 7pm *Fed Up* (Ashley Square)

March 12th (Discussion Leaders)

WEEK 8  FOOD & CREATIVITY
March 17th (Discussion Leaders)
  ● READ: Thomas, “Passing Time: The Ironies of Food in Prison Culture” (In Food for Thought).* AND Allison, “Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus”*
  ● RESEARCH PAPER TOPIC DUE

March 19th
  ● FILM: *The Meaning of Food: food and culture* (60 min)
  ● 1ST PAPER DUE
WEEK 9  SPRING BREAK

WEEK 10  RESTAURANTS: Eating Out and Being Served
March 31st
● READ: Jayaraman, *Behind the Kitchen Door*, foreword and chapters 1-3
April 2nd (Discussion Leaders)
● READ: Jayaraman, *Behind the Kitchen Door*, chapters 4-5

WEEK 11
April 7th
● READ: Jayaraman, *Behind the Kitchen Door*, chapters 6-7
April 9th
● 2nd PAPER DUE

WEEK 12  (Growing) FOOD & (Creating) COMMUNITY
April 14th (Discussion Leaders)
● READ: Pollan, *Omnivore’s Dilemma*, Part I: Corn
April 16th (Discussion Leaders)
● READ: Pollan, *Omnivore’s Dilemma*, Part II: Grass

WEEK 13
April 21st (Discussion Leaders)
● VIDEO: The Omnivore’s Next Dilemma: Michael Pollan on TED.com (17 min)
April 23rd
● ANNOTATED BIBLIOGRAPHY DUE
● FIELDTRIP: Farmers’ Market SATURDAY MORNING (25th)

WEEK 14
April 28th
● FIELDTRIP: Peeler Art Gallery, Lucy + Jorge Orta: Food-Water-Life
● READ: 3 articles* Gurian, Garion, and part of Orta catalog
April 30th
● TBA
● FILM: *The Meaning of Food: food and family* (60 min)

WEEK 15  PRESENTATIONS
May 5th
● Presentation of final research projects
May 7th
● Presentation of final research projects

RESEARCH PAPER DUE 4pm Wednesday May 13th via email

NOTE: The instructor retains the right to change the syllabus for this class as necessary.