

ANTH 353:
Anthropology of Food
Summer Session I, 2018
4 June 2018 - 5 July 2018

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Feel free to e-mail me any questions, concerns, or comments. I am very responsive! If for some reason we cannot discuss the issue by e-mail, we can schedule a phone call at a convenient time for student and instructor.

Course Description

Food is more than simple daily calorie intake. It moves through the human digestive system and powers the body physiologically, but it also carries important symbolic social and cultural meanings before it enters the body. Food is one of the most expressive, powerful, and contested cultural artifacts. This course is an exploration in the Anthropology of Food, the study of foodways from a social and cultural perspective. The course is intended to consider and begin to seek answers to questions such as:

- What structures human experiences of food?
- What does food have to do with ritual?
- What does food have to do with social differentiation?
- How is food production and provisioning political or contested?
- What is “new” about modes and scales of food production?

The course begins with a quick look at human physiology, so we can begin with an understanding of what happens physically upon eating (Warm Up). We will then start the course with a grounding in anthropological theory relevant to the study of food. In Unit 1, we encounter semiotics, or the study of signs, which anthropologists can use to analyze collective symbolic understandings (Barthes, Leeds-Hurwitz). It's an easy step from semiotics to the theory of structuralism (Lévi-Strauss) and to structural analogies of purity and danger that form food rules and taboos (Douglas, Harris). We consider the taboos followed and broken in cases of eating the eucharist in the Catholic religion (Bynum) and of eating human flesh, generally called human cannibalism (Gordon-Grube, Evans-Pritchard). We will consider the meaning of symbolic distinction and the way that humans manufacture “taste” (Bourdieu).

Humans are political creatures, making distinctions among themselves and allocating resources according to those distinctions. In this regard, we will see that food practices are no different. Unit 2 focuses on the politics of foodways. we go back in time, to the beginning of human agriculture and animal domestication (Fagan and Durrani), then to the colonial Caribbean in the 17th-19th centuries (Mintz). We will consider the

definitions of “world-system” (Wallerstein) and “industrial” (Goody) for the movement, production, and consumption of food, food-related materials, and human labor.

Unit 3 is a concentrated introduction to the most important recent studies of collective consciousness of food systems. We will briefly consider recent food “movements” (e.g., “slow,” “real,” “organic,” “local,” etc.), closing out the unit and the course with a look at food insecurity and the extent to which movements are attempting to deal with food insecurity (e.g., “food justice,” and “food sovereignty” concepts).

As we go along, we will track (1) developments in anthropological theory, particularly in the study of foodways, (2) differences in the use of historical and contemporary data in anthropological analysis, and (3) how food systems connect to social systems that differentiate humans and stratify access to resources. Tracking these three themes are the most important take-aways from this course.

Course Objectives

By the end of this class, the student will be able to:

- Annotate several positions in anthropological theory on symbol, ritual, and differentiation, relevant to the study of food (Unit 1)
- Define “world-system” and “industry” using scales of time and space (Unit 2)
- Problematize the concepts “consumption” and “calorie” (Unit 2)
- Contrast principles of recent food-related social movements (Unit 3)
- Describe the contemporary extent of food insecurity and possibilities for collective consciousness and action (Unit 3)

Course Delivery and Materials

Delivery is online. We will not be meeting in person. The student will have to meet the deadlines set out in the schedule. Please note: All due dates are posted with the times (in the local time zone for Tucson, Arizona). If you are not in Arizona, please make sure to submit by the time that matches the Tucson time zone deadline.

UA policy states: The UA’s policy concerning class attendance, participation and administrative drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

All readings for the course are PDFs posted on D2L. There are no required books to purchase. There are some video and audio files, which will be posted as links. There is a short lecture at the beginning of the class, three short lectures throughout (one for each unit), and a wrap-up short lecture. They are posted as videos on D2L. Please take notes on the important points. Please read the document on D2L that gives strategies for note-taking. It would be helpful to download the documents from D2L at the beginning of the course so that you have access to them, should D2L be unavailable.

I have organized the readings and videos in a specific order of presentation. Please read and watch in the order the items are listed. I usually provide the full citation and sometimes add a few notes of my own (in blue text) at the beginning of the article (on the PDF). I have grouped them to suggest work for each day. Additionally, I have found that it helps students remember material when they know some basic (brief) biographical information about the authors they are reading (minimally, know what discipline they are working in). Consider including this information in your reading notes. There will be some questions about specific authors on the assignments.

Some videos or readings might be marked as “Optional.” This means you can watch or read them if you have time or interest. There won’t be any questions about optional pieces on the assignments. However, if you watch/read it, you can reference it in any answers you write for assignments or in your final assignment.

This is a three-credit upper-level course. We have the (considerable) task of doing in only 5 weeks what is normally done in 13 weeks during a semester at the University. The same amount of class-time and homework time would mean that the student should put in work/study/reading time every day, resulting in an intensive summer session. I have tried to organize the class so that it is intense and covers what needs to be covered, but hopefully is not overwhelming. Please keep up with the reading and the due dates so that you will get as much as possible out of this class.

Grading Requirements and Points

D2L Quiz on Syllabus = 20 points
 Student Introduction = 20 points
 Unit 1 Assignment = 100 points
 Unit 2 Assignment = 100 points
 Unit 3 Assignment = 100 points
 Final Paper Prospectus = 10 points
 Final Paper Assignment = 150 points

The grade is calculated by dividing the total number of points earned out of the total number of points available (500 points).

The D2L Quiz on the syllabus and the Student Introduction assignment are due at the end of the second day of class (see schedule). If the student has not submitted these by the due date, they may be administratively dropped from the course.

Assignments are Microsoft Word documents posted on D2L. They will be due at the end of each unit (see schedule below). To complete these assignments, you will need to do the unit reading. It will help to take detailed reading notes and refer back to them as you answer the assignment questions. Completed assignments will be submitted in the D2L Dropbox by the due date and time on the schedule. **Be aware that each unit assignment is worth 100 points, approximately 20% of your final grade!** Give them

appropriate effort and do not miss the due dates, so that you can avoid missing valuable points. It is important to keep up with the reading and the assignments.

The final paper assignment is a 10-pp. (minimum) ethnographic essay that requires (1) in-person observation of a food practice outside of one's own family and (2) familiarity with the course concepts and reading. Taking notes on lectures and readings, completing and reviewing assignments, and thinking critically and creatively are all good strategies for the final assignment. The assignment will be posted on 22 June and due at the end of the day on 5 July, meaning there are 14 days to identify a phenomenon or population, complete in-person observations, and write and edit your paper. Four of those days have no other reading or assignments. More details (page requirements, etc.) will be made available on or before 22 June. A prospectus will be due by e-mail to the instructor on 2 July.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with university policies, available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Changes to the Syllabus

The instructor reserves the right to change the readings and assignments as the class progresses. (For example, if there is too much or too little reading assigned, the readings for the next unit might be altered.) If the syllabus is changed, the instructor will give appropriate advance notice to students by email and on D2L.

Extra Credit Policy

The instructor reserves the right to evaluate the need for minimal extra credit and may or may not decide to offer an assignment for extra credit not listed in the point values above. The decision will be made by the last week of class.

Communication

Since this is an online class and we don't meet in person, I would appreciate if you could make an effort to stay in touch with me. I am very responsive by e-mail. It is up to you to send me an e-mail to let me know if you are having any problems or if you are concerned about your standing in the class. Likewise, I will be sending frequent emails to the class in general and will leave comments on each of your assignments. Feel free to let me know that you received my e-mails. Frequent e-mail communication is not a burden – it's necessary for an online class!

Students must email from official university email accounts, without exception. It is the student's responsibility to keep in touch with the professor regarding missing classes and assignments. The professor is not under an obligation to provide missed lecture materials or notes, or to accept late work submissions (see Late Work Policy).

Grading

In this class, a calculated grade (points earned out of 500 points available) that is 90% and above is an A, 80-89% is a B, 70-79% is a C, 60-69% is a D, and anything 59% or below is an E. As stated below, plagiarism will earn the student an E regardless.

Late Work Policy

Missed work will be accepted with one letter grade deducted for every 24 hours that the assignment is late. (So, if it is submitted between 1 minute and 24 hours after the original due time, one letter grade will be deducted. If it is submitted between 24 and 48 hours after the original due time, two letter grades will be deducted. And so on... Note that the deduction is given to the grade that the assignment earns. So if you earn a B on the assignment and it's 5 hours late, you will receive a C.)

Missed work will be accepted without any penalty only when accompanied by a dispensation from the Dean of Students or a medical doctor.

Cheating and Plagiarism Policy

Plagiarism of any sort is not tolerated. The first offense will result in being given an E in the course and reported to the Dean of Students for a violation of the student code of academic integrity. Ignorance is not an excuse. If you need clarity on the University's plagiarism policies please read the code: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>.

Please note that D2L scans every assignment that is submitted to the D2L Dropbox. It is evaluated against an enormous database of papers and websites run by a company called Turn-It- In. The instructor can see a report of how much and exactly where there occurs similar or the same words and phrasing as in the huge database of papers and websites. It is best just to always do your own work.

UA policy states: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Special Needs Accommodation

Students who are registered with the Disability Resource Center need to let the instructor know what kind of accommodations they require during the course.

UA policy states: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let the instructor know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Nondiscrimination and Anti-harassment Policy

UA policy states: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Copyright Notice

All lectures and course materials including design of the course are copyright 2018 by Jonna M. Yarrington and the Arizona Board of Regents. Selling or unauthorized transfer for value of any notes for this class without the written permission of the instructor may constitute copyright infringement and/or violate University policies. Students found in violation of these prohibitions may be subject to University penalties and possible legal sanctions.

Do not copy, repost, or sell lectures, notes, or other course materials.

Course Schedule

Warm Up 4 June – 7 June

4 June Watch: Welcome Lecture
 4 June Read: Syllabus
 4 June Read: Course Concept Map
 4 June Read: Note-Taking Strategies

5 June (due 11:59 p.m. Tucson time) D2L Quiz on Syllabus on D2L (Under “Quizzes” tab)

5 June (due 11:59 p.m. Tucson time) Student Introduction in D2L Dropbox

6 June Read: Barrett et al. (12 pp.)

Unit # 1 - 8 June – 16 June

Food as a Symbol

7 June Watch: Unit 1 Lecture

Topic 1A - Sign

7 June Read: Barthes (8 pp.)
 7 June Read: Lévi-Strauss (8 pp.)
 8 June Read: Leeds-Hurwitz (21 pp.)
 8 June Watch: Mean Girls clip (1 min)
 9 June Optional - Watch: The Boondocks, “The Itis” (S1E10, 17 min)
 9 June Read: Preston-Werner (17 pp.)

Topic 1B - Ritual

10 June Read: Douglas (11 pp.)
 10 June Read: Bynum (20 pp.)
 11 June Read: Harris (13 pp.)
 11 June Read: Gordon-Grube (5 pp.)
 12 June Read: Evans-Pritchard (21 pp.)

Topic 1C - Distinction

13-14 June Read: Bourdieu, pages 183-199 (marked by stars in the text) (17 pp.)

Unit 1 Assignment - Due 15 June (11:59 p.m. Tucson time) in D2L Dropbox

Unit # 2 - 17 June – 25 June

The Politics of Food

16 June Watch: Unit 2 Lecture

Topic 2A - World-Historical

- 16 June Read: Fagan and Durani (20 pp.)
- 17 June Read: Mintz (55 pp.)
- 18 June Watch: The Price of Sugar (1hr 30min)
- 18 June Listen: Kenyon "Och, No!" (4 min)
- 18 June Optional – Read: Smith (5 pp.)
- 19 June Read: Goody (17 pp.)

Topic 2B - Production

- 20 June Read: Bestor (11 pp.)
- 21 June Read: Mandelblatt (24 pp.)

Topic 2C - Consumption

- 22 June Read: Cullather (28 pp.)
- 23 June Read: Whorton (22 pp.)
- 24 June Read: Liechty (38 pp.)

Unit 2 Assignment – Due 25 June (11:59 p.m. Tucson time) in D2L Dropbox

Unit # 3 - 26 June – 1 July**Collective Consciousness of Foodways**

- 26 June Watch: Unit 3 Lecture

Topic 3A - Slow/Local/Real/Organic Movements

- 26 June Read: Resetting the Table
- 26 June Read: Pollan (11 pp.)
- 26 June Read: Mares and Alkon (15 pp.)
- 27 June Read: Weiss (11 pp.)
- 27 June Read: Civil Eats article
- 27 June Watch: "Food trucks documentary" (13 min)
- 28 June Watch: "The All Natural Burger" (1 min)
- 28 June Read: Wartman (5 pp.)
- 28 June Optional – Read: Philippon (6 pp.)
- 28 June Read: Almendral (5 pp.)

Topic 3B - Capitalism and Food Sovereignty

- 29 June Read: Matson (1 p.)
- 29 June Read: Adams et al. (5 pp.)
- 29 June Read: Piontak and Schulman (3 pp.)
- 29 June Read: USDA (12 pp.)
- 30 June Read: Shiva 1988 (2 pp.)
- 30 June Read: Shiva 2001 (1 p.)
- 30 June Read: Wittman (19 pp.)

Unit 3 Assignment – Due 1 July (11:59 p.m. Tucson time) in D2L Dropbox

Course Wrap-Up 2 July – 5 July

2 July Watch: Wrap-Up Lecture

I will be checking my e-mail throughout this time, so feel free to e-mail with any questions or concerns.

Final Assignment

Instructions posted on 22 June

Prospectus Due 2 July (11:59 p.m. Tucson time) by e-mail to instructor

Paper Due 5 July (11:59 p.m. Tucson time) in D2L Dropbox

The final paper assignment is a long essay — an exercise in ethnography. It should be challenging but fun. Specific requirements will be posted by 22 June on D2L. Please read the instructions carefully. There will be a required section on the relevant literature and concepts, which you will cite from materials you read in the course. It will be very helpful to have concise notes from the readings and lectures so that you can easily decide how particular pieces we read apply to the case you decide to examine. You may also want to do extra research and reading to anthropologically engage the phenomenon you observe. (Email with me if you need suggestions on how to find additional reading.) This assignment is open-book — the better notes you have, the more time and energy you can spend making ethnographic, in-person observations!

Course Bibliography

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Supplemental Reading

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