ANTH 365: Food and Culture [WEB ONLY]

Fall 2022

Instructor: Hailay Reda

Office Hours: Tuesday 2:00 - 4:00 pm by Zoom (Zoom link is posted on Canvas)

Email: hailyr@uoregon.edu

I will return your email within 24 hours.

GE: Tiyas Bhattacharyya

Office hours: Tuesday 10 am -11 am and Thursday 5 pm- 6 pm by Zoom

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GE: Yuan Fang

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COURSE DESCRIPTION

Unless you are ailing or fasting, you 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 it mean you are sick? Does it mean that you just aren’t hungry in the moment? Or does not-eating also have social, cultural and symbolic value? What are the biological underpinnings of the relationships of human beings to their food? 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 and culture is part of the unique array of adaptations we have as human beings.
This is a **biocultural** course in nutritional anthropology, which means that it examines issues relating to food from the perspectives of two subfields in our discipline—biological anthropology and cultural anthropology. We not only explore both biological and cultural aspects to food but how they interact. For example, consider the human gut, which appears to be like a second brain which mediates—among other things—immune function. So, what is the role of the food we choose in the health of the gut, i.e., what is the relation of culture to the biological action of the gut? Are there evolutionary considerations that may have influenced our adaptations in human digestion? How are processes of culture part of evolutionary biology in relation to food? What are the social and environmental consequences of how humans feed themselves?

This course fulfills a departmental requirement for anthropology majors which can be applied to satisfy a requirement for 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 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 perspectives in biological and cultural anthropology.
ACCOMMODATIONS

Appropriate accommodations will be provided for students with documented disabilities. If you have issues that impact your academic performance, please let me know at the beginning of the term to make appropriate adjustments. The Accessible Education Center (http://aec.uoregon.edu/) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Thus, make sure you document any learning issues with the Accessible Education office. If you also need religious accommodations, make sure you provide a documentation. A document is also needed for a student who plans to participate in University sponsored events; such document must be provided in the first week of the term.

REQUIRED READINGS AND OTHER RESOURCES

Required textbooks and readings:

3. Additional readings (required and optional) will be 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. **Icebreaker Introduction (5 points):** You will introduce briefly about yourself. The icebreaker introduction will be posted by Thursday of **Week 1** at 11:59 pm, PST. Post a response to at least two of your classmates in your group by Saturday (October 01) at 11:59 pm, PST.
2. **Reading and Lecture Quizzes (20 points):** You will complete two quizzes with 10 points each on CANVAS on **Week 3** and **5**. The questions include both multiple choice and True/False. Quizzes will be timed, but available from Thursday 5:00pm, PST to Saturday 11:59pm, PST in each week.
3. **Discussion Board (75 points).** In the discussion board, there are three posts with 25 points each. The first one is a critical thought post due by **Friday at 11:59 pm**, PST of
week 4. This post ranges from 4 to 5 paragraphs (1000-1500 words) in length. It is a critical response and reaction to assigned readings, lectures and documentaries. The second and third posts are responses to critical thought posts of your classmates. Thus, you will submit one response post by Friday 11:59 pm, PST of week 6 and another response post by Friday 11:59 pm, PST of week 7. Make sure you respond to two different critical thought posts. A rubric will be posted on CANVAS for the discussion boards.

4. Research Topic submission (2 points). You will select a topic for your research project. The topic must relate to food and culture. Submit your topic by Wednesday at 11:59 pm, PST of week 4 for approval.

5. Interview and Transcript (5 points): You will conduct a mini field-work project in the form of an interview between Weeks 6-8. 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 Saturday 11:59 pm of week 8.

6. Annotated Bibliography (5 points): You are required to choose 5 course readings and 3 peer reviewed outside sources. You will use these sources in your final essay, and write a synopsis of the main points for each source to create an annotated bibliography. This assignment is due by Saturday at 11:59 pm, PST of week 9.

7. Final Essay (40 points): Your final essay must be 3-5 pages excluding the reference section. Your essay will integrate both course readings and outside materials with the results of your field-work interview. Discuss one of the themes that you found particularly interesting, and expand on what you’ve learned, based on your findings.

Guidelines for your research project are provided on CANVAS under Modules. Due Monday, December 5 at 11:59 PM, finals week. Please submit your final essay on CANVAS.

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, and/or exhibits a lack of understanding of course material.
**Final grades** will be determined as follows:

- 97-100 = A+
- 94-96 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 74-76 = C
- 70-73 = C-
- 60-69 = D
- <60 = F

**COURSE POLICIES**

**Reading and Course Participation:**

Because this is an online class, we cannot take “attendance.” However, your discussion posts and assignments will demonstrate the extent to which you have completed assignments and engaged in the course. **Late assignments will not be graded.**

**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 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 as well as other relevant content from the Internet. These 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:

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

Assignments

Icebreaker Introduction due Thursday, September 29, at 11:59 pm, PST

Icebreaker responses due Saturday, October 01, at 11:59pm, PST
WEEK 2: Food Classification and Commensalism

READ:


WATCH:

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

https://uoregon.kanopy.com/video/nova-becoming-human-unearthing-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/

WEEK 3: Food Getting Strategies and Evolution- Hunter Gatherers

READ:

WATCH:

!Kung Documentary (Kanopy)

Assignment

Quiz one due Saturday, October 15 at 11:59 pm, PST

WEEK 4: Environment and Biocultural Adaptation

READ


Assignments

Research topic submission due Wednesday, October 19 at 11:59 pm, PST

Discussion Board- Critical thought post due Friday, October 21 at 11:59 pm, PST

WEEK 5: Agricultural Revolution to Green Revolution

READ

2. Fresh Fruit Broken Bodies (start reading)

Optional Readings:

Assignment

Quiz two due Saturday, October 29 at 11:59 pm, PST

WEEK 6: Colonialism, Globalization, Glocalization

READ


WATCH:


Assignment

Discussion Board- response post one due Friday, November 04 at 11:59 pm, PST

Week 7: Food, Nutrition and the State

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

Browse

Food Art as Protest Against the State


USDA nutrient tables USDA website
http://ndb.nal.usda.gov

Assignment

Discussion Board- response post two due Friday, November 11 at 11:59 pm, PST

WEEK 8: Cooks, Kitchens, Recipes, and Dishes


WATCH:

Richard Wrangham: Fire, starch, meat, honey (Cooking as the distinguishing feature of the species)

Michael Pollan: How Cooking can Change Your Life

Assignment

Interview transcription due Saturday, November 19 at 11:59 pm, PST

WEEK 9: Hunger and Satiation


Assignment

Annotated bibliography due Saturday, November 26 at 11:59 pm, PST
WEEK 10: Global food crisis: An Anthropological perspective

1. Anthropological Perspectives on the Global Food Crisis, David A. Himmelgreen, Nancy Romero-Daza, and Charlotte A. Noble

Final paper due Monday, December 5 at 11:59 PM, PST

HAVE A GREAT WINTER BREAK!