

**ANTH 212 Food & Culture**  
**Fall 2017**  
MWF 12:00-12:50, Hamilton 140  
Counts as **GSS core** and **VSR overlay**

**Instructor:**

Dr. Gail E. Wagner, 432 Gambrell; gail.wagner@sc.edu; 777-6548. email is the best way to reach me!  
Office Hours: Monday/Wednesday 10:30-11:30 am, or easily by email appointment

**COURSE OVERVIEW**

We can't talk about food without talking about the people who produce/gather, distribute, consume, and attach meaning to food. In this course we explore foodways, or food within a social and cultural context. This course provides students with a multi-cultural overview of food as a cultural, gender, and identity marker; social rules associated with foods; and how human nutritional needs are negotiated within cultures. We examine these issues at multiple levels, from ethnographies of specific groups to how globalization and commodification of food affect societies. Access to local, healthy, and culturally meaningful food lies at the heart of food security and human rights. Food commodification and globalization result in asymmetrical access to food, knowledge, power, and ultimately health. We focus equally on cultural and ethical issues relevant to the topics covered. Students participate in a class research project involving the collection of standardized interviews about some aspect of food: so far we have researched (1) snacks and (2) understandings of "vegetable".

**LEARNING OUTCOMES**

By the conclusion of the course, students will be able to:

1. List the subfields of anthropology and tell how each intersects with food studies;
2. Demonstrate linkages between food and ethics, and identity, gender, age, nutrition, and health;
3. Outline how industrialized food fits in today's globalized world;
4. Give examples of ethical responsibilities in human subject research;
5. List contributing factors to food justice problems;
6. Be professionally certified for Human Subject Research;
7. Apply the scientific method by stating a testable hypothesis, researching the topic, compiling data, and evaluating the findings;
8. Conduct an oral interview, and outline methodological and ethical considerations in conducting ethnographic research

**CLASS ATTENDANCE IS REQUIRED**

Missing more than 4 classes results in grade reduction: ALL material is given in class:  
IF YOU CANNOT ATTEND CLASS REGULARLY, DO NOT SIGN UP!!!

**REQUIRED READINGS** (40 pts or 20% total)

We have one required book, *Coming Home to Eat: The Pleasures and Politics of Local Foods*, by Gary Paul Nabhan, 2002. Additional readings are posted as pdf files under Assignments on the course Blackboard web page. Readings should be read (and questions answered online) **by 11:30 am** on the date they are listed. Reading questions go offline at 11:30 am on the day a reading is listed on the syllabus. Your top 20 out of 28 online reading quiz scores (2 pt each) will be counted. However, completion of all 28 reading quizzes with a score of at least 1 will earn you extra credit for the course. No late/make-up reading quizzes are possible.

**ASSIGNMENTS:** (80 pts or 40% total)

- A. CITI human subject research professional certification – 20 pts (due Sept. 22)
- B. Class Food and Recipe Share – 15 pts (Sept. 6, 29; Oct. 11, 27; Nov. 8)
- C. Ethical Brief – 20 pts (due Nov. 27)
- D. Pre-Project Questions – 5 pts (due Sept. 13)
- E. Should GM Food be Labeled? – 20 pts (due Sept. 25)

**CLASS PROJECT:** Participation in the WHAT IS A VEGETABLE? Project will count for 40% of your grade. You will learn ethnographic methods, how to interview, and will conduct interviews, devise our standardized interview, enter data online, and write a short, hypothesis-driven paper on the data collected by the entire class, and give a PowerPoint presentation. Don't worry – we'll learn how to write testable hypotheses in class, as well as how to compose tables and write a SHORT scientific paper. REAL, ORIGINAL RESEARCH! Paper due Oct. 23/Nov. 17.

**CLASS DISCUSSIONS:** Readings will be discussed in class the day they are listed on the syllabus. Answering the online reading questions before class meets will not only help you accumulate a high score for 20% of your grade, but also will help prepare you to actively participate in discussion of the reading.

**PREPARING FOOD FOR CLASS:** This course has a history of sharing food in class, and we are meeting during a potential meal time. One of the assignments is to prepare some food to bring to class to share on specified dates, along with a short, personal story about that food. Each student will bring food and a written recipe (with story) to share once.

**VSR OVERLAY:** This is a GSS core class with a VSR overlay. Many of the readings and discussions center around ethical issues associated with the production, distribution, consumption, and cultural significance of food. Each student will write an Ethical Brief around one of the following broad topics: Local vs. global food; gender and food; food and health; food and environmental impact; food and social justice; food and cultural identity; or food security, and will be expected to contribute to class discussion on all these topics.

**BLACKBOARD:** We will use our Blackboard course page heavily in this course, including online reading questions that will be inaccessible after the due date/time. You need to check your Blackboard page frequently in coordination with this syllabus. **It is your responsibility to gain and maintain access to Blackboard:** if you have problems, you need to contact the Blackboard computer people here on campus. Losing access to your home computer/internet is not an adequate excuse for missing an online deadline: plenty of computers are accessible on campus where you may complete your homework assignments.

**ACADEMIC INTEGRITY:** You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. For more information, see the Carolina Community Student Handbook. Remember that the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

**RESPECT:** All participants in the class are expected to display respect to each other, to the instructor, and to the places where the course meets. Personal use of the internet, phones, or other electronic devices during class time is rude, as well as forbidden.

**ACCOMMODATIONS:** Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations.

## GRADING

**Class attendance is REQUIRED:** if you can't attend regularly, DO NOT SIGN UP!

More than 4 unexcused absences (=1.5 weeks missed) results in subtraction of 2 points (1%) for each additional day missed from your final grade. No make-up work is allowed, so work instead at getting the assignments and readings done on time. Two points (1%) will be subtracted for each day an assignment is overdue – missing class is no excuse. Some extra credit points are possible, such as from ad hoc assignments, completion of ALL online reading quizzes with a score of at least 1, and timely completion of the class evaluation at the end of the semester.

Grading will be determined as follows out of **200 possible points**:

**40% Vegetable Project** (80 pts): Collect interviews and enter data; Hypothesis approval; Tables approval; Analysis Completion; Written paper; PowerPoint presentation

**20% Required readings** (40 pts) Total of your 20 highest scores on reading questions

**40% Assignments** (80 pts: A,C,E = 20 pts each; B = 15 pts; D = 5 pts)

**Extra credit:** for timely completion of review of the course; for score of 1 or higher for ALL online reading quizzes

Points	Grade	Percent
181.5-200	A	91-100
173.5-181	B+	87-90.5
159.5-173	B	80-86.5
151.5-159	C+	76-79.5
129.5-151	C	65-75.5
121.5-129	D+	61-64
99.5-121	D	50-60.5
<99.5	F	<50

If Pass/Fail grading is elected, at least 100 points must be earned for the grade of Pass. The grade of Fail is assigned when the student earns 99 points or less. To apply to Carolina Core requirements, courses must be taken for regular letter grades. Students should consult their academic deans before electing Pass/Fail grading.

## PROJECTED SYLLABUS

<b>AUG</b>	25	Introduction and Course Themes
	28	Introducing Food and Ethics <b>Read 1:</b> Thompson 2016 <b>Assigned:</b> Assignment A, CITI certification; Assignment B, Food Share/Recipe
	30	Food and Ethics, cont. <b>Read 2:</b> Kaiser & Algers 2016; Zimdahl and Holtzer 2016 <b>Assigned:</b> Assignment C, Ethical Brief
<b>SEPT</b>	1	Structural Approaches to Studying Food <b>Read 3:</b> Douglas 1972, Deciphering a Meal; Murcott 1982, The Cultural Significance of Food and Eating <b>Sign up for Assignments</b>

<b>SEPT</b>	<b>4</b>	<b>NO CLASS – LABOR DAY</b>
Share 1	6	Food Schema <b>Read 4:</b> Blake et al. 2007, Classifying Foods in Context
	8	Ethnographic Methods <b>Read 5:</b> Van Daele 2013, “Cooking Life” <b><u>Assigned:</u></b> Assignment D, Pre-Project Questions
	11	<b>Guest Discussant: Judith Carney on gendered knowledge</b> <b>Read 6:</b> Carney 2017, Shellfish Collection in Senegambian Mangroves
	13	What is a Vegetable? <b><u>DUE:</u></b> Assignment D, Pre-project Questions
	15	<b>CLASS VEGETABLE PROJECT WORKSHOP</b> <b>Read 7:</b> Ross and Murphy 1999, Cross-Classification and Category Organization
	18	Biotechnology and GM Food <b>Read 8:</b> Levidow and Carr 1997, How Biotechnology Regulation Sets a Risk/Ethics Boundary <b><u>Assigned:</u></b> Assignment E, Should GM Food be Labeled?
	20	Food Justice, Food Security <b>Read 9:</b> Dixon 2014, Learning to See Food Justice; Mechlem 2004, Food Security and the Right to Food
	22	<b>CLASS PROJECT WORKSHOP:</b> The Interview Process and the Ethics of Human Subject Research <b><u>DUE:</u></b> Assignment A, CITI Certification <b><u>DUE:</u></b> Hypothesis and table headings <b><u>Assigned:</u></b> Collection of interviews
	25	Should GM Food be Labeled? Class Discussion <b>Read 10:</b> Dieterle 2016, Autonomy, Values, and Food Choice <b><u>DUE:</u></b> Assignment E, Should GM Food be Labeled?
	27	Gender, Food Justice, and Food Security <b>Read 11:</b> Van Esterik 1999, Women’s Rights and the Right to Food
Share 2	29	Food and Gender <b>Read 12:</b> Pollock 1998, Food and Sexual Identity Among the Culina <b><u>DUE:</u></b> First typed interview, due by 11:30 am
<b>OCT</b>	2	Globalization of Food: Asymmetrical Access to Healthy Food <b>Read 13:</b> Mintz 1997, Time, Sugar, and Sweetness
	4	Gendered Sweetness and Power <b>Read 14:</b> Carney 2008 <b><u>DUE:</u></b> Approved hypothesis and table headings
	6	<b>WORKSHOP:</b> How to Write a Research Paper <b><u>DUE:</u></b> All typed interviews, due by 11:30 am. <b><u>Assigned:</u></b> Vegetable Paper

<b>OCT</b>	9	Global/Local Food <b>Read 15:</b> De La Peña and Lawrance 2011, Traversing the Local/Global and Food/Culture Divides
Share 3	11	Local Food <b>Read 16:</b> Nabhan 2002, Coming Home to Eat – Part I, pp. 1-100
	13	Heritage Food and Heirloom Crops: Morality in Heritage <b>Read 17:</b> Veteto 2008, Southern Appalachian Heirloom Vegetable Varieties
	16	Cultural Construction of Food: mini-ethnography on identity [semester midpoint] <b>Read 18:</b> Meigs 1997, Food as a Cultural Construction
	18	Nationalism and Food Identity <b>Read 19:</b> Gvion 2006, Arab Food in Israel
	20	<b>NO CLASS – FALL BREAK</b>
	23	Archaeology and Foodways <b>DUE:</b> Vegetable Paper
	25	Historical Foodways <b>Read 20:</b> Dawdy 2010, Food and Colonialism in Eighteenth-Century Louisiana
Share 4	27	Historical Foodways <b>Read 21:</b> Eden 2008, excerpts from The Early American Table
	30	Migrant Food Identity <b>Read 22:</b> Schermuly and Forbes-Mewett 2016, A Case Study of South African-Australians
<b>NOV</b>	1	Local Food <b>Read 23:</b> Nabhan 2002, Coming Home to Eat – Part II, pp. 101-187
	3	Plant Allelochemicals <b>Read 24:</b> Johns 1994, Palatability Factor in Wild Foods
	6	Nutrition and Health <b>Read 25:</b> Nabhan 1998, Food, Health, and Native-American Farming and Gathering
Share 5	8	Food as Medicine <b>Read 26:</b> Anderson 1997, Traditional Medical Values of Food
	10	Work on Assignment C (Ethical Brief) and revising Vegetable paper

- NOV** 13 Food versus Medicine
- 15 Coming Home to Eat  
**Read 27:** Nabhan 2002, Coming Home to Eat – Part III-IV and Epilogue, pp. 191-304
- 17 Food Ethics  
**DUE:** Revised Vegetable Paper
- 20 Tastes of Home  
**Read 28:** Locher et al. 2005, Comfort Foods
- 22-24 **NO CLASS – THANKSGIVING**
- 27 Food Ethics: Class Discussion  
**DUE:** Assignment C, Ethical Brief
- 29 Food Ethics: Class Discussion
- DEC** 1 Food Ethics: Class Discussion
- 4 Food and Culture Course Wrap-Up
- 6 Vegetable Project Presentations, Part I (required)
- 8 Vegetable Project Presentations, Part II (required)

**Final Examination Meeting (required)**  
**Vegetable Project Presentations, Part III**  
**Monday, December 11, 12:30-3:00 pm**  
**Hamilton 140**

## ANTH 212 Reading List, Fall 2017

- AUG** 28 Thompson, Paul B. 2016. The Emergence of Food Ethics. *Food Ethics* 1:61-74.
- 30 Kaiser, Matthias and Anne Algers. 2016. Food Ethics: A Wide Field in Need of Dialogue. *Food Ethics* 1:1-7.
- Zimdahl, Robert L. and Thomas O. Holtzer. 2016. The Ethical Values in the U.S. Agricultural and Food System. *Journal of Agricultural and Environmental Ethics* 29:549-557.
- SEPT** 1 Douglas, Mary. 1972. Deciphering a Meal. *Daedalus* 101:61-81.
- Murcott, Anne. 1982. The Cultural Significance of Food and Eating. *Proceedings of the Nutrition Society* 41:203-210.

- SEPT** 6 Blake C.E., C.A. Bisogni, J. Sobal, C.M. Devine, and M. Jastran. 2007. Classifying Foods in Contexts: How Adults Categorize Foods for Different Eating Settings. *Appetite* 49(2):500-510.
- 8 Van Daele, Wim. 2013. "Cooking" Life: An Anthropologist Blends in with Everyday Sustenance and Relationality in Sri Lanka. *Food and Foodways* 21(1):66-85.
- 11 Carney, Judith. 2017. Shellfish Collection in Senegambian Mangroves: A Female Knowledge System in a Priority Conservation Area. *Journal of Ethnobiology* 37(3):xxx-xxx (in press).
- 15 Ross, Brian H. and Gregory L. Murphy. 1999. Food for Thought: Cross-Classification and Category Organization in a Complex Real-World Domain. *Cognitive Psychology* 38:495-553.
- 18 Levidow, Les and Susan Carr. 1997. How Biotechnology Regulation Sets a Risk/Ethics Boundary. *Agriculture and Human Values* 14:29-43.
- 20 Dixon, Beth A. 2014. Learning to See Food Justice. *Agriculture and Human Values* 31:175-184.
- Mechlem, Kerstin. 2004. Food Security and the Right to Food in the Discourse of the United Nations. *European Law Journal* 10(5):631-648.
- 25 Dieterle, J. M. 2016. Autonomy, Values, and Food Choice. *Journal of Agricultural and Environmental Ethics* 29:349-367.
- 27 Van Esterik, Penny. 1999. Right to Food; Right to Feed; Right to be Fed. The Intersection of Women's Rights and the Right to Food. *Agriculture and Human Values* 16(2):225-232.
- 29 Pollock, Donald K. 1998. Food and Sexual Identity Among the Culina. In *Food and Gender, Identity and Power*, edited by Carole M. Counihan and Steven L. Kaplan, pp. 11-27. Harwood Academic Publishers, Australia.
- OCT** 2 Mintz, Sidney W. 1997. Time, Sugar, and Sweetness. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 357-369. Routledge, NY.
- 4 Carney, Judith. 2008. Reconsidering Sweetness and Power Through a Gendered Lens. *Food and Foodways* 16(2):127-134.
- 9 De La Peña, Carolyn and Benjamin N. Lawrance. 2011. Introduction: Traversing the Local/Global and Food/Culture Divides. *Food and Foodways* 19:1-10.
- 11 Nabhan, Gary Paul. 2002. *Coming Home to Eat: The Pleasures and Politics of Local Foods*. W. W. Norton & Co., NY. Part I, pp. 1-100 in your required textbook.
- 13 Veteto, James R. 2008. The History and Survival of Traditional Heirloom Vegetable Varieties in the Southern Appalachian Mountains of Western North Carolina. *Agriculture and Human Values* 25:121-134.
- 16 Meigs, Anna. 1997. Food as a Cultural Construction. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 95-106. Routledge, NY

- 18 Gvion, Liora. 2006. Cuisines of Poverty as Means of Empowerment: Arab Food in Israel. *Agriculture and Human Values* 23:299-312.
  - 25 Dawdy, Shannon Lee. 2010. "A Wild Taste": Food and Colonialism in Eighteenth-Century Louisiana. *Ethnohistory* 57(3):389-414.
  - 27 Eden, Trudy. 2008. *The Early American Table: Food and Society in the New World*. Northern Illinois University Press, DeKalb.
  - 30 Schermuly, Allegra Clare and Helen Forbes-Mewett. 2016. Food, Identity and Belonging: A Case Study of South African-Australians. *British Food Journal* 118(10):2434-2443.
- NOV**
- 1 Nabhan, Gary Paul. 2002. *Coming Home to Eat: The Pleasures and Politics of Local Foods*. W. W. Norton & Co., NY. Part II, pp. 101-187 in your required textbook.
  - 3 Johns, Timothy. 1994. Ambivalence to the Palatability Factors in Wild Food Plants In *Eating on the Wild Side: the Pharmacologic, Ecologic, and Social Implications of Using Noncultigens*, edited by Nina L. Etkin, pp. 46-61. University of Arizona Press, Tucson.
  - 6 Nabhan, Gary Paul. 1998. Food, Health, and Native-American Farming and Gathering. In *Eating Culture*, edited by Ron Scapp and Brian Seitz, pp. 169-180. State University of New York Press, Albany.
  - 8 Anderson, E. N. 1997. Traditional Medical Values of Food. In *Food and Culture: A Reader*, edited by Carole Counihan and Penny Van Esterik, pp. 80-91. Routledge, NY.
  - 15 Nabhan, Gary Paul. 2002. *Coming Home to Eat: The Pleasures and Politics of Local Foods*. W. W. Norton & Co., NY. Parts III-IV and Epilogue, pp. 191-304 in your required textbook.
  - 20 Locher, Julie L., William C. Yoels, Donna Maurer and Jillian van Ells. 2005. Comfort Foods: An Exploratory Journey into the Social and Emotional Significance of Food. *Food and Foodways* 13(4):273-297.

### **List of Potential Films by Title**

Nourish: Food + Community (26 min)

2008 A Worldlink Program hosted by Cameron Diaz.

What's On Your Plate? The Film About Kids and Food Politics (76 min)

2009 By Catherine Gund, Sadie Hope-Gund, and Safiyah Riddle. Bullfrog Films.