

ANTHROPOLOGY OF FOOD

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ANT 205
Summer 2016

Room location: Cornell Hall Rm 121
Tuesday/ Thursday 6-9pm

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: You will sign up for a recipe category and bring to class. The recipe should align with the category you chose and is due on the date you sign up. The categories are: Comfort foods, therapeutic foods, holiday foods, religious/ ceremonial foods and foods that are used as a social marker. If you are not able to present on that date you are responsible to switch with someone or else it will be counted as

late with a 50% credit penalty. 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, identify and relate items from the film that correspond to our readings, reference the readings with a citation that you are relating to the film (for full credit you must relate at least 3 items from our readings to the film with citations) 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; 96 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 or check out this blog: <http://blogs.indiewire.com/theplaylist/25-mouth-watering-movies-about-food-restaurants-chefs-20151022>

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

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: June 28th, 2016 6-9pm**

In Class: Hello Students, I will not be in class today, Dr. Newcomb will be passing out the syllabus and starting a film for you to watch. You will not have class on Thursday and we will meet in class on Tuesday July, 5th - please follow the assignments below and on class two, email any questions you may have - see you on Tuesday!

Film: The Meaning of Food – Part 1

Canvas Work

- At home assignments & Homework for Class One due by 6pm on July 5th, 2016

- **Go to the Start Page and do the Following:**

Read syllabus
Watch the 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

Intro to ANT 205 Film: <https://www.youtube.com/watch?v=XimlQinQ1A> Part 1 (says part 2) and <https://www.youtube.com/watch?v=i8Kb1sUhsAs> (Part 3) - Write a 500 word summary using the info you saw in the two videos describing what is the anthropology of food and why is it important

Bring any questions on syllabus, assignments, to class on Tuesday July 5th

****Class 2: July 5th, 2016 -**

In Class: Questions on Syllabus, Go over buzz-words, prezi and food summary

Class Discussion: Self Evaluation of Food Habits – 45 minutes

Film: The Meaning of Food Part 2

Introduction:

This week we will begin with a look at your buzzwords and talk about why they are relevant to this class. We will then sign up for projects and recipes. The self evaluation of food habits sheet will be a topic of discussion for about 30 minutes. We will finish the last half of the class with the second part of The Meaning of Food film.

Learning Objectives:

After today's class you should be able to:

- Define and discuss buzzwords related to the anthropology of food
- Define and be able to identify your own personal food habits
- Understand how anthropology contributes to the study of food and culture and why it is relevant in today's world

Blackboard Work:

Homework for next Class complete before 6pm on day of following class

Blackboard Work: Homework for next Class

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 (Traditional Health Beliefs and Practices) – 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?

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****Class 3 July 7th, 2016 6-9pm**

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In Class:

Class Discussion: Review of readings and & Discussion Questions on religion and traditions

Film: The Meaning of Food – Part 3

Introduction:

This week we will finish up the third installment of The Meaning Of Food. After the film we will discuss how the film correlates with our readings. We will begin to identify key themes in the anthropology of food as demonstrated in the film and our readings. We will also discuss the additional reading and how food is used as a symbol in religion, politics, etc.

Learning Objectives:

After today's class you should be able to:

- Understand how food can hold symbolic meanings
- Discuss food as not just a source of nutrition but as something that holds cultural value
- Discuss food in the context of religion

Blackboard Work:

Homework for next Class complete before 4pm on day of following class

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READ: [Everybody Eats, 2nd Ed – Chapters 7-9](#) 

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**

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****Class 4 July 12th, 2016 6-9pm**

In Class:

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

- **Class Discussion:** Discussion & presentation of film project by each student
- **Presentation:** Recipes 1- 4

Introduction:

This week we will watch a short film on the history of food and film. We will then discuss your food and film projects. Each student will present their brief presentation on the film they chose to watch and how it relates to key themes such as food as pleasure, food as communication and food as a social marker. We will also have our first four recipe presentations.




Learning Objectives:

After today's class you should be able to:

- 1 See food as more than just calories, but also as a powerful tool in our culture
- 2 Understand how film can portray cultural ideals of food, body image, status, etc
- 3 Be able to explain how food impacts our daily lives

Blackboard Work:

Homework 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: July 14th, 2016 6-9pm**

In Class Work:

Class Discussion: Today we will talk about what foods are "normal" and "gross" in our culture compared to others. We will go over assigned discussion questions on food aversions, watch several videos and discuss how you might use anthropological methods while talking with your interview partner

Presentation: Recipes 5-7

https://www.ted.com/talks/malcolm_gladwell_on_spaghetti_sauce?language=en

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

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

In Class Exercise: Find a partner and interview each other for 7 min then report your findings to the class

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

Introduction:

Today we will begin discussing your ethnography project. You will have watched a few films on the subject and written an outline on your ideas for your project. We will discuss those and learn about why ethnography is used in anthropology. We will have several recipe presentations and an in class exercise.

Learning Objectives:

After today's class you should be able to:

- Understand and define what is an ethnography
- Understand how to formulate ideas on your ethnography project and how to conduct your research
- Understand why some foods are considered normal or taboo in a culture

Blackboard Work:

Homework must be completed before the following class by 6pm

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. A copy of your notes should be included in your assignment.

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

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

****Class 6: July 19th, 2016**

6-9pm

In Class work:

- **Class Discussion: Class Discussion:** Discuss your interviews

Presentation: Recipes 8 & 9

Film: Hidden India

Introduction:

Today we will discuss your ethnography project, kitchen table conversation, for the first part of the class. We will discuss what you learned and any challenges you encountered. There will then be several recipe presentations and we will watch a film on India and the spice trade.

Learning Objectives:

After today's class you should be able to:

- Recognize the role of food in your family and its importance
- Have a better understanding of what spices are and how they were traded around the globe
- Identify qualitative vs. quantitative research and how and when they are used

Homework must be completed before 6pm on the day of the 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 7: July 21st, 2016 6-9pm**

In Class work:

- **Class Discussion:** Discuss Readings and discussion questions
- **Presentation:** Recipes 10-12
- **Film:** King Corn

Introduction:

In class tonight we will talk about your readings on men and women and their relationship to food and power. How are their roles gendered and do they still exist today? We will also have several recipe presentations and watch an interesting film. The film goes along with the readings on the topic of corn and how it is produced in the USA as well as its cultural significance.

Learning Objectives:

After today's class you should be able to:

- Understand how food and power are related.
- Be able to identify how food and food production are tied into women's identities
- Recognize that corn is an important commodity in the USA and why

Blackboard Work:

Homework must be completed before 6pm on the day of the following class.

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- **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:
 - What does this recipe say about you? Your family?
 - Why is it special to you?
 - Who was the person who cooked it and do you feel comfortable cooking it
 - Relate something from each of the three readings to your recipe - be specific
- **Discussion Questions:**
 - What does Crowther mean by saying a recipe is a “cultural artifact”? How is this applicable to your other two readings?
 - What does the same author mean when she talks about “embodied apprenticeship”? How is

this applicable to your other two readings?
Tell me three things about what a national cuisine is
Write a one paragraph summary of each of the other two readings

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Eat My Words: Cookbooks as Cultural History - You should have obtained your cookbook in preparation for this assignment, due on July 28th, 2016

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 8: July 26th, 2016 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 13-15

Introduction: Our class discussion this evening will center around your readings and your family recipe. We will hear about the recipe you chose and why. We will also go over the readings and discussion questions. Lastly, we will have recipe presentations. **Learning Objectives:** *After today's class you should be able to:*

Recognize what is a cultural artifact and how food fits into that
Identify within your own family how food has played an important role
Understand how cultural barriers can be crossed over the dinner table

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• **Blackboard Work:** Homework for next Class complete before 6pm on day of following class **DUE: July 28th, 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: July 28th, 2016 6-9pm**

In Class work:

Class Discussion: Cookbook Project presentations

Recipes: 16 & 17

Film: The Botany of Desire parts 1 & 2

Introduction:

Tonight we will discuss your cookbook project and hear from each student. We will have two recipes and any additional recipes. We will also watch two parts of the film series The Botany of Desire.

Learning Objectives:

After today's class you should be able to:

- Understand how cookbooks are a reflection of the American culture
- Discuss food and family
- Identify many of the key terms and theories we have discussed in our last reading and be able to apply those ideas to the reading and generally to news items and other sources of information

Blackboard Work: Homework for next Class complete before 6pm

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:

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

****Class 10: August 2nd, 2016 6-9pm**

In Class work:

Library Research: We will spend the first hour of class researching for your final project due: August 7th at Midnight

Class Discussion: Discuss readings and questions

Recipes: 18-20

Introduction:

We are approaching our last class. Any questions or concerns on papers will be addressed. We will spend the first hour researching for your paper and making sure there are no questions. We will discuss the homework and go over the readings. We will have any final student presentations or extra credit that needs to be completed.

Learning Objectives:

After today's class you should be able to:

- Apply all the theories that we have learned to real life situations that you encounter
- Feel comfortable writing a research paper using anthropological data & methods
- Understand that food and culture are interrelated

Canvas Work:

Blackboard Work: Homework for next Class complete before 6pm 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 August 7th 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. . 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 11: August 4th, 2016**

FINAL CLASS

Class Discussion: Finalize discussion on regional foods as well as the final thoughts on class, have extra credit recipe class party

Film: The Botany of Desire Parts 3 & 4
Annotated Bibliography