Unless you are ailing or fasting, you likely eat every day. Is the food you eat a collection of biochemical substances that sustain your life? Or does eating have social, cultural and symbolic value? What, if anything, does it mean when you choose not to eat? Does not-eating have social, cultural and symbolic value? The food we eat serves more than the biological need to nourish. It is also a part of our cultural nourishment in social behaviors, relationships and ideas. This is a *biocultural* course in anthropology, which means that it examines issues relating to food from the perspectives of two subfields in our discipline—biological anthropology and cultural anthropology.

This course satisfies departmental requirements for anthropology majors as either a biological anthropological course or a cultural anthropological course.

**COURSE OBJECTIVES**

The primary goal of this course is to foster critical thinking skills with regard to social, environmental, symbolic, and evolutionary aspects of human foodways. In this context, critical thinking means not only learning to make and respond to arguments, but also to wonder expansively, and become more attentive about your day to day consumption. By the end of the course, you should have enough information to appreciate what anthropologists call different “Foodways.” In addition, this course is an opportunity to engage in critical evaluation of sources
of information and improve skill in discerning high quality sources and utilizing them to expand
your thinking and support your argumentation in your final paper. Finally, because this course is
online, it provides the opportunity to improve organizational and time management skills. There
is tremendous flexibility, but discipline, incremental progress, and organization are critical to
success.

In particular, you will learn to:

1. Decipher and deconstruct a meal nutritionally and culturally.
2. Explain the chain of circumstances, environments and people through which the food you
eat had to pass before it could arrive in your mouth.
3. Explain the biocultural perspective as articulated in this course—in particular, the
difference between biological anthropology and cultural perspectives.
4. Conduct a mini research project including an interview and develop a well-structured
essay based on this data.
5. Think critically about sources of information and learn to evaluate these sources for
quality. Improve familiarity with academic sources such as peer-reviewed journal
articles. Critique and engage high-quality academic sources and deploy them effectively
in your final essay.
6. Proactively engage with online material, organize a schedule to complete assignments on
time, and make incremental progress towards learning goals.

ACCOMMODATIONS

If you have issues that impact your academic performance—e.g., if English is not your first
language or if you have documented learning issues, please alert me at the beginning of the
term. Be sure to document any learning issues with the Accessible Education office
(http://aec.uoregon.edu/). We want to support you!

REQUIRED READINGS AND OTHER RESOURCES

You can find the books new and used from the UO bookstore or many other outlets. In addition
to these books, I will post articles in Canvas each week.

I have tried to minimize your expenses and the helpful librarians at the Knight Library have
worked really hard to acquire most of the books for this course in electronic versions that are free
for you to borrow. So, check the library catalog to see which books are available. However,
please note, some of these library accessible books have limitations about how many students
can view them at once so plan ahead if you are relying on them for your reading. After Week 2 I
will put copies of the Crowther text and Williams-Forson text on reserve in the Knight Library as
well.
Required textbooks and readings:

5. Additional required readings posted on CANVAS

COURSE STRUCTURE

This web-only course is designed around 10 modules in CANVAS—one per each week of the term. At the beginning of each week, a new module will be released, containing readings, lectures, and assignments. You will not be able to proceed to the next week until you have completed everything in the previous week.

ASSIGNMENTS

1. **Weekly Discussion Posts:** Posts: Post three short 200-300 word commentaries on the weekly discussion thread and pose one open ended question in response to the prompt. These comments should demonstrate that you have read the assigned material, watched the lectures, and identified the main themes of the week. The first comment and question should be posted before Wednesday at 11:59 pm in direct response to the instructor’s prompt. The second and third comments should respond directly to other student’s questions (or an instructor question if you prefer) and should be posted before Sunday at 11:59 pm. You will be divided into sections of 20 students for discussion. [Discussion 30%]
2. **Reading and Lecture Quizzes:** You will complete a total 3, 10 question multiple choice and T/F quizzes on CANVAS on Week 2, Week 4 and Week 7. These quizzes will cover material from both lectures/readings. They will be timed and the questions will be randomly generated from a bank of questions. Quizzes must be completed by Sunday at 11:59 pm on their respective week. [30%]
3. **Interview and Transcript:** You will conduct a mini field-work project in the form of an interview between Weeks 7-8. You will develop a set of questions and then record your interview and transcribe it. This will be the basis of your final essay. You will need to submit your transcription in the form of a Word document or PDF to CANVAS by Sunday, November 21 at 11:59 pm. [5%]
4. **Annotated Bibliography:** You are required to choose your 4 course readings that you will use for your final and write a one paragraph synopsis of the main points for each
source to create an annotated bibliography. You may choose book length or peer-reviewed article readings from any week in the course. **Sunday, November 28 at 11:59 pm. [5 %]**

5. **Final Essay:** Your final essay, 1500 words, will integrate at least 4 course readings while analyzing your own brief interview. Guidelines for your research project will be provided in Week 9 in your CANVAS Module. Due **Monday, December 6 at 11:59 PM** via CANVAS. [30 %]

**GRADING GUIDELINES**

A: Student work exhibits exceptional writing, analysis, and engagement with course themes. Student participates at a consistently high level, making productive and relevant insights, contributing to a positive course atmosphere, and demonstrating clear understanding of course themes.

B: Student work exhibits good writing, analysis and engagement with course themes. Student participates at an above average level, contributing to a positive course atmosphere, and demonstrating good comprehension of main themes.

C: Student work exhibits acceptable, but limited writing, analysis and engagement with course themes. Student participates at a mediocre and/or inconsistent level.

D: Student work is well below average and does not complete the assignment. Student fails to participate regularly or productively, and fails to show adequate understanding of course material.

F: Student work is unacceptable. Student fails to complete course requirements, negatively impacts class atmosphere, an/or exhibits a lack of understanding of course material.

**Final grades** will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>94-96</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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**COURSE POLICIES**

**Late Work:**

In this course deadlines are firm and late work will not receive any credit. Late work is only accepted after the deadline in the case of documented emergencies or accommodations through
the AEC. If you have accommodations documented through the AEC please send them to the instructor ASAP. We are happy to support you in your learning.

If you know that you have a non-emergent, but mandatory conflict with a deadline you must notify the professor as soon as possible before the deadline, and no later than 48 hours in advance.

In order to demonstrate that you have an extenuating circumstance to submit an assignment late after the deadline has passed, **you must provide documentation.** Acceptable forms of documentation include: a doctor's note, discharge notices, death certificates, documentation from a shelter and/or local police dept. or fire commissioner or other official authority. The professor and GEs reserve the right to deny an extension.

It is always better to reach out well before a deadline!

**Reading and Course Participation:**

Because this is an online class, we will not take “attendance.” Your discussion posts demonstrate your ongoing engagement with the material and your classmates and your assignments and quizzes will demonstrate the extent to which you have completed readings and engaged in the course.

**Netiquette:**

The success of this web-only course depends on your consistent, engaged, and considerate participation. We must all work together to foster an environment where excited inquiry and disagreement can take place **respectfully and safely** in the virtual classroom. There will be **zero tolerance** for online communications, directed at either students or instructors, that run counter to this spirit. Refer to the **Netiquette guidelines**.

**Plagiarism and Cheating:**

**There is zero tolerance for plagiarism and/or other forms of cheating.** In addition to copying another person’s work, plagiarism includes representing someone else’s idea as your own, and without proper attribution through citation. There are serious consequences for plagiarizing and cheating. If you are discovered to be plagiarizing or cheating, you will receive an automatic zero for the assignment, and depending on the circumstance, may receive an automatic ‘F’ for the course, as well as be reported to the Office of the Dean of Students. For more information, refer to UO’s campus wide policy. [http://library.uoregon.edu/guides/plagiarism/students/index.html](http://library.uoregon.edu/guides/plagiarism/students/index.html).

*Please review the [Course Policies [Expanded]](http://library.uoregon.edu/guides/plagiarism/students/index.html) document for expanded discussions of online communication, communication with your professor and GE, and university policies.*

**SCHEDULE OF READINGS AND ASSIGNMENTS**
NOTE: The course is organized around Modules in Canvas. One module will be released per week. In order to help you keep pace and follow the appropriate progression of material, you will be required to complete one module before moving on to the next. Each module contains lectures and readings and some also contain video and audio resources. The lectures are primarily power-point slides with voice-overs.

WEEK 1: Introduction to the Anthropological Study of Food and Culture

READ:

Review Syllabus, Course Policies, all Documents in the first 2 Modules on Canvas


WATCH:

Lectures

http://uoregon.kanopy.com/video/we-are-what-we-eat (you must be logged in to UO Library page to access this content)

BROWSE:

Familiarize yourself with the CANVAS website

WEEK 2: What You Eat and With Whom You Eat

READ:


WATCH:

Lectures

(Must be logged into Kanopy from UO Library Page to watch)

https://uoregon.kanopy.com/video/nova-becoming-human-unearting-our-earlies-0

https://uoregon.kanopy.com/video/food-brain-0

BROWSE:

The American Gut project and the Human Food Project website:http://humanfoodproject.com/americangut/

(so you know where to find nutritional information):
USDA nutrient tables USDA website http://ndb.nal.usda.gov/

Quiz 1 by Sunday 11:59 pm

WEEK 3: Cuisines, Environment, and Biocultural Adaptation

READ:


Lee, Richard. Hunters and Gatherers in Process (skim)

WATCH:

Lectures

!Kung Documentary

**WEEK 4: Environment and Biocultural Adaptation**

**READ**


**Quiz 2 by Sunday, 11:59 pm**

**WEEK 5: Agricultural Revolution to Green Revolution**

**READ**


The Lived Experience of Food Sovereignty: Gender, Indigenous Crops and Small-Scale Farming in Mtubatuba, South Africa.

http://web.a.ebscohost.com.libproxy.uoregon.edu/ehost/detail/detail?vid=0&sid=c8bb2941-1ade-46ee-ac8d-1bfda3d6c2b7%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWhvc3OtbgJ2ZSZzY29wZTIzM1Rl#AN=123609486&db=aph

*Fresh Fruit Broken Bodies (start reading)*

Watch

Food Sovereignty South Africa Video

https://youtu.be/AYHybn0QdYA

**WEEK 6: Colonialism, Globalization, Glocalization**

**READ**


Watch

*Fish is our life:* [https://na01.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=22582207110001852&institutionId=1852&customerId=1840](https://na01.alma.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=22582207110001852&institutionId=1852&customerId=1840)

**Week 7: Food, Health and the State**


Holmes, S. (2015). *Fresh Fruit Broken Bodies* - Complete by this week (Read whole book, except skim Chapter 5)

**Quiz 3 by Sunday at 11:59 pm**

**WEEK 8: Cooks, Kitchens, Recipes, and Dishes**


**Transcript Due, Sunday at 11:59 pm**
WEEK 9: Hunger and Satiation


https://www.motherjones.com/politics/2013/08/50-days-california-prisons-hunger-strike-explainer/


Annotated Bibliography Due Sunday by 11:59 pm

WEEK 10: Where do we go from here?

https://www.jacobinmag.com/2015/05/slow-food-artisanal-natural-preservatives/ (Links to an external site.)


Finals Week

FINAL ESSAY DUE MONDAY, December 6 at 11:59 PM