



# Bizarre Foods

## ANTH 256 The Anthropology of Food



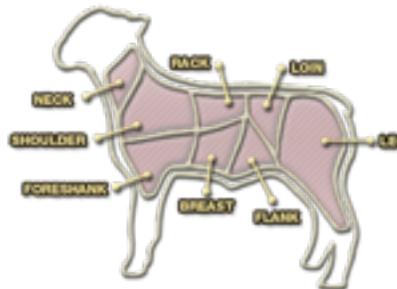
Spring 2016  
Asbury Hall 222  
M/W/F 9:10-10:10

Instructor: Dr. Clark Sage  
clarksage@depauw.edu  
Office Hours: Asbury Hall 104,  
M 10:30-11:30

### Course Description

In this course we will explore food preferences, delicacies, taboos, and other cultural engagements with foods from around the world. On our menu for the semester - cow urine, coffee from digested wildcat feces, organ meats, insects, deadly fruits, bird saliva, and more. For some, these are perfectly acceptable and sought after ingredients; for others, they challenge the very notions of what is considered edible and may even trigger a physical response in the pit of the stomach. Along with ingredients and prepared foods, we will consider hunger, ritual cannibalism (including the Holy Eucharist), dumpster-diving freegans, how food is tied to our local and global environments, and explore ways in which people from Greencastle to India are working to preserve their food cultures. No matter how “bizarre” the ingredients or methods of preparation may be, food and eating are intricately tied to and permeate culture, identity, religion, politics, economics, and so much more. Before the end of the semester you should begin to recognize that what we as Americans consider “bizarre foods” are in fact culturally informed and significant statements about the cultures where they are found. By the end of the semester you should be realizing that we, as Americans, do some pretty “bizarre” things with food ourselves.

In addition to our gastronomical explorations, this course provides training in core concepts and research skills that are central to an understanding of anthropology. Through in-class activities, a group project, readings, lectures, and discussions you will develop a strong command of these cornerstones of anthropological thought and practice.



# Course Objectives

## During this course, you will learn:

- about the diversity of food choices that people make,
- the cultural significance to these choices,
- the ways in which anthropology is relevant and can be applied to daily, contemporary life,
- important terms and concepts in anthropology, and
- basic research skills.

## These objectives will be achieved through:

- critical reading/analysis of the literature, film, and material culture,
- short writing assignments,
- a group project,
- lectures, and
- classroom discussions and activities.

## To be successful in these objectives you are expected to:

- attend class regularly,
- actively participate in the class discussions, activities, and readings, and
- conduct research in a timely manner to complete your project, and
- study and review class materials for the exams.



# Course Structure

Classes will be a mixture of lecture and discussion of the topics and readings. At times, video clips may be shown to illustrate or expand on examples presented. Some weeks we will incorporate discussion into the class during/after lecture, and other weeks we will devote Friday to a more thorough discussion of the readings. Therefore, you need to keep up with readings. You should engage the readings and not read passively. That means you should question the text (i.e., What are the main points/arguments of the author?), question me (i.e., Why did I ask you to read this, and how does it relate to our topic?), and question yourself (i.e., How does this fit into my worldview? Why does this make sense, or, why am I totally repulsed?). Throughout this semester we will be asking the questions:

- How is food & eating/drinking about more than just nutrition & calories?
- Is this really *bizarre*?



## Readings:

There will be NO required texts for this class. All readings will be available on the class Moodle site as PDF documents.

## Discussions:

I expect that you will engage your peers and me during discussions. This class addresses a topic that we are all intimately associated with; food is a basic necessity of life. However, what we choose to eat or not eat is intricately tied to our cultural background. You will be presented with foods and food practices that will challenge you, and perhaps evoke a physical response. You have something to say, so don't be afraid to say it! Unless you explicitly misquote something, tell me that vegans love eating rare, bloody meat, or are unwilling to consider the fact that the human race, in its unique cultural diversity, has made food choices that are suited to and/or associated with their historical, environmental, and cultural experiences....you aren't wrong. I am not asking you to go out and eat brains or dogs or insects or whatever we may be discussing. I am asking you to consider why other people are, and why you aren't. We are exploring cultural diversity, and food is a powerful means of understanding that diversity and the people who eat the things that they do or don't.

# Coursework

## Assignments:

You will have five writing assignments to complete over the course of the semester. The first assignment asks you to draw on your personal experiences with food and other cultures. Subsequent assignments are designed to contribute to your group project. Details for the assignments are found in the syllabus below and on Moodle, and will be discussed in class as the assignments approach. **Assignments should comply with the following format:** 11pt, standard font (Times New Roman, Helvetica, etc.); double-spaced; 1-inch margins; your name in top left corner of the first page; a title (not simply Assignment #1; proper citations and references if applicable; submitted on Moodle as a PDF document by the due date.

### **Assignment #1: Due Monday, February 15th**

For this assignment you will reflect on an experience that you have had with a “bizarre” food or dining experience. You will write a 2-3 page essay that: 1) identifies and details a specific occasion when your notions of proper food/eating were challenged, 2) incorporates the new concepts introduced in the first two weeks of class, defining those concepts in your own words, 3) specifically addresses the ways that your cultural biases affected the way you viewed/acted in the situation you discuss, and 4) reflects on the role that a culturally relativistic stance plays in addressing your biases.

### **Assignment #2: Due Friday, February 26th / Wednesday, March 2nd**

This is the first assignment that will contribute to your Bizarre Foods Fair group project. You will need to find an academic or pop culture article, chapter, book, etc. related to a “bizarre” food/practice that may be of interest as a possible topic for your group presentation. You will then write a 2-3 page essay addressing the following: 1) briefly describe the food/practice, 2) the culture in which it is found, and its cultural context, 3) Why is it of interest to you? (Do you have experience with it? Does it violate a cultural norm that you find interesting/repulsive? Is it accessible to us? Etc.), 4) would you approach this as a culture-specific or cross-cultural study?, 5) What broader concepts/topics might you address in your project? (e.g., gender, sustainability, taboos, spirituality/religion, tourism, etc.), and 6) How was the food/practice treated in the original text? (i.e., was it culturally sensitive or making fun of it?). I recommend bringing a hard copy of the text and your essay to class, as we will be using most of this day to form the groups for the projects. You will be given time to mingle with your classmates and pitch your suggestions for a group project.

Select one member of your group to email me the names of your group members and the food/practice that you have chosen to research. Notification is due Wednesday, March 2nd.

### **Assignment #3: Due Monday, March 14th**

By this point, you have your topic for the research project and should be starting your investigation. For this assignment I want you to consider how your perspective on the food/practice and the research you conduct could/will be altered using etic and emic perspectives. This should be a 2-3 pp. paper addressing the concepts of etic and emic (define them), and how the food/practice for your group project is perceived differently using each of these perspectives. I suggest that you start writing the etic perspective portion before you get into too much research - What was your gut reaction when you found out that “this” was the topic you were going to be researching? How was it perceived by the others in your group? How is it perceived by those outside of the culture? After you have done some initial research, then write the second portion addressing the emic perspective. What is the cultural context for this food/practice? Why is it not “bizarre”? What role(s) does it play in the culture? I would then like you to briefly address your own reflexivity again - Are your opinions of the food/practice

changing? Why (not)? What is the role/perception of that food/practice within the culture? What misconceptions might outsiders have? What will be most important to address in your research?

#### **Assignment #4: Due Monday, April 25th**

This assignment asks you to consider the positive and negative effects of globalization/colonialism on your Bizarre Foods Fair topic. You will write a 2-3 page essay examining how globalization/colonialism has positively or negatively (or both) affected the food/practice and the culture within which it is found. You should address how the food/practice is tied to individual/group identity and the specific ways in which globalization/colonialism have impacted the identity and practices of the individual and larger culture.

#### **Assignment #5: Due Monday, May 9th**

A good practice of research is self-evaluation and the evaluation of those that contributed to the research effort. For your final assignment, you will write a 2-3 page evaluation/response paper. These will be kept anonymous from the rest of your group, so you should feel free to be honest in your response. This means being both honest in your evaluation of your group members and yourself. Please address the following: 1) What did you specifically contribute to the research and presentation, and the overall process of working together? 2) How did/didn't the others contribute? 3) What else could/should you have added to your research? (This isn't necessarily pointing out flaws in your project; after all, you can only do so much in a 15-20 min. presentation. Rather, reflect on other presentations you saw, what did they address that would be interesting to explore if you could continue your own research; or, what would you have added if you did have more time.), 4) Was the presentation effective? (What worked? What didn't? What did other groups do that you liked/didn't?).

#### **Reading/Discussion Notes (Annotated Bibliography):**

On the class Moodle site you will find a template for Reading/Discussion Notes. You may print this out and complete by hand, or download the template and fill it out electronically; whatever method works best for you. The idea behind this is multipurpose: to help guide you to actively read and engage the material; to help you prepare for and feel confident to contribute to in-class discussions; to provide an organized format for reading notes, helpful for referencing in preparation for exams; and, to ensure that you are keeping up with the assigned readings.

You are expected to complete one form for each reading. Ideally, you will complete this prior to each class so that you feel confident in the material and your ability to contribute in discussion. Even if you don't fully comprehend the text, or have questions, this should help you; it's okay if you have questions or feel like you are "missing something." You will submit a hardcopy of your Reading/Discussion Notes three times during the course of the semester; see the syllabus schedule for specific dates. You can, therefore, wait until the last minute to complete your Reading/Discussion Notes. However, I don't recommend this. Doing so will not aid you in your comprehension of the material, and while I will not be reading these with a fine-toothed comb, it will be evident that you put it off until the last minute.

Why are you being asked to do this? I have found that while many students do actively keep up with readings, it can become easy to let things slip, for even the most motivated student, if there is no accountability. I also recognize that things come up (illness, the workload of other classes, family emergencies, etc.) and we can't all function at 100% all the time; if you miss one for a class, come as prepared as you can, go back afterwards and complete it as soon as possible, and you will still have a full set of Reading/Discussion Notes to submit on time. Another reason for this exercise is to help you focus on what is significant about the readings in relation to the course topics and discussions. Learning to prepare an annotated bibliography is a valuable skill for any of your courses and future research; it not only provides a record of what you have read, but also allows for easy reference at a later date to identify important concepts, terminologies, and

questions. And finally, I know that participating in class discussions can be difficult. When I was an undergraduate I was terrified that I would be called on in class. In part due to shyness, but also because I felt as though I “didn’t get it,” I didn’t have anything to contribute, or simply because I wasn’t prepared. My hope is that in completing these (prior to class), you will find both your focus and confidence to engage the material, your peers, and me throughout the semester.

### **Midterm Exam:**

The midterm exam (100 pts.) will be given in-class (Mar. 18) and consist of short-answer questions. Exam material will be drawn from lectures, readings, discussions, and activities. A study guide will be provided one week before the exam.

### **Bizarre Foods Fair (Group Project and Semester Review):**

You will work in groups to create presentations for the first two days of our in-class Bizarre Foods Fair. Together, your group will choose a “bizarre food” on which to focus your presentation. Groups will be assigned in week four. The format of your presentation is open, but must include a tangible product of some sort (professional poster, brochure, PowerPoint presentation, YouTube video, etc.) You CANNOT simply talk about it. After the Bizarre Food Fair is over, your group must submit a copy of your final presentation text along with any digital material the following week. In addition, each person in the group is required to submit a response paper (Assignment #5) evaluating your group’s activities/efforts through the entire process and outlining your contributions to the project. Reflecting on your research and providing self-critique is a core aspect of good research. More details will be provided during week four as groups are formed.

### **Final Exam:**

The final exam (100 pts.) will consist of a single essay question, which you will be given during the final day of our Bizarre Foods Fair. This will give you ample time to consider the question and prepare. A grading rubric and further details will be provided in the final week.



# Grades

## Grading:

The course requirements will be weighted as follows:

- Reading/Discussion Notes - 10%
- 5 written assignments - 35%
  - Assignment #1 - (5%)
  - Assignment #2 - (8.33%)
  - Assignment #3 - (8.33%)
  - Assignment #4 - (8.33%)
  - Assignment #5 - (5%)
- Midterm Exam - 15%
- Bizarre Foods Fair Project - 20%
- Final Exam - 20%

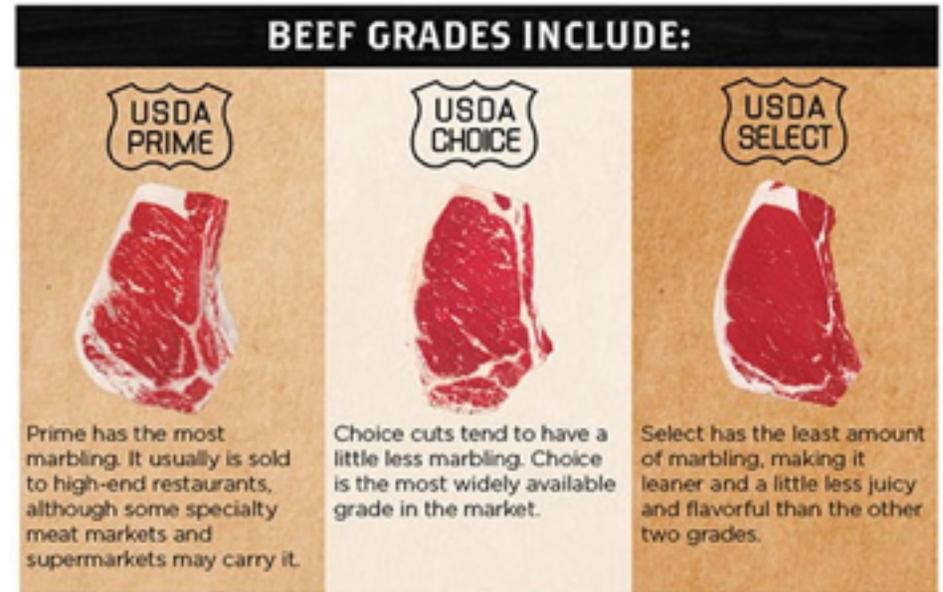
## Late Policy:

All assignments are to be submitted via Moodle by the date & time indicated. Late submissions will be assessed a penalty of 5% each day past the due date.

## Attendance Policy:

**Attendance is important.** The readings for each week are meant to introduce and compliment topics we will be discussion that week, and are not a substitute for attending class. Plus, you'll miss out on the fun we will be having!

I understand that things happen and arise in our lives – illness, family obligations, religious holidays. Please let me know, as soon as possible, if you will be unable to attend class so we can make sure that you receive relevant notes, materials, etc. In the event of extenuating circumstances (prolonged illness, family emergency, etc.) you will need to inform me of the situation, as soon as possible, so that we can make appropriate arrangements.



## Student Support and Services:

I make every effort to support my students in any way that I can, both in and out of class. I want you to succeed. My office is always open and I try to respond to emails as quickly as possible. Please do not hesitate to contact me or visit me in my office at any time. We all learn differently, and I try to incorporate as many different styles as possible. If you are having trouble with a topic come see me and I'll work with you to understand the concept. My wife taught for several years at a school dedicated to students with learning differences, and I am very sensitive to differentiated teaching methods and challenges that we all face in learning. Beyond my capabilities to help my students, it has been my experience that DePauw University has a wonderful resource and support system for students with specific learning differences and I encourage you to take advantage of them if need be.



“DePauw University is committed to providing equal access to academic programs and university-administered activities with reasonable accommodations to students with documented disabilities. If you believe you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services (SDS) for information on how to receive accommodations and support. Accommodations cannot be implemented until the faculty member has received the official ADA letter. It is critical that you discuss the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive. Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty members are under no obligation to retroactively address any issue arising from students' choices to forgo accommodations.” Student Disability Services is located in the Memorial Student Union Building, suite 200. 765.658.6267 or - [studentdisabilityservices@depauw.edu](mailto:studentdisabilityservices@depauw.edu)”

I am more than willing to discuss any of your writing assignments before you submit them (with reasonable time before the due date). Feel free to email/visit to ask questions, throw around some ideas, and/or show me a draft; again, with reasonable time. You may also find general help with the writing process for your assignments at the ARC, and I also encourage you to take advantage of this to improve your writing skills.

DePauw University provides students with resources to aid them in the writing process through the Writing Center (W-Center), located in the Academic Resource Center (Asbury Hall, Room 115). More information regarding these services may be found on their website (<http://www.depauw.edu/academics/academic-resources/academic-resource-center/w-center/>).

## Do's & Don'ts:

### Laptops & Cellphones:

DePauw has no official policy regarding laptop and cell phone use in the classrooms. Therefore, it is left to the instructor to decide. Turn your cell phone to vibrate and put it away during class – it's that simple. It is distracting and disrespectful to your classmates and instructors to text, play games and/or receive calls during class. Laptops are permitted for note taking purposes only, not checking email, working on other assignments, playing games, etc. Students found to be doing such things will lose this privilege. If multiple people are abusing their privileges the entire class will lose laptop privileges.

### Academic Integrity:

Each student in this course is expected to abide by the DePauw University Code of Academic Integrity (<http://depauw.edu/handbooks/academic/policies/integrity/>). Any work submitted by a student in this course for academic credit is expected to be the student's own work. You are definitely encouraged to study and work together to discuss information and concepts covered in lecture, and come to office hours in groups to discuss the material. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work for submission done by someone else, in any format. Should copying/plagiarism occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Code may also be extended to include failure of the course and University disciplinary action.

### Professor's Disclaimer:

I retain the right to modify the syllabus (with ample notice) during the semester to reflect the needs and interests of the class.



# Week 1: Anthropology & the Study of Food

(Feb. 1, 3, 5)

## Readings:

### Wednesday:

Haines, Helen R. and Clare A Sammells. 2010. The Importance of Food and Feasting around the World. *In*, Adventures in Eating: Anthropological Experiences in Dining from Around the World. Helen R. Haines and Clare A. Sammells, eds. Boulder: University Press of Colorado. Pp.1-17.

### Friday:

Bourdieu, Pierre. 2012. Distinction: A Social Critique of the Judgement of Taste. *In*, Food and Culture: A Reader (3rd Edition). Carole Counihan and Penny Van Esterik, eds. Florence, KY: Routledge. Pp.31-39.

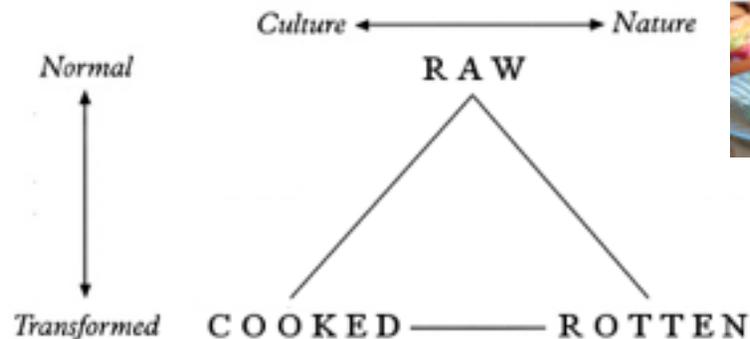
Lévi-Strauss, Claude. 2012. The Culinary Triangle. *In*, Food and Culture: A Reader (3rd Edition). Carole Counihan and Penny Van Esterik, eds. Florence, KY: Routledge. Pp.40-47.

## Topics:

- Course introduction
- Review syllabus, grading, and important dates
- cultural bias
- ethnocentrism
- reflexivity
- cultural relativism
- emic vs. etic perspectives
- the Other



Sidney Mintz  
1922-2015



# Week 2: Commensality

(Feb. 8, 10, 12)

## Readings:

### Monday:

Van Esterik, Penny. 2015. Commensal Circles and the Common Pot. *In*, Commensality: From Everyday Food to Feast. Susanne Kerner, Cynthia Chou, and Morten Warmind, eds. New York: Bloomsbury Academic. Pp.31-42.

### Wednesday:

Hurn, Samantha. 2013. Confessions of a Vegan Anthropologist: Exploring the Trans-Biopolitics of Eating in the Field. *In*, Critical Food Studies: Why We Eat, How We Eat: Contemporary Encounters Between Foods and Bodies. Anna Lavis, ed. Farnham, Surrey, Great Britain: Ashgate Publishing, Ltd. Pp.219-235.

Aimers, James J. 2010. Eating Incorrectly in Japan. *In*, Adventures in Eating. Helen R. Haines and Clare A. Sammells, eds. Boulder: University Press of Colorado. Pp.167-179.

### Friday:

Johnston, Susan L. 2010. Eating with the Blackfeet: Who's Been Eating Whose Food? *In*, Adventures in Eating: Anthropological Experiences in Dining from Around the World. Helen R. Haines and Clare A. Sammells, eds. Boulder: University Press of Colorado. Pp.223-240.

## Topics:

- commensality
- commensal circles
- etiquette & table manners
- What constitutes a meal?
- feasting



# Week 3: How's it made?

(Feb. 15, 17, 19)

## Readings:

### Monday: ASSIGNMENT #1 DUE

Thomas, Jim. 2008. Passing Time: The Ironies of Food in Prison Culture. *In*, Food for Thought: Essays on Eating and Culture. Jefferson, NC: McFarland. Pp.166-179.

### Wednesday:

Barham, Peter, et al. 2010. Molecular Gastronomy: A New Emerging Scientific Discipline. *Chemical Reviews*, 110: 2313-2365.

### Friday: TURN IN READING/DISCUSSION NOTES #1

### Molecular (gastronomy) cuisine experiments

## Topics:

- manioc processing in South America
- prison food
- molecular gastronomy
- tradition & heritage
- food and memory
- the horrors of food



# Week 4: “Wait! You can’t eat that!”

(Feb. 22, 24, 26)

## Readings:

### Monday:

Cantarero, Luis. 2007. From Edible to Inedible: Social Construction, Family Socialisation, and Upbringing. *In*, Consuming the Inedible: Neglected Dimensions of Food Choice. Jeremy MacClancy, Jena Henry, and Helen Macbeth, eds. New York: Berghahn Books. Pp. 205-214.

Douglas, Mary. 2012. The Abominations of Leviticus. *In*, Food and Culture: A Reader. Carole Counihan and Penny Van Esterik, eds. Florence, KY: Routledge. Pp.48-58.

### Wednesday:

Medina, F. Xavier. 2007. Eating Cat in the North of Spain in the Early Twentieth Century. *In*, Consuming the Inedible: Neglected Dimensions of Food Choice. Jeremy MacClancy, Jena Henry, and Helen Macbeth, eds. New York: Berghahn Books. Pp.151-162.

### Friday: ASSIGNMENT #2 DUE

Young, Sera. 2011. Dismissal and Damnation: A Historical Perspective on the Purported Causes of Pica. *In*, Craving Earth: Understanding Pica - The Urge to Eat Clay, Starch, Ice, and Chalk. New York: Columbia University Press. Pp.69-87.

## Topics:

- the matrix
- categorization of food
- edible vs. inedible
- animals as companions vs. food
- pica behavior
- geophagia
- biocultural approach



BACON & CHEESE FLAVOUR

**GRASSHOPPERS**

Fried in soy bean oil and dusted with bacon & cheese seasoning



# Week 5: Surf n' Turf

(Feb. 29, Mar. 2, 4)

## Readings:

### Monday:

Haines, Helen R. 2010. A Rat by Any Other Name: Conflicting Definitions of “Dinner” in Belize, Central America. *In*, *Adventures in Eating*. Helen R. Haines and Clare A. Sammells, eds. Boulder: University Press of Colorado. Pp.43-58.

### Wednesday: EMAIL NOTIFICATION OF GROUP MEMBERS & TOPIC

Dufour, Darna L. 1987. Insects as Food: A Case Study from the Northwest Amazon. *American Anthropologist*, 89(2): 383-397.

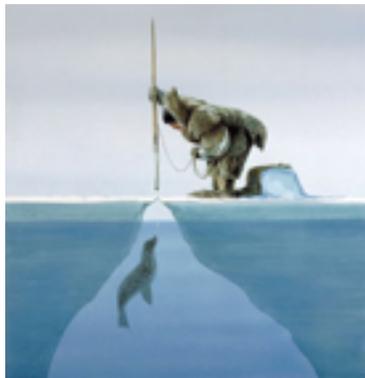
Barrionuevo, Alexei. 2011. “Pesticides Threaten Ant-Eating Tradition in Brazil.” *The New York Times*, January 4.

### Friday:

Latchford, Lauren. 2013. “Conservation of Culture? An Analysis of Shark Finning in the United States.” Master’s thesis, Duke University.  
[http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6890/Latchford\\_Lauren\\_MP\\_Final.pdf?sequence=1](http://dukespace.lib.duke.edu/dspace/bitstream/handle/10161/6890/Latchford_Lauren_MP_Final.pdf?sequence=1)

## Topics:

- cuy
- insects
- casu marzu
- shark fin soup
- hakarl
- geoduck
- whales
- seals
- ethnology
- language



# Week 6: Dangerous Foods

(Mar. 7, 9, 11)

## Readings:

### Monday:

McBrinn, Maxine E. 2010. Durian: The King of Fruits or an Acquired Taste? *In*, Adventures in Eating. Helen R. Haines and Clare A. Sammells, eds. Boulder: University Press of Colorado. Pp.127-144.

Onishi, Norimitsu. 2008. "If the Fish Liver Can't Kill, Is It Really a Delicacy? The New York Times, May 4. [http://www.nytimes.com/2008/05/04/world/asia/04fugu.html?\\_r=2](http://www.nytimes.com/2008/05/04/world/asia/04fugu.html?_r=2)

### Wednesday:

MacCoun, Robert J. and Michelle M. Mello. 2015. Half-Baked: The Retail Promotion of Marijuana Edibles. *The New England Journal of Medicine*, 372: 989-991.

Kozorog, Miha. 2014. Hallucinating the Slovenian Way: The Myth of Salamander Brandy, an Indigenous Slovenian Psychedelic Drug. *In*, Heritage, Culture and Identity: Edible Identities: Food as Cultural Heritage. Ronda L. Brulotte and Michael A. Di Giovine, eds. Farnham, Surrey, GBR: Ashgate Publishing, Ltd. Pp. 125-139.

### Friday:

Hanna, Joel M. 2011. Ethnic Groups, Human Variation, and Alcohol Use. *In*, Cross-Cultural Approaches to the Study of Alcohol: An Interdisciplinary Perspective. Michael W. Everett, Jack O. Waddell, and Dwight B. Heath, eds. Paris: Mouton Publishers. Pp.235-242.

## Topics:

- durian
- fugu
- sannakji
- psychoactive foods
- Stilton cheese
- mushrooms
- marijuana edibles
- salamander wine
- alcohol
- snake wine
- Absinthe



# Week 7: “You really gonna eat that?”

(Mar. 14, 16, 18)

## Readings:

### Monday: ASSIGNMENT #3

Katz, Sandor Ellix. 2006. Feral Foragers: Scavenging and Recycling Food Resources. *In*, The Revolution Will Not Be Microwaved: Inside America's Underground Food Movements. White River Junction, VT: Chelsea Green Publishing Company. Pp.287-322.

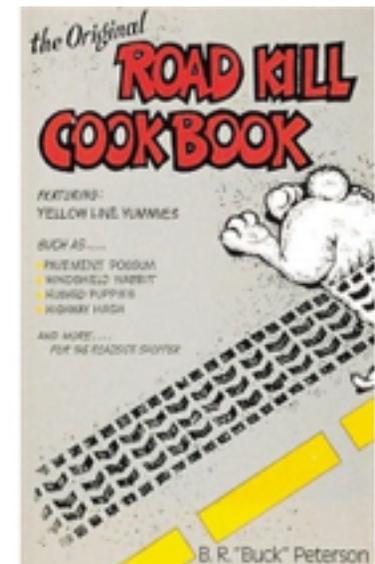
### Wednesday:

Hladik, Claude Marcel. 2007. Salt as a 'Non-Food': To What Extent Do Gustatory Perceptions Determine Non-Food vs Food Choices? *In*, Consuming the Inedible: Neglected Dimensions of Food Choice. Jeremy MacClancy, Jena Henry, and Helen Macbeth, eds. New York: Berghahn Books. Pp. 121-130.

### Friday: MIDTERM EXAM & TURN IN READING/DISCUSSION NOTES #2

## Topics:

- food waste
- left-overs
- freeganism
- foraging
- roadkill
- Marmite/Vegemite
- varakh
- dragee
- salt
- food vs. non-food



# Week 8: Spring Break

(Mar. 21, 23, 25)



# Week 9: Tastes Like Chicken!

(Mar. 28, 30, Apr. 1)

## Readings:

### Monday:

Dixon, Kelly J., Shannon A. Novak, Gwen Robbins, Julie M. Shablitsky, G. Richard Scott, and Guy L. Tasa. 2010. "Men, Women, and Children Starving": Archaeology of the Donner Family Camp. *American Antiquity*, 75(3): 627-656.

### Wednesday:

Conklin, Beth A. 1993. Hunting the Ancestors: Death and Alliance in Wari' Cannibalism. *The Journal of Latin American and Caribbean Anthropology*, 5(2): 65-70.

MacClancy, Jeremy. 1992. First Catch Your Man. In, *Consuming Culture: Why You Eat What You Eat*. New York: Henry Holt and Company. Pp.167-178.

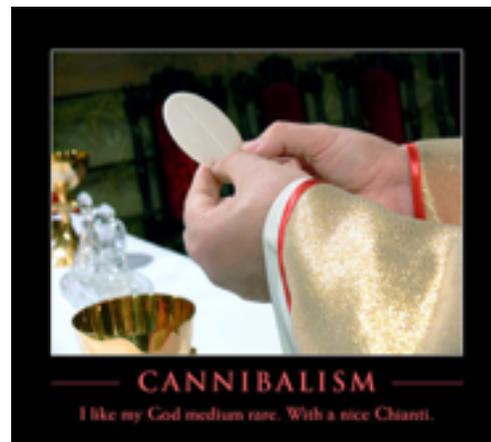
### Friday:

Kramer, Michael S., et al. 2008. Breastfeeding and Child Cognitive Development: New Evidence From a Large Randomized Trial. *JAMA Psychiatry* (May): 578-584.

Ober, William B. 1979. Notes on Placentophagy. *Bulletin of the New York Academy of Medicine*, 55(6): 591-599.

## Topics:

- humans as food sources
- cannibalism (endo- vs. exocannibalism)
- breastfeeding
- placentophagia



# Week 10: Quality vs. Quantity

(Apr. 4, 6, 8)

## Readings:

### Monday:

Marcone, Massimo. 2007. "The Caviar of the East": Edible Bird's Nests, A.K.A. Saliva Soup. *In*, *In Bad Taste?* Toronto: Key Porter Books. Pp. 97-128.

### Wednesday:

Marcone, Massimo. 2007. Argan Oil, A.K.A., Gourmet Goat-Dung Oil. *In*, *In Bad Taste?* Toronto: Key Porter Books. Pp. 73-95.

### Friday:

Rubin, Lawrence C. 2008. Beyond Bread and Circuses: Professional Competitive Eating. *In*, *Food for Thought: Essays on Eating and Culture*. Jefferson, NC: McFarland. Pp. 248-263.

## Topics:

- Golden Opulence sundae
- consumption of gold
- bird's nest soup
- argan oil
- kopi luwak
- clay cookies
- jackfruit
- status
- delicacies
- food competitions
- buffets
- nationalism
- heirloom varieties



# Week 11: What Our Food Says About Who We Are

(Apr. 11, 13, 15)

## Readings:

### Monday:

Anderson, Eugene N. 2005. Food and Religion. *In*, *Everyone Eats: Understanding Food and Culture*. New York: New York University Press. Pp. 154-161.

Etkin, Nina L. 2009. Aspects of Health, Hype, and Identity in Bottled Water. *In*, *Foods of Association: Biocultural Perspectives on Food and Beverages that Mediate Sociability*. Tucson: University of Arizona Press. Pp. 171-205.

### Wednesday:

Heldke, Lisa M. 2003. The Quest for Novelty. *In*, *Exotic Appetites: Ruminations of a Food Adventurer*. New York: Routledge. Pp. 9-22.

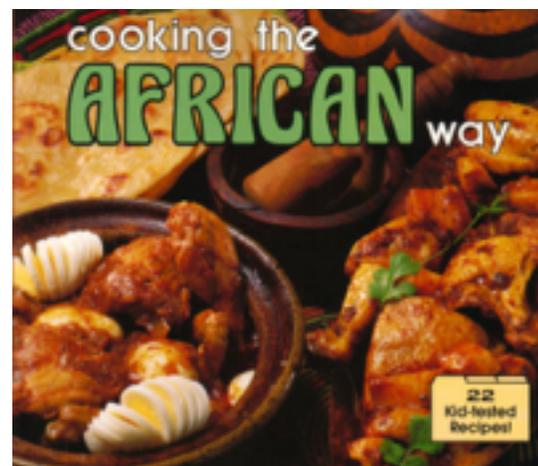
Stanford, Lois. 2012. When the Marginal Becomes the Exotic: The Politics of Culinary Tourism in Indigenous Communities in Rural Mexico. *In*, *Reimagining Marginalized Food: Global Processes, Local Places*. Elizabeth Finnis, ed. Tucson: University of Arizona Press. Pp. 67-87.

### Friday:

Saleh, Elizabeth. 2013. Eating and Drinking Kefraya: The Karam in the Vineyards. *In*, *Critical Food Studies: Why We Eat, How We Eat: Contemporary Encounters Between Foods and Bodies*. Anna Lavis, ed. Farnham, Surrey, Great Britain: Ashgate Publishing, Ltd. Pp. 103-118.

## Topics:

- bottled water
- ethnic restaurants
- cookbooks
- identity
- food adventuring
- religion/spirituality
- farm to table
- locavores
- colonialism
- globalization



# Week 12: Food, Sex, & Gender

(Apr. 18, 20, 22)

## Readings:

### Monday:

Hadley, Craig, David Lindstrom, Fasil Tessema, and Tefara Belachew. 2008. Gender Bias in the Food Insecurity Experience of Ethiopian Adolescents. *Social Science & Medicine*, 66: 427-438.

Saliba, Erin. 2015. Mars Bars: The Hidden Gender Stereotypes on a Chocolate Planet. *Gender, Food & Culture*, September 10. <http://www.genderfoodculture.com>. Accessed, January 31, 2016.

### Wednesday:

MacClancy, Jeremy. 1992. Lovin' Spoonfuls. In, *Consuming Culture: Why You Eat What You Eat*. New York: Henry Holt and Company. Pp. 77-81.

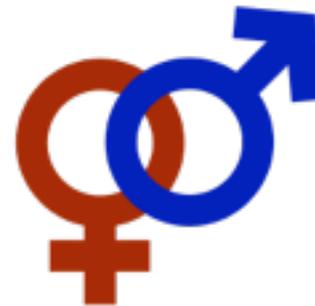
Few, Martha. 2005. Chocolate, Sex and Disorderly Women in Late-Seventeenth- and Early-Eighteenth-Century Guatemala. *Ethnohistory*, 52(4): 673-687.

### Friday:

Orth, Stephan. 2008. A Visit to Beijing's Exclusive Penis Restaurant. *Spiegel Online*, April 25. <http://www.spiegel.de/international/zeitgeist/members-only-a-visit-to-beijing-s-exclusive-penis-restaurant-a-549788-druck.html>. Accessed, January 31, 2016.

## Topics:

- splashing
- chocolate
- aphrodisiacs
- cockle bread
- gendered food & drink
- gender and sexuality



# Week 13: “I think I’m gonna be sick!”

(Apr. 25, 27, 29)

## Readings:

### Monday: Assignment #4

Cassuto, David N. 2007. Bred Meat: The Cultural Foundation of the Factory Farm. *Law and Contemporary Problems*, 70(1): 59-87.

Start watching *Food, Inc.*

### Wednesday:

Watch *Food, Inc.* 2009. Robert Kenner, director. Los Angeles: Magnolia Home Entertainment. (91 min.)

### Friday:

Lappé, Francis Moore and Joseph Collins. 1997. Beyond the Myths of Hunger: What Can We Do? In, *Food and Culture: A Reader*. Carole Counihan and Penny Van Esterik, eds. New York: Routledge. Pp. 402-411.

## Topics:

- pink slime
- food additives
- Industrial foods
- hunger



# Week 14: Bizarre Foods Presentations

(May 2, 4, 6)

Reading/Discussion Notes #3 due Monday, May 2nd

Submit Assignment #5 a day or two after your group's presentation



# Week 15: The final course: Feast & Semester recap

(May 9, 11)

**Readings: No readings this week.**

## **Topics:**

- Monday - class feast
- Wednesday - discuss final exam question & general discussion of class

