

Anthropology of Food (ANTH 333)

Spring Quarter 2017
Tu/Th 2:00 – 3:50 p.m.

Dr. Charles Klein
Office Hours: Tu/Th 12:00 – 1 p.m., 141P Cramer Hall
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Course Description

This class examines the interplay between the biological, cultural and political economic aspects of human food systems. Through readings, films, guest speakers, and exercises, we will explore a wide range of food-related themes, including human nutrition, the cultural significance of food, the domestication of plants and animals, food and status, the Columbian food exchange, industrialized food systems, contemporary food policy, and food and identity issues.

Learning Objectives

By the end of the course, students will understand

- The interconnections between biology, culture, economics, and politics in past and contemporary human food systems
- The ways in which identities are expressed – and contested—through food
- Different anthropological theories and methods for studying food issues
- The role of anthropologists in shaping food-related public policy
- The challenges and opportunities of working in a highly politicized field like food
- How to write a grant proposal on a food-related issue

For more information, see [The Anthropology Department's undergraduate learning objectives](#).

Required Readings

Materials on D2L (see Course Schedule below)

Fernandez-Armesto, Felipe

2002 Near a Thousand Tables: A History of Food. New York: The Free Press.

Course Policies

Grading, Illness/Emergency, and Extensions. Students taking this course pass/no pass are required to earn a 'C-' or better to pass the class. The following assignments will form the basis for evaluating student performance:

- Two reflection exercises (10%)
- Critical analysis of a food program (25%)
- Midterm quiz (10%)
- Grant proposal and pitch (35%)
- Final exam (20%)

Except in the event of severe illness or emergency, late assignments will lose one letter grade for each day past due until the student contacts the instructor. Requests for extensions on deadlines should be made by email before the due date. You may also rewrite any of your assignments. The new grade will be an average of the new grade and the old grade.

Plagiarism (intellectual theft) is a very serious academic offense. You are responsible for reading and understanding the department handout on plagiarism, which is available on D2L and on the Anthropology Department web site at [Plagiarism Policy](#). Please ask me if you have any questions about this information. Any assignment containing plagiarized material will receive a failing grade, and cases of academic dishonesty will be reported to the Office of the Dean of Student Life.

Attendance and Participation. *I expect everyone to participate in classroom discussions.* This doesn't just mean talking, but also active listening. If you are on the shy side, push yourself to talk; if you are on the talky side, consciously step back and let your classmates shine. Be prepared for me to call on you or ask you to let one of your classmates speak.

Access and Inclusion for Students with Disabilities. PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable. For information about emergency preparedness, please go to the Fire and Life Safety webpage (<http://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Title IX Reporting Obligations. Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. PSU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and on-housing accommodations, helping with legal protective orders, and more. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672.

Please be aware that all PSU faculty members and instructors **are required to report** information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.

Emotionally challenging subject matter. Our readings, discussions and assignments may trigger strong reactions related to body image, eating disorders, and other health and social issues related to food. Please free to talk to me if you feel it would not be good for you to complete a particular reading or

assignment, and we can arrange alternative readings or assignments. You may also wish to contact [SHAC](#), the Student Health and Counseling Center, 503.725.2800.

D2L

The syllabus, readings, assignment instructions, discussion questions, and examination review sheets are posted on D2L. You may read the materials online or print copies for use during class discussions. Use your Odin account to access D2L via d2l.pdx.edu. More information on using D2L is available at <http://www.pdx.edu/oit/d2l>.

Course Requirements

Ik (10% total, 5% each). I will score reflections out of 100 points.

- 1. Restaurant Observation: Due Tuesday, April 18th at the beginning of class.** Eat a meal at an “ethnic” restaurant or food cart. Then, write a 1-2 page, double-spaced reflection analyzing its cultural indicators of ethnicity from the menu, food, decor, music, server attire, clients, and other aspects of the establishment. Feel free to note contradictions in your discussion. Note: this is not a restaurant/food review.
- 2. Food Log and Reflection: Due Tuesday, May 23rd at the beginning of class.** For a three-day period, track (1) everything you eat and drink, and (2) where you eat and drink these foods. In addition to your log, write one or two double-spaced paragraphs that situate your own eating patterns within the universe of Portland food systems.

Critical Analysis of a Food Program (25%, scored out of 100 points).

Students will write 3-4 page, double-spaced essay analyzing a food program from broadcast or cable media. The essay is due at the beginning of class on **Thursday, May 4**. More details instructions are available on D2L.

Midterm Quiz (10%)

The midterm quiz will on **Tuesday, May 9** during the first half of class. You will have 50 minutes to answer two essay questions covering material in Sections 3 & 4 (Weeks 4 – 5). I will post a review sheet in advance, and you may bring one 8½” x 11” sheet of notes for use during the quiz. Please bring a blue/green-book and a pen to the quiz.

Grant Application (35%)

Students will write a 3-4 page, single-spaced grant application in support of a hypothetical research project related to food issues. The grant application is due on **Thursday, June 1**. In Week 10, you will also make a 3-minute pitch to the class. More details instructions are available on D2L.

Final Exam (20%)

The final exam will consist of two essay questions and will cover material studied since the midterm quiz – that is, Sections 5-8 (weeks 6-10). I will post a review sheet in advance. Students may prepare one 8½” x 11” sheet of notes for use during the exam. Please bring a blue/green-book and a pen to the exam.

Course Outline

Section 1. Setting the Stage: The Anthropology of Food

Week 1

4/4 Class Overview

4/6 Near a Thousand Tables: Preface and Chapter 1 – The Invention of Cooking, The First Revolution. Esquivel, Laura

1992 March. *In Like Water for Chocolate*. Pp. 47-60. New York: Doubleday.

Video: Dani Sweet Potatoes (19 minutes)

Week 2

4/11 Nestle, Marion

2002 Appendix: Issues in Nutrition and Nutrition Research. *In Food Politics: How the Food Industry Influences Nutrition and Health*. Pp. 375-385. Berkeley: University of California Press.

Pollan, Michael

2007 Unhappy Meals: Eat Food, Not Too Much, Mostly Plants. *The New York Times Magazine*, 28 January 2007: 38-47, 66-68.

Film: Michael Pollan—A Plant's-eye View TED Talk (17 minutes)

Section 2. Food & Cultural Identity

4/13 Near a Thousand Tables: Chapter 2 – The Meaning of Eating.

Bestor, Theodore

2006 *Kaiten-zushi and Konbini: Japanese Food Culture in the Age of Mechanical Reproduction*. *In Fast Food/Slow Food*, Richard Wilk, ed. Pp 115-130. New York: Altamira Press.

Video: Tampopo clips

Week 3

4/18 Caplan, Pat

2008 Crossing the Veg/Non-Veg Divide: Commensality and Sociality Among the Middle Classes in Madras/Chennai. *South Asia: Journal of South Asian Studies* 31(1): 118-142.

Hunt et al.

2005 Alcohol and Masculinity: The Case of Ethnic Youth Gangs. *In Drinking Cultures: Alcohol and Identity*, Thomas M. Wilson, ed. Pp 225-254. New York: Berg.

Guest speaker: Dr. Michele Gamburd

Restaurant Observation Due at Beginning of Class

4/20

Hirsch, Dafna

2011 Hummus is Best When it is Fresh and Made by Arabs: The Gourmetization of Hummus in Israel and the Return of the Repressed Arab. *Journal of the American Ethnological Society* 38(4): 617-630.

Roseberry, William

1996 The Rise of Yuppie Coffees and the Reimagination of Class in the United States. *American Anthropologist* 98(4): 762-775.

Video: Coffee house culture clips

Module 3. The Domestication of Plants and Animals

Week 4

4/25 Near a Thousand Tables: Chapter 3.

Videos:

4/27 Near a Thousand Tables: Chapter 4.

Guest Speaker: Eric Wynkoop, The Art Institute of Portland and Rouxbe Online Cooking School.

Module 4. Food and Status

Week 5

5/2 Near a Thousand Tables: Chapter 5.

Wilson, Douglas C. and William L. Rathje

2001 Garbage and the Modern American Feast. *In Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*, Michael Dietler and Brian Hayden, eds. Pp. 404-421. Washington, DC: Smithsonian Institution.

Guest Speaker: Dr. Doug Wilson

5/4

Kirch, Patrick V.

2001 Polynesian Feasting in Ethnohistoric, Ethnographic, and Archaeological Contexts. *In Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*, Michael Dietler and Brian Hayden, eds. Pp. 168-184. Washington, DC: Smithsonian

Schmandt-Besserat, Denise

2001 Feasting in the Ancient Near East. *In Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power*, Michael Dietler and Brian Hayden, eds. Pp. 391-403. Washington, DC: Smithsonian

Film: The Feast (29 minutes) and Anthony Bourdain – French Laundry (20 minutes)

Critical Analysis of Food Program Due at Beginning of Class

Module 5. Food Systems: History, Policy and Politics

Week 6

5/9 **Midterm Quiz** (first half of class)

Film: Global Junk Food (51 minutes)

5/11 Near a Thousand Tables: Chapter 6 – The Edible Horizon and Chapter 7 – Challenging Evolution.

Mintz, Sidney M.

1997 Time, Sugar, and Sweetness. *In Food and Culture: A Reader*, Carole Counihan and Penny Van Esterrick, eds. Pp. 357-369. New York: Routledge.

Film: Cuba in the Raw: A Story of Sugar (15 minutes)

Week 7

5/16 Near a Thousand Tables: Chapter 8.

Hendrickson, Mary K. and William D. Heffernan

2002 Opening spaces through relocalization: Locating potential resistance in the weaknesses of the global food system. *Sociologia Ruralis* 42 (4): 347-369.

Film: Ingredients (28 minutes)

Videos: Meatrix 1 and 2, The Locavore's Dilemma, Portlandia, Borut Bohanec

5/18 Middendorf, Gerald, Mike Skladany, Elizabeth Ransom, and Lawrence Busch

2002 New Agricultural Biotechnologies: The Struggle for Democratic Choice. *In Food in the USA: A Reader*, edited by Carole M. Counihan. Pp. 373-384. New York: Routledge.

Phillips, Diane M., and William K. Hallman.
2013. Consumer risk perceptions and marketing strategy: the case of genetically modified food. *Psychology & Marketing* 30.9 (2013): 739-748.

Week 8

5/23

Nestle, Marion

2002 Introduction: The Food Industry. *In Food Politics: How the Food Industry Influences Nutrition and Health*. Pp. 1-28. Berkeley: University of California Press.

Guthman, Julie

2013 Fast food/organic food: Reflexive tastes and the making of 'yuppie chow', *Social & Cultural Geography*, 4:1, 45-58,

Video: Jaime Oliver and Ali Partovi TED Talks (31 minutes)

Reflection Exercise 2: Food Log Due at Beginning of Class

5/25

Bubinas, Kathleen

2011 Farmers Markets in the Post-Industrial City. *City & Society* 23(2): 154-172.

Wekerle, Gerda R.

2004. Food justice movements: Policy, planning, and networks." *Journal of Planning Education and Research* 23.4 (2004): 378-386.

Module 6. Food, body image & identity

Week 9

5/30

Bordo, Susan

2013 Not Just a White Girl Thing. *In Food and Culture: A Reader*, Carole Counihan and Penny Van Esterik (eds). Pp. 510-530. New York: Routledge.

Greenhalgh, Susan

2012 Weighty subjects: The biopolitics of the U.S. war on fat. *American Ethnologist*, 39 (3), 471-487.

Film: Slim Hopes: Advertising & the Obsession with Thinness (31 minutes)

6/1

Donaghue, Ngaire., & Clemitshaw, Anne.

2012. 'I'm totally smart and a feminist... and yet I want to be a waif': Exploring ambivalence towards the thin ideal within the fat acceptance movement. *In Women's Studies International Forum*, 35(6), 415-425.

Manley, Eric, Levitt, Heidi, & Mosher, Chad

2007 Understanding the bear movement in gay male culture: Redefining masculinity. *Journal of Homosexuality*, 53(4), 89-112.

Films: Bear Run (51 minutes) and Fat Pride and Fat Acceptance (7 minutes)

Grant Application Due at Beginning of Class

Week 10: 3-Minute Grant Pitches

Class Schedule

Week	Day	Date	Month	Readings and due dates
1	T	4	April	Class Overview
	Th	6		Read: Esquivel Read: Near a Thousand Tables, Chapter 1
2	T	11		Read: Pollan, Nestle (appendix)
	Th	13		Read: Near a Thousand Tables, Chapter 2, Beston
3	T	18		Read: Caplan, Hunt Due: Restaurant/food cart reflection
	Th	20		Read: Hirsch, Roseberry
4	T	25		Read: Near a Thousand Tables, Chapter 3
	Th	27		Read: Near a Thousand Tables, Chapter 4
5	T	2	May	Read: Near a Thousand Tables, Chapter 5, Wilson & Rathkje
	Th	4		Read: Kirch; Schmandt-Besserat Due: Critical Analysis of Food Program
6	T	9		Midterm Quiz
	Th	11		Read: Near a Thousand Tables, Chapters 6-7; Mintz
7	T	16		Read: Near a Thousand Tables, Chapter 8; Hendrickson & Heffernan
	F	18		Read: Middendorf, Skladany, Ransom & Busch; Philips and Hallman
8	T	23		Due: Food log and reflection Read: Nestle (Introduction); Guthman
	Th	25		Read: Bubinas, Wekerle
9	T	30		Read: Bordo, Greenhalgh
	Th	1		June Read Donaghue & Clemitshaw; Manley, Levitt & Mosher Due: Grant Application
10	T	6	3-Minute Grant Pitches	
	Th	8	3-Minute Grant Pitches	
11			Final Exam	