COURSE GOALS
Food is one of the most important ways people connect with each other as well as the most direct and meaningful connection we have with the environment. These connections are biological, social and cultural; and often it is hard to tell which one is more important. In other words, a good way to understand and get to know a society is by examining and engaging with their food. Anthropologists have long used food as an insightful avenue to understand human origins, behavior, and cultural diversity. In particular this course will use food-based case studies to analyze and explore multiple ways of understating and making sense of cultural change, oppression, and resistance; from fusion in past and contemporary cuisines, the forceful introduction of new foods via conquest, to the use of memory to reassert food rights, identity, and justice. Ultimately the course’s goal is to expose students to the different ways in which anthropologists think about food across its sub-disciplines as well as how we collaborate with other disciplines in the social sciences and humanities.

Themes include: links between food and human evolution, understanding basic food procurement strategies and their variation, the connections between food and conquest, gender and body, nationalistic and patriotic cuisines, food taboos, violence, oppression and resistance in food systems, the politics of nutrition, critiques of current food trends as well as food and sustainability movements.

LEARNING OUTCOMES
As part of Carleton’s assessment initiative, the SOAN Department of has identified six Student
Learning Outcomes for SOAN majors. In this course you will learn four of these outcomes:

- Formulate appropriate sociological and/or anthropological research questions about socio-cultural phenomena.
- Select appropriate sociological and/or anthropological research methods to study socio-cultural phenomena.
- Apply sociological and anthropological theory to analyze socio-cultural phenomena.
- Draw upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

GRADING AND ASSIGNMENTS

Your grade during the term will be assessed through a combination of assignments, participation and exams. Instructions, rational and objectives for each assignment will be clearly outlined for you before you begin and generally posted on Moodle or handed out during class. Please note that there is a lot of emphasis placed on participation and this means evidence of engagement in the class. There will be many different avenues in which you can participate so your grade will not be solely based on the frequency of your contributions during large group discussions, but do make the effort to contribute at all times. If I see a problem in this area I will contact you and ask you to come see me so we can discuss your performance.

Assignments and exams are weighed as follows:

- Attendance 10%
- Participation 15%
- Proust Food Questionnaire 5%
- Traveling through Food Assignment (Chino Latino) 15%
- Family Recipe Analysis 20%
- Pop Quizzes (3-4 approx.) 20%
- Street Food Assignment and Presentation 15%

ADDITIONAL REQUIREMENTS:

As noted in the description for this class, you are required to participate in activities outside the normal classroom period. These activities are directly related to course themes and designed to enhance your learning experience and interact with food or cooking more directly. Please come talk to me early on if you see any conflicts emerging but note that the Chino Latino fieldtrip is essential.

Please mark your calendars for the following required events:

- **February 12 (Monday) @ 7pm.** This International Film Festival will focus on Ecological and Civilizatory Crisis. You are required to attend the screening and discussion for the film SEEDS which will explore issues with the food industry and alternatives in place. I will be introducing and moderating the discussion along with George Vrtis from History and Environmental Studies. Location: Weitz from 7-9pm.
- **February 22 (Thursday)** Dinner in the Twin Cities at **Chino Latino** restaurant. We will leave campus around 4:30 and plan to return around 8:30 or 9pm.
COURSE FEE
Since we will be purchasing a lot of different food items, the course has a $30 dollar fee. This fee will be charged directly through your account in the same way done for other courses that require materials such as labs and art classes. If you have any problems with this fee come see me personally, we can discuss your situation in confidence and will do everything I can to accommodate reasonable requests.

ALLERGY WARNING!!!! & DEITARY REQUIREMENTS
Since we will be trying a series of familiar and unfamiliar foods during the course please let me know if you have any dietary requirements or allergies. In fact, if you have any strict or inflexible dietary requirement I ask you not to take the course. The reason is that I cannot guarantee (and often do not know) the ingredients used in the foods we will interact, plus it is unrealistic for me to provide alternatives. I can assure you that I will not be expecting nor forcing anyone to eat or try anything they do not want to, but I do want you to try to participate by either smelling or touching the food. Finally, I kindly ask you to respect other food preferences and eating traditions regardless of your own eating philosophy, traditions or requirements. This means that I would like us all to be courteous and respectful of the foods we consume, how we consume them and the reactions we have to them.

LATE AND MAKE-UP POLICY
Please note that I am very strict about due dates. Unless you have a legitimate excuse for turning in an assignment late or missing an exam I will either not accept the assignment or deducts points from your grade. Although I am certainly sympathetic to emergencies I do ask you to try to let me know what is happening before the assignment or exam comes around in order to avoid misunderstandings. Students that turn in 2 or more late assignments will forgo their participation grade.

ACADEMIC INTEGRITY
You are expected to adhere to Carleton’s code of academic honesty. Even in the event of participating in team projects, your final work should still reflect your own ideas and other people’s ideas should always be credited. If you have any questions regarding this policy please visit http://apps.carleton.edu/campus/doc/integrity/ or come speak to me. Failure to follow Carleton’s expectation will result in a failing grade and formal action with the administration.

OFFICE HOURS AND COMMUNICATIONS
I hope you will all come see me during office hours to discuss the course, ideas for projects, or career plans. Interacting with students is one of the aspects that I most enjoy about my job so please DO NOT BE SHY and take advantage of office hour! If you cannot make office hours let me know and we can always schedule an alternative time, or even go out to lunch through the dining services “take a prof out to lunch” scheme (it is free to both of us and we get three a term). Please note that I do not text with students and although I encourage questions via email if they required a long answer I may simply ask you to come see me so we can discuss it in person.
ADDITIONAL RESOURCES
If you need any help dealing with the requirement of the course please let me know so I can direct you to the multitude of resources available to you at Carleton. Although I will be posting relevant resources to individual assignments do let me know if you are having trouble taking notes, studying for the exam, writing up assignments, stress, etc. I will be more than delighted to help direct you and work with you with what you need. In case you are interested in exploring your options on your own, a comprehensive list of resources can be found here: https://www.carleton.edu/student/support/

LIBRARY: Worth mentioning is our fabulous library staff, in particular Kristin Partlo (the social sciences reference librarian). If you have any questions or need help finding resources for the class, she is a great resource. You can email her at: kpartlo@carleton.edu.

CREATING AN INCLUSIVE & COMPASSIONATE CLASSROOM

My primary goal as an educator and scholar is to foster a joy for learning and prepare students for their future professional paths. Although joyful, the process is not necessarily always fun or easy. To me learning is a convoluted process that is difficult, as it requires us to push our intellectual limits, take risks, and face our -- and other’s -- legacies straight on. The “reward” that results from this process is not always readily apparent or may take years to manifest.

I also believe that learning should not be painful or hurtful to those involved in the process. I can assure you that I make a conscious effort to consider the possible consequences or impacts of what happens in my courses. The problem is that even though I try to avoid these situations it is very difficult for anyone to be error-free. Trying to accommodate or predict the reactions of a diverse and ever-changing group of individuals that venture to take my classes is impossible and overwhelming at times.

For these reasons, a belief in the academic process and a commitment to creating a compassionate learning space, I avoid an explicit policy of providing trigger warnings in my courses. I will give some background of the readings and will certainly give a heads up when certain kinds of difficult material approaches but I will not give trigger warnings. In a nutshell, the fundamental reason is that what might to you merit an obvious trigger warning may not be for others and vice versa. For example, a common occurrence in my courses is that issues of sexual violence depicted in a North American context will elicit multiple requests for trigger warning, yet material that discusses extreme cases of violence and genocide in regions of the world that we refer to as the Global South are consumed by most with a dry analytical stance and almost no consideration or acknowledgement of the emotional implications this may have to others in the room (including the instructor or visitor).

This is a very delicate issue and there is no magic bullet. What I ask you is to engage in this journey with me and trust me (and this may mean giving me or your peers multiple chances). I will definitely address issues that are brought to my attention in a constructive manner. I do my best to teach and model the manner in which difficult material can be engaged with in the classroom, but more importantly please know that I am willing to learn with you; but this can only happen in a companionate and honest environment. I hope you are willing to learn with me as well!
COURSE READINGS
Readings will be posted in Moodle. You are expected to complete the assigned readings by class time and come prepared to participate in class discussions. Please note that some weeks have heavier readings loads than others, for this reason I suggest you pay attention to reading guidelines discussed in class. Also remember that I may change readings depending on class interest and progress so follow postings on Moodle rather that on this initial schedule.

Alkon, Hope and Julian Agyeman,

Allison, Anne

Appadurai, Arjun

Baker, Lauren

Bestor, Theodore

Borré, Kristen

Bourdieu, Pierre

Caldwell, Melissa

Caldwell, Melissa

Clapp, Jennifer

Conklin, Beth
1995 Thus are Our Bodies, Thus was Our Custom: Mortuary Cannibalism in an Amazonian Society. American Ethnologist Vol 22(1):75-101.

Counihan, Carole

Crowther, Gillian

Dornstreich, Mark and George Morren

Douglas, Mary

Dove, Michael

Fan, Judith
*Note: Watch video referenced in article: “Peru visits Peru” https://www.youtube.com/watch?v=fAqFjP4N4ME

Furiya, Linda

Harris, Marvin

Holtzman, Jon

Hornbacher, Marya

Imbruce, Valerie

LaDuke, Winona and Sarah Alexander
ND Food is Medicine: Recovering Traditional Foods to heal the People. Ponsford: White Earth Land Recovery Project Production.

Leitch, Alison

Levi-Straus, Claude

Mankekar, Purnima

Mintz, Sidney

Nabhan, Gary,

Nazarea, Virginia

Ocampo-Raeder, Constanza

Paxson, Heather

Parasecoli, Fabio
Pilcher, Jeffrey  

Poppendieck, Janet  

Proust, Marcel 

Siskind, Janet. 

Sobo, Elisa  

Stoller, Paul  

*Note: other sources on Anthropology of Senses  
http://www.indiana.edu/~wanthro/theory_pages/senses.htm

Trubek, Amy  

Wiley, Andrea  

Wilk, Richard  

Wrangham, Richard  
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE THEME &amp; ASSIGNMENTS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td>Thu Jan 4</td>
<td>Student Introductions and course expectations</td>
<td>Proust (The Madeleine)</td>
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<td><strong>In-Class Assignment</strong>: Fill out Proust Questionnaire</td>
<td>Subramanian (Eat Like your Grandma)</td>
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<td>Perfect Food: <em>What is an ideal diet? How do you define an ideal diet?</em></td>
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<td><strong>In-Class Assignment</strong>: Workshop your Ideal Diet</td>
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<td>***Assignment DUE : Fill out Proust questionnaire and bring to class</td>
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<td><strong>Week 2</strong></td>
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<td>Tue Jan 9</td>
<td>Food, Fire, and Human Evolution: <em>Is there an ideal diet for humans? What do anthropologists know about the connection between food and human evolution? Does our DNA dictate what we should eat? Is there an ideal diet to be eaten?</em></td>
<td>Wrangham (Catching Fire)</td>
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<td>Basic Ingredients: <em>What are the basic ways in which food is procured? What are some of the persistent assumptions behind food studies?</em></td>
<td>Wiley (Milk Consumption)</td>
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<td>Thu Jan 11</td>
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<td><strong>Week 3</strong></td>
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<td>Tue Jan 16</td>
<td>Food and Society: <em>How have the humanities and social sciences evaluated the relationship of people and food? What are some of the key enduring insights from these classic studies?</em></td>
<td>Lev-Strauss (Culinary Triangle)</td>
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<td>Food Taboos: <em>How do people decide to eat or forbid certain kinds of foods? Are these preferences dictated by environmental, economic, or socio-cultural considerations?</em></td>
<td>Douglas (Purity)</td>
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<td>Thu Jan 18</td>
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<td><em><strong>Handout Assignment Guidelines for Family Recipe Project</strong></em></td>
<td>Harris (Cannibals)</td>
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<td>Conklin (Wari Cannibalism)</td>
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<td>Optional: Dornstreich &amp; Morren (Cannibalism as Nutrition)</td>
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<td>Suggested Readings for Assignment:</td>
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<td>Fischler (Commensality)</td>
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<td>Stoller (Sensuous)</td>
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<td>Week 4</td>
<td>Tue Jan 23</td>
<td>The Politics of Nutrition: <em>What are some of the problems associated with food programs, food pyramids and other generalized approaches to nutrition? Why is there a need to decolonize certain diets?</em></td>
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<td>Thu Jan 25</td>
<td>Hunger and Food Sovereignty: <em>What is the difference between food security and food sovereignty? Why did the food sovereignty movement emerge?</em></td>
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<td>Week 5</td>
<td>Tue Jan 30</td>
<td>Memory, Heritage and Nostalgia: <em>How does food connect people to the past, their identity and their relationship with nature? How are these ideas used by contemporary food and sustainability movements?</em></td>
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<td>Thu Feb 1</td>
<td>Freshness Fantasies: <em>Is freshness an objective or subjective notion? How are notions or freshness used, manipulated, or reproduced in contemporary food systems?</em></td>
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<td><em>HANDOUT MIDTERM EVALUATIONS</em></td>
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<td>Week 6</td>
<td>Tue Feb 6</td>
<td>Food, Empire and Conquest: <em>How has food impacted historical processes? What is the contemporary legacy of these processes?</em></td>
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<td>Thu Feb 8</td>
<td>The Politics of Taste: <em>How does taste and the perception of taste impact the ways in which food is categorized, valued, and protected? How do these dynamics inform food movements and food economies?</em></td>
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<td><em><strong>Assignment DUE: Family Recipe Project. Hardcopy due in my Leighton mailbox in SOAN suite by 4pm.</strong></em></td>
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Ethnographies)  
Holtzman (Food and Memory)  
Nestle (Foodplate Politics)  
LaDuke and Alexander (Food as Medicine)  
Poppendieck (Hunger and Inequity)  
Alkon (Food Justice and Race)  
Optional:  
Clapp (GMO's)  
Baker (Corn Meets Maize)  
Imbruce (Fresh Veggies in Chinatown)  
Nazarea (Local Knowledge and Biodiversity)  
Optional:  
Pilcher (Tacobell and Mazeca)  
Fan (Food and Social Change in Peru)  
*Watch video associated to Fan article  
Ocampo-Raeder (Cebiche Fantasies)  
Mintz (Sugar)  
Dove (Black Pepper and Colonialism)  
Bourdieu (Luxury Tastes)  
Leitch (Pork Fat)
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<tr>
<th>Week 7</th>
<th><strong>FILM SCREENING</strong>&lt;br&gt;Screening of Film: SEEDS @7pm (location to be announced)</th>
<th><em><strong>Handout Assignment Guidelines for Street Food Project</strong></em>&lt;br&gt;Bestor (Sushi)&lt;br&gt;Paxson (Life of Cheese)\nNabhan (Terroir and Climate Change)&lt;br&gt;Trubek (Taste of Place)\nSuggested Readings for Assignment: TBD</th>
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<tr>
<td>Mon Feb 12</td>
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<tr>
<td>Tue Feb 13</td>
<td>Food and Globalization: <em>What can food tell us about global processes? What does food reveal about how people interact with their local environment and perceived notions of well-being?</em></td>
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<td>Thu Feb 15</td>
<td>Food and Place: <em>What does food tell us about local environments? How objective are the connections between food, taste, and place? How are these ideas changing under current changing environmental, economic, and social conditions?</em></td>
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<td><em><strong>Handout Assignment Guidelines for Street Food Project</strong></em>&lt;br&gt;Bestor (Sushi)&lt;br&gt;Paxson (Life of Cheese)\nNabhan (Terroir and Climate Change)&lt;br&gt;Trubek (Taste of Place)\nSuggested Readings for Assignment: TBD</td>
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<td>Week 8</td>
<td>Food, Nations and Patriotism: <em>How is food used as a way to assert identity? How can food foment patriotism and a wide range of nation building processes?</em></td>
<td>Appadurai (Indian Cook books)&lt;br&gt;Caldwell (Nationalism and Food Politics)&lt;br&gt;Siskind (Thanksgiving Invention)\nFuriya (Swallowing Fishbones)&lt;br&gt;Wilk (Real Belizean Food)&lt;br&gt;Mankekar (Indian Grocery)\nSuggested Readings for Assignment: Caldwell (Culinary Tourism and Nostalgia)</td>
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<td>Tue Feb 20</td>
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<td>Thu Feb 22</td>
<td>Eating Identity: <em>How do food and the process of eating help define, enact or perform who we are? Who are we doing this for? In other words? Who is the audience and what is the purpose?</em></td>
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<td><em><strong>Handout Assignment Guidelines: Traveling through Food (Chino Latino)</strong></em>&lt;br&gt;<em><strong>CHINO LATINO DINNER</strong></em>&lt;br&gt;Leave at 4:30 from Carleton.</td>
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<td>Week 9</td>
<td>Food, Body and Community: <em>What does food tell us about how we perceive our bodies? How does this perception reflect notions of community and social relationships as well as expectations?</em></td>
<td>Sobo (Sweetness of Fat)&lt;br&gt;Parasecoli (Feeding Hard Bodies)\nCounihan (Fantasy Food)&lt;br&gt;Hornbacher (Childhood)&lt;br&gt;Allison (Bento Boxes)</td>
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<td>Tue Feb 27</td>
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<td>Thu Mar 1</td>
<td>Food, Family and Childhood: <em>How does food shape our relationships with family members and society as a whole? In what ways do our early eating experiences shape our</em></td>
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<td>Fri Mar 2</td>
<td><em>relationship with food and the expectations associated with eating?</em></td>
<td><em><strong>Assignment DUE: Traveling through Food (Chino Latino) Hardcopy due in my Leighton mailbox in SOAN suite by 4pm.</strong></em></td>
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<td>Week 10</td>
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<td>Tue Mar 6</td>
<td><em><strong>STREET FOOD Symposium</strong></em></td>
<td>Presentation and performance by teams in class</td>
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<td>Thu Mar 9</td>
<td>What can we say about food? <em>Mapping out our main lessons and assessing our learning</em></td>
<td>View a food documentary or read a food magazine issue of choice and be ready to discuss.</td>
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<td><em>HANDOUT FINAL EVALUATIONS</em></td>
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<td>Week 11</td>
<td><strong>Week 11</strong></td>
<td><strong>Week 11</strong></td>
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<tr>
<td>Mon Mar 12</td>
<td><em><strong>Assignment DUE: Street Food Project (written paper) Hardcopy due in my Leighton mailbox in SOAN suite by 4pm.</strong></em></td>
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