ANTH/CFA 3350

Good Eats and Forbidden Flesh:

Culture, Food and the Global Grocery Market Summer 2013, SMU-in-Taos

Professor: Carolyn Smith-Morris Class Location: TBA

Office: TBA Class Meetings: usually M-F 9am-12pm w/exceptions

Email: smithmor@smu.edu
Office Hours: By appointment

COURSE DESCRIPTION:

Eating takes on dramatic, ritualized and even dangerous forms around the globe. Foodways – the habits and ideas surrounding food in a given society – are deeply entrenched and exceptionally difficult to change. Why else would shows like Fear Factor so regularly challenge competitors' palates? The culture of food is also a lucrative business, not because everyone eats but because *what* we eat is a fundamentally social and cultural phenomenon. This course blends a cultural perspective on food and foodways with biological and medical information about human nutritional needs, as well as marketing and political perspectives on the global grocery market. The format of the class combines lecture with group activities and discussion. We also make use of a variety of participatory and experiential learning experiences including field trips to restaurants, in-class cooking and food sampling, ethnographic fieldwork assignments, films, and guest lectures.

This course is introductory in its depth, but not in its difficulty. We explore food through several different disciplines (i.e., anthropology, history, biology, ecology) and this requires a substantial amount of reading and thoughtful comparisons *each week* (please see syllabus to know exactly how much reading is required). There are 3-4 lab sessions which teach the methods and tools of analysis for quantitative and qualitative anthropological data, several tests and quizzes, and a service learning component. I am eager for students to have an exciting and stimulating experience in this course, and I look forward to our mutual project of reading, digesting, critiquing, and coherently writing about these topics.

Learning Objectives

Students will:

- 1. Develop their abilities in cross-cultural study through a focus on food, eating habits and ritual, and nutrition.
- 2. Demonstrate the ability to use inter/multi-disciplinary approaches for understanding complex problems (CF Learning Outcome).
- 3. Reduce ethnocentric notions about food and other cultural aspects, leaving them better able to think, work and live in cross-cultural/international settings.
- 4. Explore first-hand the meaning (and power) of taboo through exposure to different cultural foodways.
- 5. Practice anthropological methods and forms of inquiry.

Additional Student Learning Objectives for the University Curriculum

FOR PILLAR: Individuals, Institutions, and Cultures

- 1. Students will be able to identify the types of interactions and influences that arise between or among individual, social, cultural, political, or economic experiences. (Level 1)
- 2. Students will be able to summarize basic empirical phenomena in the study of individual, social, cultural, political, or economic experiences. (Level 1)

FOR PROFICIENCY: Human Diversity

1. With respect to issues related to race, ethnicity, gender, or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

FOR PROFICIENCY: Information Literacy

- 1. Students will be able to select and use the appropriate research methods and search tools for needed information.
- 2. Students will be able to evaluate sources for quality of information for a given information need.

FOR PROFICIENCY: Global Engagement

1. Students will be able to demonstrate an understanding of a culture other than their own as a result of direct engagement with that culture around a current event, trend, or practice.

FOR PROFICIENCY: Community Engagement

- 1. Students will be able to demonstrate analytical and practical skills necessary for engaged, informed citizenship through addressing specific needs in a community.
- 2. Students will be able to apply academic learning to a community engagement activity.

REQUIRED TEXTS:

Marvin Harris' Good To Eat: Riddles of Food and Culture. Waveland Press. (GT 2850.H36)

Marion Nestle's <u>Food Politics</u>: How the Food Industry Influences Nutrition and Health. UC Press. (TX 360.U6 N47)

Reay Tannahill' Food in History. Three Rivers Press. (GT2850.T34)

Carolyn Smith-Morris' Diabetes Among the Pima. U. Arizona Press. (RA645.D5 S55 2006)

OTHER RECOMMENDED TEXTS:

Dettwyler's **Dancing Skeletons**

Counihan and Van Esterik, Food and Culture.

Nina Etkin's Foods & Associations, U. Arizona Press

Paleonutrition, Mark Sutton, Kristin Sobolik, and Jill Gardner, U. Arizona Press

The Globalization of Food, Leonard Plotnicov and Richard Scaglion, Waveland Press

Timothy Johns' The Origins of Human Diet & Medicine. U. Arizona Press

Eric Schlosser's Fast Food Nation. Houghton Mifflin Publishers.

Peter Farb and George Armelagos' Consuming Passions: The Anthropology of Eating. Houghton Mifflin.

The Miniature Guide to Critical Thinking Concepts & Tools by Richard Paul and Linda Elder

Bruce Ross-Larson's Effective Writing

Core Concepts in Cultural Anthropology by Robert H. Lavenda and Emily A. Schultz

Thinking Anthropologically: A Practical Guide for Students by Philip Salzman and Patricia Rice

COURSE EVALUATION:

Reading Quizzes, Film Notes, Field Trip Reflection Paper	25%
Exams (3)	30% (10% each)
Literature Research Paper	15%
Community Service (10 hours):	
Supervising Staff Letter	15%
Community Service Report	15%

Lectures:

Lectures expand upon the readings, rather than repeat or review those assignments. Students who need or enjoy more explicit discussion of assigned readings should request this in lecture, or make an appt. with Dr. Smith-Morris. Lecture outlines are available on Blackboard to help students with note-taking but are not complete. Attendance and careful note-taking in lecture are essential to good performance in the class.

Participation:

Students are expected to attend and be active participants in class. "Active participation" is volunteered participation through discussion of assigned material. Students who have great difficulty speaking out in class are encouraged to come up with other ways to meet this requirement (e.g., creating handouts, puzzles, posters relevant to the discussion) – these must be discussed with the professor or TA and approved for credit. Periodically and unannounced, I will take attendance with absences negatively to your participation grade.

Reading Quizzes: (part of Participation grade)

Reading Quizzes are not usually announced ahead of time but will be counted toward the participation grade. Questions are few and brief, but may cover any part of the assigned readings.

Exams: (10% each)

Exams include objective and essay components, and will cover material from both the course texts and lectures (including slides, labs, and films). The first exam is on pre-term reading (student choice) and is a requirement for CF courses taught in the August term. The second and third exams are more traditional exams based on materials covered up to that date (and cumulatively) in the term.

Make-Up Assignments and Exams:

Make-up exams are offered only to students with *written documentation* (i.e., by healthcare provider, parent, Resident Advisor, or funeral director) of a debilitating illness or death in the family. You must notify me *before* you miss the exam and make up the exam at the earliest

possible date – as soon as you're well or return to campus. Failure to make up the exam promptly will result in the imposition of normal penalties for late work – that is, 10 point deduction per day (24-hour period).

Other missed assignments may be made up only if students provide *written documentation* of excuse for the absence. If you experience an extended illness or devastating loss, I urge you to speak with the Dean of Students about appropriate action, including Withdrawal from the course.

Extra Credit:

Students are invited to prepare and present (with slides) a brief research paper on a topic determined by the professor. Examples include: "Monstanto's Side of the Story" and "Global Hunger – Causes and Solutions".

Labs: (15% of grade, 5% each)

There are three anthropological methods labs designed to teach students how to collect data for their final ethnographic research project: (1) ethnographic interview; (2) biometric data collection; (3) literature research. Additional instructions will be provided to you on the first day of your first lab.

Reflection Paper on Class Field Trip: (part of Participation grade)

This Reflection Paper is 3-4 pages in length and must reflect not only an intelligence about the material culture, underlying values, beliefs, and practices of the cultural group central to the field trip, but an ability to apply lessons of ethnocentrism, cultural relativism, and anthropology to these experiences. Students should use course terms and concepts in a critical discussion of the event, and provide ample detail about the cultural system we visit. See Writing Guidelines for further requirements.

Literature Research Paper on Issue/Topic Related to Service: (15% of grade)

Literature Research helps prepare the student for engaged, informed participation in the community organization or site they've identified for the semester's work. These 8-10 page papers (8-10 peer-reviewed sources, 4-5 of which must be anthropological) are due as noted on the Course Outline. Further Writing Guidelines will be distributed in class.

Community Service Report: (15% of grade)

Each student must perform a minimum of 8 Community Service hours in an organization or business whose central mission is about food. These placements must be established and begun early in the term, as noted on the Course Schedule. Completion of less than the required number of hours will be reflected in student's grade.

The Community Service Report (3-5 pages, using 2-4 peer-reviewed sources from your Lit. Review paper) combines the literature research you conducted early in the service experience, with an analytical discussion of the service itself. It must address: (a) a description of the site and the specific need in the community for this service, organization, or space; and (b) a literature-informed assessment and critique of the service, organization, or space vis-a-viz course teachings, such as environmental impact and context, human health, resource distribution or reciprocity. Informal oral presentations of this Report will also be made in class. See Writing Guidelines for further requirements.

Community Service Supervisor's Letter: (15% of grade)

The Service Supervisor's letter is mandatory and, because it is the primary evidence that you have completed this portion of the requirements, the letter is worth 15% of your final grade. Students are responsible for ensuring that a supervisor (or group of them) are able to prepare this letter and deliver it to you (or the Professor) by the date stated in the syllabus. The letter **must** state the exact number of hours served (a minimum of 10) and affirm that your level of involvement and service was acceptable.

Absence:

Absences, excused or unexcused, do not excuse students from submitting assignments on time. Absences for holiday air travel, oversleeping, etc. will not be excused and penalties for lateness are in place. Students should contact me in advance of an absence whenever possible. In general, all "unexcused" absences and more than two "excused" absences per semester will negatively affect a student's grade. Incurring three or more "unexcused" absences may result in the student being administratively dropped from the course.

Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. Students must make an appt. with the Professor to review class notes (if absence is excused) and/or to discuss the material missed.

Late Assignments:

Assignments are due at the beginning of class. Assignments submitted late will be graded down by 10 points for each day (24-hour period) that they are late. These points may be avoided with the provision of written documentation of illness, death in the family, etc. If not submitted in class, assignments must be hand-delivered to the Professor. Emailed assignments are not accepted.

BlackBoard:

Course documents, announcements, sample assignments from past semesters, and other materials will be posted on the BlackBoard page for this course. Students are responsible for consulting that page regularly for announcements.

Computers and Cell Phones:

Computers may only be used in class for note-taking. All online connections must be OFF and cell phones silenced and put away for class. Students using the internet or reading their cell phones during class will be ejected and all points for the day forfeited.

On Reserve:

Class films will be placed On Reserve in the Wendorf Commons/Ft. Burgwin library.

Disabilities and Accommodation:

Students needing academic accommodations for a disability must first contact the Coordinator for Services for Students with Disabilities (214-768-4557) to establish eligibility for accommodations. (See University Policy No. 2.4.) If you feel you have a disability but elect not to verify the disability under SMU policies, I will not be able to provide you with special accommodations (including extensions or extra exam time).

Plagiarism and Academic Misconduct:

Plagiarism, cheating, submitting assignments for more than one class, and any other form of academic misconduct are not tolerated. Penalties are outlined in the Honor Code and may include anything from a zero for the assignment to dismissal from school.

Religious Observance:

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities:

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

COURSE OUTLINE(This Outline is subject to change. Changes will be announced in class.)

Date	Meeting Time	Topics	Assignment
Pre- Course		Smith-Morris (students read in advance)	
Jul 31	Evening	Introductions	
Aug 1	8-12:00	Food in Cross-Cultural Perspective Food in Prehistory Field Trip: Talpa Gardens	Jared Diamond article Miegs article T 1-3 Mann article
Aug 2	9-12:00	Exam 1 – Pre-Term Reading (Smith-Morris book) Lab #1 – Fossil Lab Field Trip: Squash Blossom Farm	T 4-7
Aug 3	9-12:00	Film: A World of Food (IVS 8152, 40m.) Lab #2 – Peer-Reviewed Literature Discuss Lit. Res. Paper & Writing Guidelines	T 8-12
Aug 4			
Aug 5			
Aug 6	9-12:00	The First Civilizations Middle Ages & An Expanding World The Industrial & Food Supply Revolutions Eating, Adaptation & the Life Cycle	T 14-16, 19-20 Mann article Arjamma & Vuarisalo article Svc Placement Form Due Lab #2 Due
Aug 7	9-12:00	Lab #3 – Anthropometrics Exam Review	Harris 1 Nestle Appendix
Aug 8	8-12:00	Exam 2 Case Study: Pima Diabetes Field Trip: Red Willow Farmers Market	Smith-Morris book
Aug 9	9-12:00	Gender & Food Mid-Term Course Evaluation Film: Slim Hopes (IDD 4842, 60m.)	Bordo article Nichter article Additional optional readings on Bb
Aug 10	7:15-11:00	Field Trip: FotoFarms (brief) +Races and Trade Fair at Picuris	
Aug 11			
Aug 12			
Aug 13	9-11:45	Feasting & Gifts Cannibalism	Etkin article Harris 2, 10 F. Trip Reflection Due Harris 3, 6-9, 11
Aug 14	9-12:00	Meat & Milk Insects & Pets Food in Politics Cafeteria Visit & Lecture	Nestle 1-7 Lit. Res. Papers Due

		Film: Food Inc. (IDD 3547, 91m.)	
Aug 15	9-12:00	Community Service Brief Presentations Exam Review Final Exam DISTRIBUTED	Nestle 8-12, Appendix Service Supervisor Letters Due
Aug 16	8-11:00	Final Exam DUE	Comm. Svc. Reports Due
Aug 17		Departure Day	