

**Good Eats and Forbidden Flesh:**  
Culture, Food and the Global Grocery Market  
Summer 2014, SMU-in-Taos

Professor: Carolyn Smith-Morris, Ph.D., M.S.  
Office: Casita TBA  
Email: [smithmor@smu.edu](mailto:smithmor@smu.edu)

Class Location: Fort Room TBA  
Class Meetings: M-F, 9-12 w/exceptions  
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 Food Politics: 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 Scaglione, 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	15%
Community Service (8 hours):	
Literature Research Paper	20%
Supervising Staff Letter	10%
Community Service Report	15%
Exams	
Exam 1 (pre-term reading)	10%
Exam 2	15%
Final Exam	15%

### OTHER COURSE INFORMATION:

#### **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:**

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.

**Extra Credit:**

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

**Labs:**

There are four 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; and (4) solar cooking lab. Additional instructions will be provided to you on or before 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. Cite appropriately. Bibliography is not counted in your page limit. See Writing Guidelines for further requirements.

**Literature Research Paper:**

This paper must be on a topic related to your Service Learning. Literature Research helps prepare the student for engaged, informed participation in the community organization or site and will, ideally, be a written produce that your Site Supervisor would enjoy or appreciate having. These 8-page papers (8 peer-reviewed sources, 4 of which must be anthropological) are due as noted on the Course Outline. Cite appropriately. Bibliography is not counted in your page limit. Further Writing Guidelines will be distributed in class.

**Community Service Report:**

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 (5 pages, using a minimum of 5 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. Cite appropriately. Bibliography is not counted in your page limit. See Writing Guidelines for further requirements.

**Community Service Supervisor’s Letter:**

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 is 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 give a confidential assessment of your level/quality of involvement or service.

**Absence:**

Absences, excused or unexcused, do not excuse students from submitting assignments on time. Absences for holiday air travel, oversleeping, etc. are not excused. 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. 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. No assignments are accepted after the last day of classes.

**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 should only be used in class for note-taking. Students using the internet or reading their cell phones during class risk ejection and forfeiture of all points for the day.

**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.)

<u>Date</u>	<u>Meeting Time</u>	<u>Topics</u>	<u>Assignment</u>
<b>Pre-Course</b>			Smith-Morris (students read <i>in advance</i> )
Aug 5		Introductions at Dining Hall	
Aug 6	9-12:00	Food in Cross-Cultural Perspective <b>Exam 1 – Pre-Term Reading</b> (Smith-Morris book)	Jared Diamond article Mann article
Aug 7	8:45-12:00	<i>Field Trip: Talpa Gardens (arrive 9:00)</i> Food in Prehistory <b>Lab #1</b> – Fossil Lab	Miegs article T1, T2
Aug 8	9-12:00	Film: A World of Food (IVS 8152, 40m.) <b>Lab #2</b> – Peer-Reviewed Literature Discuss Writing Assignments (Community Service Reports; Field Trip Reflection Paper; Research Paper)	<b>Svc Placement Form Due</b>
Aug 9		<i>(optional, van available with Prof. S-M): Taos Farmers Market</i>	<b>Lab #2 Due</b>
Aug 10		<i>(optional, on your own): San Lorenzo Feast Day, Picuris Pueblo</i>	
Aug 11	9-12:00	The First Civilizations Middle Ages & An Expanding World <i>FYI Tonight: Perseid Meteor Shower</i>	<b>F. Trip Reflection Due</b> T5 (esp. 60-66), T6 (esp. 71-78, 86-91), T7 (skim), T10 (esp. 124-127), T11 (esp. 141-146)
Aug 12	9-12:00	The Industrial & Food Supply Revolutions Eating, Adaptation & the Life Cycle <b>Lab #3</b> – Anthropometrics <i>Field Trip: Five Star Burgers (arrive 11:00)</i>	T12, T14, T15, T16, T19 (esp. 283-291), T20 (esp. 306-320), T21 Mann article (review) Arjamma & Vuarisalo article Harris 1 Nestle Appendix
Aug 13	9-12:00	Case Study: Pima Diabetes Exam 2 Review	Smith-Morris book <b>Lab #3 Due</b>
Aug 14	9-12:00	<b>Exam 2</b> Gender & Food Film: Slim Hopes (IDD 4842, 60m.) <i>FYI Starts Today: Hot Chili Days, Aug 14-16 in Red River</i>	Bordo article Nichter article Additional optional readings on Bb
Aug 15		Feasting & Gifts Film: Ongka's Big Moka (52m.) <b>Lab #4</b> – Solar Cooking	Team prep. for solar cooking lab
Aug 16			
Aug 17			

Aug 18	9-11:45	Cannibalism Meat & Milk Insects & Pets	<b>Lit. Res. Papers Due</b> Etkin article Harris 2, 10 Harris 3, 6-9, 11
Aug 19	9-12:00	Food in Politics Film: Food Inc. (IDD 3547, 91m.)	Nestle 1-7
Aug 20	9-12:00	Community Service Brief Presentations Exam Review <b>Final Exam DISTRIBUTED</b>	Nestle 8-12, Appendix <b>Service Supervisor Letters Due</b> <b>Comm. Svc. Reports Due</b>
Aug 21	8:00	<b>Final Exam DUE</b>	
Aug 22		Departure Day	

## **WRITING GUIDELINES**

### **For Courses with Carolyn Smith-Morris**

All written assignments for Dr. Smith-Morris, including papers, essays, and exam elements, should conform to these guidelines. Drafts of term papers – and they should be complete drafts - must be submitted to me no later than 2 weeks in advance of the deadline. These requirements apply to exams only insofar as reasonable (e.g., they are not typically typed). Also marked below are the categories (and *approximate* percentages) by which writing assignments will be graded.

#### **ORGANIZATION OF THE PAPER (15%):**

- Begin with the overall argument(s) of your paper. This must be an explanatory argument, not a descriptive one (i.e., a list of the items you will describe).
- Following your argument statement, list several sub-points that will, when combined, *make* the argument; that is, through those sub-points, the argument should be defended and justified.
- Use headings that describe the sub-points. Each heading should serve for at least 3 paragraphs.
- Organize/Structure the paper around your arguments. For example, major arguments should receive headings and the majority of your attention. Minor or supplementary arguments should not be given headings and should not detract from the major concerns of the paper.
- Make good transitions. Ideas should flow smoothly from paragraph to paragraph, and section to section. Transitional sentences, which tie each paragraph to your argument, and to the next paragraph, are important.
- Each paragraph should tie explicitly to its respective sub-point.
- Each sub-point should tie explicitly to its overall argument.
- Close the paper with a summarizing discussion that reviews the argument and sub-points you have made. This is a good place to re-state the conflicts and agreements between authors you have used. However, introduce no new facts at this late point.
- Sentences. Sentences must be crafted with attention to audience, purpose, and tone, as well as sentence variety and diction.

#### **ARGUMENT AND CONTENT (40%):**

- Make a clear and compelling argument, supported with facts and description, properly citing quotes and information from all of your sources. These arguments should be describable in 1-2 sentences each, and should be outlined in the opening paragraph(s) of your paper.
- Arguments explain. Do not patch together several paragraphs of description (e.g., this article said this, another article said that).
- Content is based on literature research. See that section below, as these two sections are intimately bound together.
- Analyze and critique the methods and conclusions of the research.
- You will be graded on creative analysis of the topic, clear sentence and paragraph structure, and organization of your argument. I will also look for you to incorporate issues and concepts from class.
- The “LISTY” problem – when writers summarize key ideas from an article in a single paragraph, then move to another paragraph to address the next article, and so on. While this is an understandable strategy for note-taking, it does not produce original writing, and it fails to demonstrate any synthesis of ideas into your own, over-arching argument. Use multiple sources in each paragraph, and ensure that the argument is evident in the first and last sentence of each paragraph.

#### **RESEARCH AND SOURCES (20%):**

- Use peer-reviewed, anthropological sources for the bulk (50% or more) of your research. See your syllabus for specific requirements on the total # of sources.
- Anthropological research is first-person, intensive, immersed, language-proficient research. Participant observation is a common and ideal methodology. Look for these details in the Methods section of the articles you are using, and provide critical analysis of those methods.

- Avoid use of material from any non-professional and non-peer-reviewed source including web pages, encyclopedias, and other internet sites. There is no mechanism for checking the accuracy, reliability, veracity, or methods behind such work – *anything* can be put into print!
- If you find peer-reviewed material on the web, provide the professional citation, not the web address. Ask for help if you cannot find the proper citation information.

#### **TECHNICAL ITEMS (15%):**

- Page Limit: See your course’s unique syllabus for requirements.
- Double-spaced.
- Margins: 1” on top, bottom, and both sides (no more!)
- 11 or 12-point font, New Times Roman font
- Please do not enlarge margins, font, etc. or include too many long quotes in order to reach your page limit – it’s better to turn in a “clean”, short paper.
- Do not use slang, colloquialisms, or contractions.
- Grammar and spelling should be excellent, even for the draft. Proof READ your draft and final papers - don’t just trust your spell check program.
- Remain in 3<sup>rd</sup> person voice throughout the paper.
- Check your syntax carefully. Make sure all sentences are complete!
- No footnotes. Endnotes may be used but must be placed on a separate page and are not included in the page limit. Citations are not to be placed in footnotes or endnotes (see section below on citations).

#### **CITATIONS AND BIBLIOGRAPHY (10%):**

- While you may use the citation format you prefer, there are certain elements I require. They are below.
- Citations must be in-text citations and include the author’s name, date of publication and, if direct quotes are used, page numbers. For format, I prefer either (Lastname 1988) or (Lastname et al. 1988:65).
- Cite all information that is not common (!) knowledge. Each sentence deserves a citation if any facts from a source are used, or if any words, phrases, sentences or passages are lifted directly from a source.
- Do not quote the author or use his/her words without using quotation marks and a citation with year and page number. Direct reprinting of another author’s words, phrases, sentences, or passages *without* quotation marks is plagiarism.
- Do not insert false citations – that is, citations of resources that were not actually used in helping you write the sentence. This is fabrication and is also an honor code violation. Even if the cited work is a legitimate source (that is, it exists), if you did not actually use it to help you in writing the paper, then you are fabricating.
- Avoid long quotes, and discuss each quote that you use. Do not let other authors make your argument for you. A long quote is one that is more than a sentence.
- Longer quotes should be indented 5 spaces and single-spaced.
- The bibliography should be placed on a separate page (not included in the page limit). Format should match that used in course ethnographies or texts.
- Plagiarism will not be tolerated. If you are not sure or clear on these responsibilities, ask me before you turn in the assignment.
- Do not use Wikipedia or other internet sites for information. Use only peer reviewed materials. If you are unsure, ask a librarian or me.

See your Course Syllabus for further instruction.

ANTH/CF 3350: Good Eats, Forbidden Flesh  
Service Learning Component

*A Sample of  
Taos Food-Related Organizations & Businesses  
and their Volunteer Requirements*

Talpa Gardens Organic Farms

Jeff and Tanya Cochran

575-758-2513

[jeff@talpagardens.com](mailto:jeff@talpagardens.com)

Squash Blossom Farm (Community Supported Agriculture)

Gael Minton

575-751-4681

[Sbfarm03@gmail.com](mailto:Sbfarm03@gmail.com)

Taos Farmer's Market

Jeff Cochran, President

As above

Red Willow Farmers Market

Shirley Trujillo, President

323-500-3093

[salbertru@yahoo.com](mailto:salbertru@yahoo.com)

Robert Reines Sustainable Agricultural Research

Robert Reines

505-689-2316

[robertreines@gmail.com](mailto:robertreines@gmail.com)

Area restaurants, food banks, food-related businesses...

**ANTH/CF 3350: Good Eats, Forbidden Flesh**  
**Service Learning**

As part of the course, students must complete community service, outreach, education, or volunteered research through an agency, business, or other community site where food is the central organizing idea and activity.

Examples include:

Talpa Gardens Organic Farm  
Taos Food Banks  
Squash Blossom Farms (Community Supported Agriculture)  
Red Willow Farmer's Market  
Dr. Robert Reines' Farm - Sustainable Agriculture Research  
Taos Restaurants

Grades for the service learning are based on: (1) appropriateness of the placement for the themes of our class; (2) effort demonstrated as reported in the supervisor's letter; (3) degree of effort shown to not only perform assigned tasks but to engage with knowledgeable people in learning food-related aspects of the service, business, and social context of the work.

Written Assignments:

By the date indicated on the Course Schedule, students must prepare several assignments related to this Service Learning assignment:

1. A one-page description of the proposed community service, indicating the location/agency, the name/title/address of your direct supervisor, and the type of work to be performed. A site supervisor must be identified, who has agreed to write a brief evaluation of the work you performed. This site supervisor must be identified on the one-page proposal, and must have agreed to the supervision *before* the proposal is submitted. Students who cannot turn in a site supervisor's letter will not receive credit for their community service - so it is imperative that you ensure this detail is taken care of. See next page for form.
2. Literature Research Paper of 4-5 pages focused on a critical assessment of 4-5 peer reviewed, anthropological sources. The paper topic should be related to your service placement in some way (worth 15% of your course grade), but is otherwise open to your own interests. The Literature Research Paper prepares the student for engaged, informed participation in the community organization or site they've identified for the semester's work. However, it is also intended to engage students in the discovery and evaluation of first-hand, anthropological research and its publication in peer-reviewed settings.
3. A Community Service Report (worth 15% of your course grade) of 4-5 pages (2-3 peer reviewed sources from Lit. Res. Paper above) addressing: (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.
4. The supervisor's confidential (sealed) letter of evaluation (worth 15% of your course grade). The letter must address: hours served; duties performed; quality of work; professionalism and courtesy; timeliness and completeness of duties and attendance. Site supervisors should be referred to me with any questions or problems.

Deadlines for all submissions are noted on the Course Schedule.

Southern Methodist University  
ANTH/CF 3350: Good Eats, Forbidden Flesh

**Community Service Placement & Supervisor Confirmation**

Student Name (please print): \_\_\_\_\_

Placement Location: \_\_\_\_\_

Placement Primary Supervisor: \_\_\_\_\_

Supervisor Contact Info: \_\_\_\_\_

Secondary Supervisor: \_\_\_\_\_

Supervisor Contact Info: \_\_\_\_\_

\* Since completion of these placement hours have a direct impact on the student's grade in the course, at least two supervisor names are required. Only one person will be required to submit a Supervisor's Letter, but the secondary supervisor must be knowledgeable about the student's hours and performance, should the primary supervisor prove unable to submit the Letter. Letters are due:

**Thursday, August 8<sup>th</sup>, 2013 by 9:00am**

Brief Description of the Organization or Business:

Brief Description of the Volunteer Work to be Performed:

STUDENTS: Complete this form and make a copy for the Primary and Secondary Supervisors. On the following page is a letter of introduction, which you may also print/save to share with potential supervisors so that they understand the assignment and what I need from them.



SMU<sup>SM</sup>

DEDMAN COLLEGE

*Department of Anthropology*

Dear Sir or Madame:

I am the professor of an SMU Anthropology course on food and the global grocery market. A student in this course has inquired with your organization or business about conducting 6 or more hours of service learning related to the course. This service can take any form, as long as the activities you assign to them assist in the work of your organization and its food-related activities.

The course, "Good Eats, Forbidden Flesh", 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. We explore food consumption and production through several different disciplines (i.e., anthropology, history, biology, ecology). Students must complete at least 10 hours of service learning and will also prepare a library research paper to help understand the background, cultural context, or products of your organization. The quality of these assignments does affect their course grade.

For their service learning hours to be counted, students must ensure that a site supervisor will provide a detailed note to me about their work, no later than Tuesday, August 20<sup>th</sup> at 12:00. (I ask for two names, in the unlikely event that the first person is unable to write the note by the deadline.) This note must address hours served; the duties performed by the student; the quality of work; professionalism and courtesy; timeliness and completeness of duties and attendance. Your note need be only 3-4 sentences, but I do urge supervisors to be clear and honest about any problems, or surpassed expectations.

Thank you very much for considering my student for volunteer work in your organization, and please contact me at any time with questions or concerns. Should the placement with your organization be acceptable, the student will complete a confirmation form with you and begin their work as soon as possible.

Respectfully,

Carolyn Smith-Morris

Associate Professor, SMU Anthropology

Dedman College

Southern Methodist University PO Box 750336 Dallas TX 75275-0336

214-768-2684 Fax 214-768-2906 [smu.edu/anthro](http://smu.edu/anthro)