

ANTHROPOLOGY OF FOOD

Professor Austin Zakari
Office: 1 hour before class and by appointment

Email: azakari@rollins.edu
Phone: (407) 488-8162 **Text Only**

ANT 205
FALL 2015

Room location: Cornell Hall Rm 134
Tuesday: 4-6:15 PM ***Note 15 minute class reduction on most classes due to blended structure***

Course Description

In this class we will explore connections between what we eat and who we are through cross-cultural study of how personal identities and social groups are formed via food production, preparation, and consumption. Throughout the semester we will interrogate the intersection of food and culture in comparative ethnographic and historical perspective. Our ethnographic focus will be broad, and the range of readings eclectic. Our assignments will be organized around critical discussion of what makes "good" food good (healthy, authentic, ethical, etc.). We will be using anthropological and literary classics as well as recent writing and films on the politics of food and agriculture.

Course Objectives

- American Anthropology has long emphasized a holistic theoretical perspective. It is an aim of the course to demonstrate the "cultural universal" of food
- Within this comparative holistic traditional disciplinary framework the course aims to convey a basic understanding of preparing, consuming, and honoring/celebrating the use of food within a global perspective
- The course aims to provide an understanding of contemporary regional cuisines
- This course aims to familiarize students with comparative categories of food and foodways, and how they are constructed
- The course aims to impart an understanding of the importance of the social and cultural significance of food--including food preferences and taboos, the relationship between food and religion, and food and identity, and food and power, gendered division of labor in foodways, beliefs and values about foods, food symbols and metaphors, new food technologies, and the globalization of contemporary food systems.
- This course aims to prepare students to think critically about the meanings of what we and others eat and drink, and of what we do not consume
- This course aims to help students better understand societies of the world through an understanding of their foods and foodways.
- The course aims to understand and reflect on their personal relationship to food chains and food procurement and utilization systems.

Finally, the course aims to provide some experience and practice at researching, writing about, and publicly presenting results of anthropological inquiry.

Credit Hour Statement:

This course is a four-credit-hour course. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average about 3 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are fieldwork, research, experiential education, reading assignments and other assignments

Class Structure

Readings, class discussions both online and in class, web based activities, lectures and films. Students will complete a series of projects throughout the semester designed to provide hands on experience with

the reading material. Classroom participation is a component of your final grade. Therefore, you must come prepared to engage in relevant discussion and activity. Be prepared. Understanding our relationship to food through class discussion and projects will allow the student to reflect on their personal ethnic history as well as to broaden their understanding of the globalized and connected world that we live in.

CONTENT AND SCHEDULE ARE SUBJECT TO CHANGE
CHECK BLACKBOARD WEEKLY FOR ANY UPDATES OR CHANGES TO SYLLABUS
INCLUDING DUE DATES AND ASSIGNMENTS

Required Texts (For sale at the College Bookstore/ Online)

Cultural Foods, Kittler & Sucher - Wadsworth Publishing 978-0-534-57339-3

Everyone Eats. E.N. Anderson - second edition - **ISBN-10:** 0814760066

Food in the USA A reader - Carole Counihan **ISBN-10:** 0415932327

METHOD OF EVALUATION:

Class Projects **5 projects at 10% each**

Kitchen Table Conversation: Food Talk as Personal Narrative and Oral History

Conduct several short or one long 30-45 minute interview with a family member or close family friend, preferably from a different generation than your own, and engage in “food talk”. Topics to consider include cooking knowledge and food preferences, childhood experiences, holidays and memorable occasions, kinship-gender relations and ideals, eating out and food-buying patterns, household labor. Take notes or record the interview (s) and write a 1500 word essay on what you have learned.

For full credit you must relate it to one or more of our readings.

****YOU WILL SHARE YOUR FINDINGS IN CLASS****

Eat My Words: Cookbooks as Cultural History

Seriously examine a cookbook, which must be from 1990 or before. You can find these at the library, garage sale, your grandmothers or a used book store. Answer at least 5 of the following questions in a 1500 word essay. The essay should begin with information about the book, why you chose it and where did you get it. **QUESTIONS:** Why does it tell you about women’s lives? The times it is written in? What kinds of foods are featured? Why do you think those recipes were chosen? What kinds of ingredients did they feature? Does it tell you anything about gender, class, or culture? Who is the intended audience? How much time do recipes take to prepare? What knowledge does the author assume that readers/users already have? Does the cookbook emphasize anything in particular?

****YOU WILL SHARE YOUR FINDINGS IN CLASS****

Recipe: Using chapter 4-10 in your Cultural Foods textbook as a guide make a recipe that aligns with your cultural heritage or ethnicity. I will provide plates, napkins, and silverware to share. You also need to create a power point about the recipe. **Do not include the actual cooking instructions. For full**

credit you must include a history of the food, why you chose it, ingredients or recipe and where it originated in your PowerPoint. You will need to present to the class this information verbally and be ready to discuss. As well you will need to post a copy of the recipe onto the Facebook site to share with your fellow classmates. **This presentation should be about 10 minutes.**

Food and Film:

Watch a food-oriented film and analyze the scenes with food. This is a 2 part assignment:

- 1) Write a 1500 word essay that includes why you chose the film, relates something from the film to our reading and answers several of the following questions:
What is the role of food in the film? Gender? Race? Class? Who cooks? Who serves? Who eats? Who enjoys food? Does food represent more than the food in the film? What, how and why? Is food all about sociability? What kinship patterns and gender relations are happening through food? Does sex occur and how does it relate to food (what comes first)? What are the body types of women in the film? Men? Write up your analysis paying special attention to the role of food in the movie—what does it make possible? Do you think that's true in real life?
- 2) Create a brief power point presentation (4 or 5 slides) for the class to include: your film's trailer, and a slide on each of the chapters topics, Food as Pleasure, Food as Communication and Food as a Social Marker – clearly relate the topic to something in your film, identify why you chose it and how it relates

You may select any food related film of your choice, however some possibilities are: Like Water for Chocolate; Chocolat; Eat, Drink, Man, Woman; Real Women Have Curves; Tortilla Soup; Tom Jones; Heartburn; What's Cooking; Soul Food; The Cook, The Thief, His Wife, and Her Lover; Fried Green Tomatoes; The Wedding Banquet; My Big, Fat, Greek Wedding; When Harry Met Sally; Guess Who's Coming to Dinner; American Graffiti; 9½ Weeks; Pretty Woman; Monsoon Wedding; Bridget Jones' Diary; Babette's Feast; Delicatessen; Catfish in Black Bean Sauce; Chef in Love; Diner; Eating; Fatso; Eating Raoul; La Grande Bouffe; Mostly Martha; Prime Cut; Scent of Green Papaya; Tampopo; Vatel; Woman on Top; Better than Chocolate; God of Cookery; Return to Me; Something to Talk About; Five Easy Pieces; Tootsie. The Hundred Food Journey, etc.

Essay and Annotated Bibliography: Using chapter 4-10 in your textbook pick one region of the world. Gather 5 (minimum) **PEER REVIEWED anthropological** articles on **ONE** subject such as: food, nutrition, holidays, religion, family, agency, etc. These are found in scientific journals that are available in the library or online. Refer to the library film for information on how to gather these materials. All of your articles should reflect the **same** topic and should be related to the family you were given. Prepare an **annotated bibliography** (instructions will be provided) of the sources. From your chosen topic and articles write a 1500 word essay on the subject. Be sure to create an essay that uses all of your sources in a cohesive and succinct manner.

Homework & Discussion Questions 20%

Various homework assignments will be posted on the blackboard site. You must check the site weekly. You will be required to post and answer questions on the readings you are assigned. They will vary from looking at websites to answering questions online. Being prepared for the class by doing the assigned readings is critical.

Attendance/ Class Participation 15% Participation 15%

I believe that all of you have taken this class to actively participate. I expect you to come to class on time; if you are late you must enter the room quietly and discreetly. Eating is permitted during the break; a drink or quiet snack is fine during class. If this becomes disruptive I reserve the right to ban eating from the class. Each class you will receive class participation credit. I expect every student to participate

in every class in some way. You are allowed **one** absence that will not affect your participation grade. Quizzes, extra credit and other class related items cannot be made up if you are not in class. If you have some extraordinary circumstances make sure to discuss them with me. I reserve the right to dismiss from the class any student whose disrespectful demeanor disrupts the class or myself. This includes the use of electronics or other mediums that are not appropriate

Classroom Etiquette:

Be Prepared and Be On Time

Email any changes/ exceptions/ requests – All should be in writing

Cell Phones Off or On Vibrate

No: Txt Messaging, emailing, FB, YouTube, TV/Movies or gaming

Computers are not allowed during class time

Eating of Quiet Snacks ok, Eat Full Meals during break

Step out of the class if you must use any electronics/ except during the break

Late Work/ Make up Exams

Late Work due to absences will be lowered 5% for each day they are late. This includes blackboard and other web based participation activities. Projects turned in late will receive one letter grade penalty for each day late. If you are absent due to an extraordinary circumstance, and you have notified me prior, you may make up the work within a reasonable period with at least a 10% penalty to the grade, except in cases of documented emergencies where the penalty may be waived. In class activities and assignments **CANNOT** be made up.

Extra Credit – See Blackboard page for offerings

Each student has the opportunity to do this once for extra credit during assigned class times:

For 2.5% extra credit you may do **one** of the following:

- 1) Add a recipe to one of your projects (except for the recipe project) – bring to class to share and present a brief presentation on why you chose it and how it relates to your project – you must notify me ahead of time if you plan to do this so I may schedule time for it – you will present the recipe on the same day the project is due
 - a. Turn in under extra credit discussion forum in blackboard
- 2) Attend a cultural event and write a two page double spaced essay about the experience & relate at least one principle or topic we have discussed in class, be prepared to present to the class
 - a. Turn in under extra credit discussion forum in blackboard

As well, from time to time I may extend the offer for extra credit. These assignments will vary from answering questions, looking up additional material, leading class discussion, theoretical definitions, attending events or seminars, etc. These points are entirely at my discretion and are not able to be made up if not in attendance at the time they are offered. No student is allowed more than two extra credit assignments to be added to their grade.

Grading Scale

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-75 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	59 and below F			

THE ACADEMIC HONOR CODE

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Learning Disabilities/ Disabilities Statement

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) – Thomas P. Johnson Student Resources Center, 1000 Holt Ave., Winter Park, FL 32789 or call 407-646-2354 for an appointment. Forms for tests must be signed and returned within 48 hours of an exam.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

Information Technology <http://www.rollins.edu/it/>

System upgrades and maintenance is scheduled for Sunday mornings until noon. All night lab is available in library and helpdesk available by phone, on-line or in library

Student Handbook <http://tars.rollins.edu/holt/orientation/>

Withdrawal Without Academic Penalty Deadline

October 31, 2015

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting. Withdrawals must be submitted in writing to the Holt School Office.

All work submitted may be used anonymously for instructional or research purposes

Class 1: August 24th, 2015 4-6pm

In Class: Introduction to Class, Go over syllabus and blended class structure, and Student Introductions

Film: <https://www.youtube.com/watch?v=XimlQiinQ1A> Part 1 (says part 2) Intro to ANT 205
<https://www.youtube.com/watch?v=i8Kb1sUhsAs> Part 2

Film: The Meaning of Food – Part 1

***<https://www.youtube.com/watch?v=-eyROTdBU4> - Ted Talk on food and culture

Blackboard Work – At home assignments & ***Homework for Class one is due August 31st before 3pm***
Read syllabus

Library Orientation video
Facebook Page – Look at and register –
This is Anthropology Prezi

Read: Chapter 1 of Cultural Foods (scanned)

Complete: The Self-Evaluation of Food Habits, bring to class to discuss

Buzz Words: Define and bring to class the following: Culture, Assimilation, The Peltó Model, ethnocentric, cultural relativity, yin/yang food, sympathetic quality of food, cultural plurality, holistic, symbiotic

Bring any questions on syllabus, assignments, etc.

Class 2: August 31, 2015 **4-6:15 PM**

Class: Questions on Syllabus, Go over buzz-words

Class Discussion: Self Evaluation of Food Habits – 45 minutes

Film: The Meaning of Food Part 2

Blackboard Work: Homework for next Class complete before **3pm on day of class Sept 14th**

READ: Cultural Foods, Ch 2. Food & Religion (scanned)

READ: Traditional Health Beliefs and Practices, Food and Culture (scanned)

READ: Good to Think or Good to Eat , Meat Hunger (scanned) – write a 500 word summary of the reading

Review Questions: Answer the 5 review questions at the end of the chapter – bring to class to discuss

Discussion Questions: Answer the following discussion questions and bring to class, if you do not associate with a religion use your knowledge or childhood memories to answer the questions:

1. What foods and/ or drink are prohibited by your religion?
2. Are there certain times of the year that you avoid or abstain from certain foods?
3. Are there certain times of the year that you are directed by your religion to consume particular foods or drinks?

September 7, 2015 **NO CLASS – Labor Day**

Class 3 September 14th, 2015 **4-6:15pm**

Class Discussion: Review & Discussion Questions

Film: The Meaning of Food – Part 3

Blackboard Work: Homework for next Class complete before 3pm on day of class

READ: Everybody Eats, 2nd Ed – Chapters 7-9 – write a 500 word summary

Project: Complete your food and film project – be prepared to discuss in class
(see syllabus for specific instructions)

****Note** – to receive full credit you must relate something from your film to each of the chapter topics in your assigned reading and notate it with a reference**

Class 4: September 21st, 2015 **4- 6:15pm**

In Class work:

Short Film: <https://www.youtube.com/watch?v=a8Q4Fq-H668>

Class Discussion: Discussion & presentation of film project

Presentation: Recipes 1 & 2

Blackboard Work: Homework for next Class complete before 3pm on day of following class

Read: Hippophagy & Holy Beef, U.S.A. (scanned)

Read: Food & Culture, pgs 7-18 (scanned)

Read: Everyone Eats, Ch. 4 – The Senses

Discussion Questions: answer the following questions and bring to class to discuss

- 1) Why are some foods considered normal and others gross in a culture, name a few
- 2) How do the senses work together to make food palatable?
- 3) Write a few sentences about something you found interesting from each of the readings, be specific and state why you found it interesting

Class 5: September 28th, 2015 **4-6:15 pm**

In Class work:

Class Discussion: Discussion questions

Presentation: Recipes 3 & 4

Film: Hidden India

Read: Eating Culture, Introduction (scanned)

Watch: What is ethnography? <https://www.youtube.com/watch?v=6lIzz3DIEWQ>

Watch: Qualitative vs. Quantitative: <https://www.youtube.com/watch?v=2X-QSU6-hPU>

Write: An outline detailing: who you are going to interview, why you chose them, what methods and types of research will you be using to obtain the interview and during it, a list of possible questions and what you hope to find out

Class 6: October 5th, 2015 **4-6:15 pm**

In Class work:

Class Discussion: Discuss the ethnographic outline assigned

Presentation: Recipes 5 & 6

In Class Exercise: Find a partner and interview each other for 5 min then report to class

- 1) What is your favorite food memory?
- 2) What foods do you associate with healing and do you want when you are sick?
- 3) What foods do you dislike?
- 4) Do you have any superstitions around food?
- 5) What foods do you associate to your family or family traditions?

****YOU WILL NOT RETURN TO CLASS TILL OCTOBER 26TH****

Blackboard Work: Homework for next Class complete before 3pm on October 26th, 2015

Project: Kitchen Table Conversation: Food Talk as Personal Narrative and Oral History

Conduct several short or one long 30-45 minute interview with a family member or close family friend, preferably from a different generation than your own, and engage in “food talk”. Topics to consider include cooking knowledge and food preferences, childhood experiences, holidays and memorable occasions, kinship-gender relations and ideals, eating out and food-buying patterns, household labor. Take notes or record the interview (s) and write a 1500 word essay on what you have learned.

For full credit you must relate it to one or more of our readings.

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Class 7: October 26th, 2015 4-6:15 pm

In Class work:

Food Project: spiced nuts – handout on oils from mom – lecture on medicinal spices – ppt herbs & spices or spices and herbs on the desktop

Class Discussion: Discuss your class projects

Blackboard Work: Homework for next Class complete before 3pm on day of following class

Read: Food in the USA, essays 22-24 pgs. 277 - 315

Read: The Mexican and transnational lives of corn: Technological, Political, Edible Object (scanned)

Discussion Questions: answer the following questions and bring to class

- 1) What is the pervasive theme across all of these essays?
- 2) How are women's identities tied into food and food production?
- 3) What is the relationship between food and power?
- 4) What are some male identities that are tied into food and food production?
- 5) Identify one theme from each of the five essays and write a paragraph about its significance – be sure to label which essay you are writing about

Class 8: November 2nd, 2015 **4-6:30 pm**

In Class work:

- **Class Discussion:** Discuss Readings and discussion questions
- **Presentation:** Recipes 7 & 8
- **Film:** King Corn

Blackboard Work: Homework for next Class complete before 3pm on day of following class

Read: Food in the USA, essays 19 & 21

Read: Eating Culture, Ch 5 Recipes & Dishes (scanned)

Assignment: Bring to class: After you have completed the readings I want you to obtain a family recipe, write a paragraph on why you chose it, and answer the following questions:

- 1) What does this recipe say about you? Your family?
- 2) Why is it special to you?
- 3) Who was the person who cooked it and do you feel comfortable cooking it
- 4) Relate something from each of the three readings to your recipe - be specific

Discussion Questions:

- 1) What does Crowther mean by saying a recipe is a “cultural artifact”? How is this applicable to your other two readings?
- 2) What does the same author mean when she talks about “embodied apprenticeship”? How is this applicable to your other two readings?
- 3) Tell me three things about what a national cuisine is
- 4) Write a one paragraph summary of each of the other two readings

Bring in: In preparation for your assignment due on the 16th, you will bring in the cookbook you have chosen to use and we will go over the assignment

DUE: November 16th,

Eat My Words: Cookbooks as Cultural History

Seriously examine a cookbook, which must be from 1990 or before. Answer at least 5 of the following

questions in a 1500 word essay. The essay should begin with information about the book, why you chose it and where did you get it. **QUESTIONS:** Why does it tell you about women's lives? The times it is written in? What kinds of foods are featured? Why do you think those recipes were chosen? What kinds of ingredients did they feature? Does it tell you anything about gender, class, or culture? Who is the intended audience? How much time do recipes take to prepare? What knowledge does the author assume that readers/users already have? Does the cookbook emphasize anything in particular?

****YOU WILL SHARE YOUR FINDINGS IN CLASS****

Class 9: November 9th, 2015

4-6:15pm

In Class work:

Class Discussion: Discussion on readings/ family recipe and Discussion questions

Film: <http://tedxtalks.ted.com/video/Stories-from-Across-the-Globe-3;search%3Atag%3A%22tedxgoldengatepark%22>

Presentation: Recipes 9 & 10

Blackboard Work: Homework for next Class complete before 3pm on day of following class

DUE: November 16th,

Eat My Words: Cookbooks as Cultural History

Seriously examine a cookbook, which must be from 1990 or before. Answer at least 5 of the following questions in a 1500 word essay. The essay should begin with information about the book, why you chose it and where did you get it. **QUESTIONS:** Why does it tell you about women's lives? The times it is written in? What kinds of foods are featured? Why do you think those recipes were chosen? What kinds of ingredients did they feature? Does it tell you anything about gender, class, or culture? Who is the intended audience? How much time do recipes take to prepare? What knowledge does the author assume that readers/users already have? Does the cookbook emphasize anything in particular?

****YOU WILL SHARE YOUR FINDINGS IN CLASS****

Class 10: November 16, 2015

4-6:15 pm

NO CLASS ON NOVEMBER 23RD

In Class work:

Class Discussion: Cookbook Project

Recipes: 11 & 12; any extra credit recipes

Film: The Botany of Desire parts 1 & 2

Blackboard Work: Homework for next Class complete before 3pm on NOVEMBER 30TH

Read: Food in the USA, a reader, Essays: 3-5 & 7

Write: Write a 300-500 word summary on each of the essays

Discussion Questions: Answer the following questions and bring to class:

- 1) What does each essay tell us about American cuisine?
- 2) Is there a national cuisine? What would you say a national food is and why?
- 3) What do these readings tell you about national identity?
- 4) What did you find most interesting in the readings?

Class 11: November 30th, 2015 **4-6:15 pm** ******Meet in the Library ******

In Class work:

Library Research: We will spend the first hour of class researching for your final project due: December 9th at Midnight

Class Discussion: Discuss readings and questions

Recipes: Extra credit or additional recipes

Blackboard Work: Homework for next Class complete before 3pm on day of following class

Read: Food in the USA, a reader Essays: 8 – 12

Write: Write a 300-500-word summary on each of the essays

Due December 9th at Midnight: Essay and Annotated Bibliography: Using chapter 4-10 in your textbook pick one region of the world. Gather 5 (minimum) **PEER REVIEWED anthropological** articles on **ONE** subject such as: food, nutrition, holidays, religion, family, agency, etc. These are found in scientific journals that are available in the library or online. Refer to the library film for information on how to gather these materials. All of your articles should reflect the **same** topic and should be related to the family you were given. Prepare an **annotated bibliography** (instructions will be provided) of the sources. From your chosen topic and articles write a 1500 word essay on the subject. Be sure to create an essay that uses all of your sources in a cohesive and succinct manner.

Class 12: December 7th, 2015 **FINAL CLASS**

Class Discussion: Finalize discussion on regional foods as well as the final thoughts on class

Film: The Botany of Desire Parts 3 & 4