

FOOD & CULTURE • ANT3467

Spring 2016 - Section: 08BF

Meeting times: Tu Period 5&6 (11:45-1:40) &
Th Period 6 (12:50-1:40)

Place: Turlington Hall, Room L005

Instructor: Ann O. Laffey

Office: B332

E-mail: alaff@ufl.edu

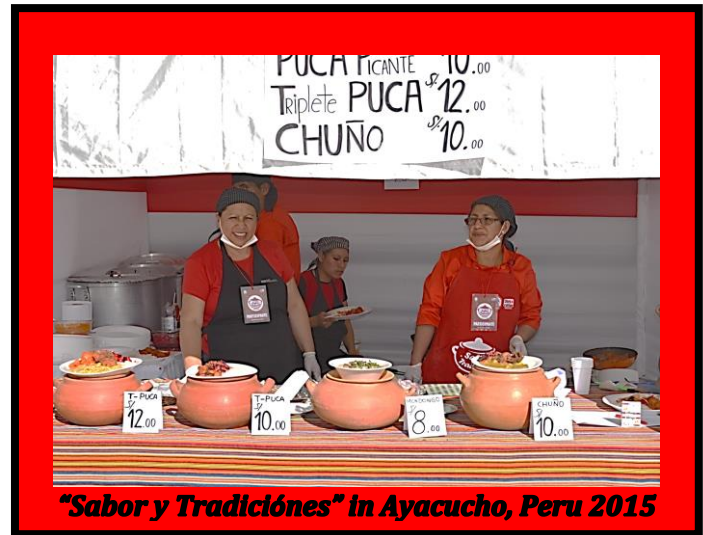
Office hours: Friday 10:00 AM-1:00PM
or by appointment

Teaching Assistant/grader: Samantha Coberly

E-mail: swcoberly@ufl.edu

Office: B325

Office hours: Monday 9:00 AM-12:00PM



Required texts & Film:

1. Dufour, Goodman, & Pelto (2012) Nutritional Anthropology. 2nd edition. Oxford University Press
2. Counihan & VanEsterik (2013) Food & Culture: A reader. 3rd edition. Routledge
3. ***** This course will incorporate films to be viewed at home:** Films are the same as assigned readings and they are to be screened outside of class, **BEFORE** attending class. These films are available either through Netflix, youtube, by weblink, or the library. All films will be discussed in class in a group forum followed by a written assignment.

Course description: All ideas, beliefs, and rules regarding food are cultural; they are learned behavior. Food is a universal, yet highly diverse, feature of the human condition. Foodways function to create social unity, but also to distinguish cultures. How and why do cultures develop unique methods of food preparation and consumption? How do food rules develop and how are they maintained? The goal of this class is to gain an understanding of foodways in different cultures and how food habits function beyond providing calories and sustenance. We use information from biological anthropology, archaeology, cultural anthropology, and human ecology to understand the historical development of foodways and modern cultural variation in food habits in different areas of the world. We also examine issues related to modern disparities in health and nutrition in light of globalization and the political factors that result in differential production and access to food resources.

Course objectives:

- Know the evolutionary and biological basis of human diet
- Identify the historical development of food habits and consequences of global colonization
- Recognize cultural origins and rationales for food prohibitions
- Describe modern cultural obstacles to food selection and the resulting health consequences
- Analyze the role of modern political systems on food production, distribution, and consumption

Learning outcomes:

1. **Gain awareness and understanding of the cross cultural impact of the social and/or natural environment on the development of self and culture:** *Students will participate in two scheduled activities that require them to explore their material world and to relate the physical materials to the social and historical forces that make them manifest*
2. **Organize collected information in a coherent, unified, and logical manner:** *Students will provide a series of written responses to film productions. These submissions will be assessed for logical organization, appropriate arguments and accompanying supporting peer-reviewed reference materials.*

Course schedule:

Week	Day	Date	Topic		Film	Film Journal entry	Activity
1	1	Tu 1-5	You are what you eat & how food makes us who we are				
	2	Th 1-7					
2	3	Tu 1-12	Food and evolutionary process				
	4	Th 1-14					
3	5	Tu 1-19	How we get food & how subsistence makes us who we are		#1	Watch film	
	6	Th 1-21	The archaeology of foodways			Film class discussion	
4	7	Tu 1-26	Food as adaptation		#1	Due - canvas	
	8	Th 1-28					
5	9	Tu 2-2	Explaining foodways & materialism				
	10	Th 2-4					Activity #1
6	11	Tu 2-9	Explaining foodways: Ideology, symbolism, and social power		#2	Watch film	
	12	Th 2-11				Film class discuss	#1 Due -canvas
7	13	Tu 2-16	Food as medicine		#2	Due - canvas	
	14	Th 2-18					
8	15	Tu 2-23	Food, ritual, & taboo				
	16	Th 2-25	Exam I	Extra credit film or activity due before exam submit to canvas			
9	17	Tu 3-1	SPRING BREAK				
	18	Th 3-3					
10	19	Tu 3-8	Food, ritual, & taboo		#3	Watch film	
	20	Th 3-10				Film class discuss	Activity #2
11	21	Tu 3-15	Gender identity & food		#3	Due - canvas	
	22	Th 3-17					
12	23	Tu 3-22	The cultural ecology of feeding the young				#2 Due canvas
	24	Th 3-24			#4	Watch film	
13	25	Tu 3-29	Under/Over nutrition			Film class discuss	
	26	Th 3-31			#4	Due - canvas	
14	27	Tu 4-5	Dietary transitions & globalization				
	28	Th 4-7			#5	Watch film	
15	29	Tu 4-12	Looking for solutions			Film class discuss	
	30	Th 4-14			#5	Due - canvas	
16	31	Tu 4-19	Exam II	Extra credit film or activity due before exam submit to canvas			

Weekly reading assignments:

****REMEMBER, films are NOT viewed in class, they are to be viewed BEFORE coming to class, be ready to discuss IN class.

Abbreviations for readings are as follows:

- NA = Nutritional Anthropology text
- FC = Food and Culture: A reader
- CANVAS = these readings are available in canvas under "Files" → "Articles"

Week 1 – You are what you eat: How food makes us who we are

1. NA: Chapter 1 – The biocultural perspective in nutritional anthropology
2. NA: Part I – pp. 7-9
3. FC: The Gastronomical Me, pp. xi; **AND** Why Food? Why Culture? Why Now? pp. 1-15
4. CANVAS – Farb & Armelagos – Consuming passions: The anthropology of eating (Epilogue only)

Week 2 – Food and evolutionary process

1. NA: Unit 1 – pp. 28-30
2. NA: Chapter 6 – The diets of early homonins
3. NA: Chapter 8 – Food for thought: Did the first cooked meals help fuel the dramatic evolutionary expanse of the brain?
4. NA: Chapter 11 – Disease and death at Dickson's Mounds
5. NA: Chapter 28 – !Kung nutritional status and the Original Affluent Society
6. NA: Chapter 51 – Perspectives on optimal foraging in obesogenic environments

Week 2, Part 2 – Food and evolutionary process

1. FC: Chapter 21 – Cooking skills, the senses, and memory: The fate of practical knowledge

Week 3 – How we get food & how subsistence makes us who we are

1. NA: Unit II – pp. 60-62
2. NA: Chapter 7 – What do hunters do for a living?
3. NA: Chapter 10 – Origins of agriculture
2. **FILM #1 – The Botany of Desire** (Follow this link: <http://www.pbs.org/video/1283872815/>)

Week 3 – Part II – The archaeology of foodways

1. CANVAS: Hadza Scavenging: Implications for Plio/Pleistocene Hominid Subsistence
2. CANVAS: When is food a luxury?
3. CANVAS: Food and Complex Societies

Week 4 – Food as adaptation

1. Unit III – pp. 82-84
2. Unit VI – 204-206
3. NA: Chapter 9 – Paleolithic nutrition: A consideration of its nature and current implications
4. NA: Chapter 14 – Adopting cultivation to remain pastoralists...Maasai
5. NA: Chapter 24 – A closer look at the nutritional implications of bitter cassava use
6. NA: Chapter 26 – "Drink milk for fitness"
7. FC: Chapter 16 – The raw and rotten: Punk cuisine
8. FC: Chapter 39 – Community food security "For us, by us": The nation of Islam and the pan African Orthodox Christian Church

Week 5 – Explaining foodways & materialism

1. NA: Unit IV – pp. 131-133
2. NA: Chapter 18 – India's sacred cow
3. NA: Chapter 19 – Why on earth? Evaluating hypotheses about the physiological functions of geophagy
4. NA: Chapter 20 – Insects as food: A case study

Week 6 – Explaining foodways: Ideology, symbolism, and social power

1. NA: Unit V – pp. 168-174
2. NA: Chapter 4 – From hunger food to heritage foods...(Venetia Ponds DVD)
3. NA: Chapter 21 – The children cry for bread...
4. NA: Chapter 22 – Japanese mothers and Obentōs: The lunch box as ideological state apparatus
5. FC: Chapter 3 - Distinction: A social critique of judgment of taste
6. FC: Chapter 4 - The culinary triangle
7. FC: Chapter 40 - Learning democracy through food justice movements
8. CANVAS – Frybread – Smithsonian
9. [Film #2 - Smoke Signals \(available: Netflix, UF Library, Youtube\)](#)

Week 7 – Food as medicine

1. NA: Unit VII – pp. 256-258
2. NA: Chapter 29 – Spices: The pharmacology of the exotic
3. NA: Chapter 30 – Coping with a nutritional deficiency: Cultural models of vitamin A deficiency in Northern Niger
4. NA: Chapter 31 – From aphrodisiac to health food: A cultural history of chocolate

Week 8 – Food, religion, & alcohol

1. CANVAS – Thirst and drinking as a biocultural process
2. NA: Chapter 12 – Bread and beer: The early use of cereals in the human diet
3. CANVAS: Uses of alcohol among women: Games of resistance, power, and pleasure
4. CANVAS: Hospitality, women, and the efficacy of beer
5. FC: Chapter 17 – Fast, feast, and flesh: The religious significance of food to Medieval women
6. CANVAS – FASTING folder – Three articles
7. **Guest speaker: David Markus, University of Florida, "Judaism and Kosher Law"**

Week 9 – Spring break – ENJOY!!!

Week 10 – Food, ritual, & taboo

1. NA: Chapter 3 – No heads, no feet, no monkeys, no dogs: The evolution of personal food taboos
2. NA: Chapter 20 – review from week 4 – Insects as food
3. CANVAS: Kana Tamata or feasts of men: An interdisciplinary approach for identifying cannibalism in prehistoric Fiji
4. Film from Jason Wenzel – Day of the Dead
5. FILM: Click on this link: [How to make vegan Pan de Muerto](#)
6. **FILM #3: Chocolat (available: Netflix, youtube)**
7. **Guest speaker: Dr. Julie Lesnik, Wayne State University, "Insects as Food"**

Week 11 – Gender identity & food

1. NA: Chapter 15 – Now it is an easy life: Women's account of cassava millets and labor in South India
2. NA: Chapter 25 – Pellagra, sex, and gender...
3. FC: Chapter 10 – The overcooked and underdone: Masculinities in Japanese food programming
4. FC: Chapter 11 – Domestic divo? Televised treatments of masculinity, femininity, and food
5. FC: Chapter 24 - Feeding lesbian families
6. FC: Chapter 18 - Not just "a white girl's thing": The changing face of food and body image problems

7. FC: Chapter 20 - Feeding hard bodies: Food and masculinities in men's fitness magazines

Week 12 – The cultural ecology of feeding the young

1. Unit X – pp. 396-398
2. NA: Chapter 43 – Evolution of infant and young child feeding...
3. NA: Chapter 44 – Pre-mastication: The second arm of infant and young child feeding for health and survival
4. NA: Chapter 45 – Feeding babies: Practices, constraints, and interventions
5. FC: Chapter 35 – The politics of breastfeeding: An advocacy update
6. **FILM #4: Formula for disaster** (Follow this link: <https://www.youtube.com/watch?v=3PBtb-UDhEc>)

Week 13 – Under/Over nutrition

1. NA: Unit VIII – pp. 302-305
2. NA: Chapter 34 – Body size, adaptation, and function
3. NA: Chapter 46 – Children's experience of food insecurity can assist in understanding its effects on their wellbeing
4. NA: Chapter 33 – The effect of malnutrition on human development
5. NA: Chapter 49 – The Pima Paradox
6. NA: Chapter 36 – New variant famine: Aids and food crisis in South Africa
7. **Guest speaker: Caitlin Baird, University of Florida, "Stunting: The invisible plight in under-privileged Guatemalan Maya communities"**

Week 13 – Part 2 - Under/over nutrition

1. NA: Unit XI – 440-441
2. NA: Chapter 35 – Hungry, but not starving: Functional consequences of undernutrition in adults
3. FC: Chapter 1 – Why do we overeat?
4. FC: Chapter 37 – The political economy of obesity: The fat pay all
5. NA: Chapter 48 – Big fat myths
6. De-medicalizing anorexia: Opening new dialog

Week 14 – Dietary transitions & globalization

1. NA: Unit IX – pp. 349-352
2. FC: Chapter 8 – Time, sugar, and sweetness
3. NA: Chapter 27 – The Maya in Disneyland
4. NA: Chapter 13 – Use of tropical rain forests by native Amazonians
5. NA: Chapter 23 – Techne versus technoscience: Divergent (and ambiguous) notions of food "quality" in the French debate over GM crops
6. NA: Chapter 40 – How sushi went global
7. **FILM #5: Food, Inc.** (Follow this link: <http://www.pbs.org/video/1143263943/>)

Week 15 – Looking for solutions

1. NA: Unit III – pp. 82-84
2. NA: Unit XII – pp. 489-491
3. NA: Chapter 17 – Anthropological perspectives on the global food crisis
4. NA: Chapter 37 – Child malnutrition and responses to famine in the Nigerian Sahel
5. NA: Chapter 42 – Coca-colonization of diets in the Yucatan
6. NA: Chapter 52 – From one farmer, hope and reason for worry
7. NA: Chapter 54 – Could less meat mean more food?
8. FILM: Click on this link: [Nokia, Hong Kong Honey](#)
9. **Guest speaker: Joshua Crosby, University of Florida, "Adaptation and contemporary foraging"**

Grades:

Assignments	Total assigned	Points each	Total points	% of total grade
Quizzes	4	10	40	10%
Journal entries	5	20	100	25%
Activities	2	50	100	25%
Exams	2	80	160	40%
Total points			400	100%

Letter grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Total points	400-372	371-360	359-348	348-336	335-320	319-308	307-296	295-280	279-268	267-256	255-240	239-0
Percent	100-93	92.9-90	89.9-87.0	86.9-84.0	83.9-80.0	79.9-77.0	76.9-74.0	73.9-70.0	69.9-67.0	66.9-64.0	63.9-60.0	<60

Quizzes:

There will be **five** unannounced in-class pop quizzes for a total of 40 points (10% of your grade). If you are not present in class when the quiz is given you will not be eligible to take the quiz. **There are NO make-up quizzes unless you have a documented excuse**, but the lowest quiz score will be dropped at the end of the semester.

Bonus Quizzes: There will be several short bonus quizzes (1-3 points) given in class at the instructor's discretion. These are EXTRA CREDIT ONLY and failure to take a quiz will not result in detracting points from your points from this class. **There are NO make-up bonus quizzes.**

Film journal entries: There are five journal entries. They are worth 20 points each. They are worth 25% of your total grade. They are assigned at the same time that you are assigned to watch the films. You are required to follow the template that is available on canvas, under your ANT3467 tab, under "files" in a folder that is named "Film journal entry template". Follow the instructions on the template and submit to canvas on the due date – ONLY WORD DOCS are accepted. Your submission will be run through "Turnitin.com" which will check to be sure that students do not copy each other's entries. **These are writing assignments and will graded as such, proper grammar, format, substance, and clarity are expected. NO late submissions are accepted.** Check to be sure that your submission has been correctly attached and received by canvas. Also, do not wait until the last minutes the assignment is due; it is very likely that your submission will not go through because many people may decide to wait until the last minute preventing you from submitting – this is not a valid excuse for your submission being late and it will not be accepted if it does not get attached before it is closed – do not wait to submit.

In class film discussions: After each film there will be an in class group discussion (groups will be assigned). You should bring a copy of your film journal entry (you can have on laptop). You will be working in groups to answer question prompts that the instructor posts on the PPT in class. There is a section in your journal entry that must be answered as a group, the rest of the entry is done individually at home and then the entire journal entry is submitted to canvas. If you miss a discussion, unless you have a documented excuse, you will miss the points for the in-class group portion of the assignment.

Activities: There are two activities worth fifty points each, 25% of your total grade. Rubrics will be posted on canvas under a folder called "Activities" and they will be submitted to canvas. **ONLY WORD DOCS** are accepted. If you submit other types of document types, **YOU WILL NOT RECEIVE CREDIT**. Your submission will be run through "Turnitin.com". **NO late submissions are accepted.** Double check your submission has been correctly attached and received by canvas. Do not wait until the last minute to submit; it is very likely that your submission

will not go through because too many people are trying to submit– this is not a valid excuse for your submission being late and it will not be accepted if it does not get attached before it is closed – do not wait to submit.

Exams: There are a total of two exams. They are worth 80 points each, 40% of your total grade. **NO MAKE UP EXAMS WILL BE AVAILABLE unless you have a documented excuse and all make-up exams are in essay format.**

Extra-credit: There are two extra credit opportunities. They are worth and extra 5 points each. You have a choice of either watching an additional film and completing a film journal or another activity. The extra credit rubrics will be posted in canvas under an EXTRA-CREDIT file. You can **ONLY** submit approved films and/or activities that are posted in this file.

Student expectations: Students are required to attend lectures and to complete all assigned readings before class. Open discussion of the readings will follow a brief review and lecture, and students are expected to actively participate in these discussions. Grades will be based on a combination of written assignments, quizzes and exams. If you have a question or a concern about a grade that you have received, **you must contact your grader, Samantha Coberly, swcoberly@ufl.edu, within 48 hours of receiving the grade.** **DO NOT ask for assignments to be regraded at the end of the semester.**

Class Attendance and Tardiness Policy: No class roll will be taken; however, absence from class will directly affect your grade. For example, if you are not in class and a quiz is given, you will miss those points. You are expected to be in class from beginning to end. Any student who misses more than three classes must communicate to the instructor the reasons for these absences. If for any reason you stop attending class, without notifying your instructor, you will receive an “E” grade on your permanent record. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Late Assignment Policy: Assignments that are turned in late receive no credit or will not be evaluated unless there has been a documented emergency or if the absence is prearranged with instructor. **DO NOT SEND ANY LATE ASSIGNMENTS TO MY EMAIL** Missing an exam will result in a “0” score for that exam unless there has been a documented emergency. Documented emergencies include illness with documentation from the health center, emergency (not routine) hospitalizations of the student (certified by attending physician), deaths in the immediate family, or disabling accidents.

Academic honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.” An excellent website that discusses plagiarism (provides a definition and many useful examples) is <http://www.csubak.edu/ssric/Modules/Other/plagiarism.htm>. All students should read this material.

Accommodations for students with disabilities: If you require accommodation due to a disability, please make an appointment during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Tutoring: Tutoring is available through the teaching center: SW Broward Hall, 392-2010. Reading and writing assistance is available through the Reading and Writing Center: SW Broward Hall, 392-6420.

If for any reason you are overwhelmed, over-stressed, experience prolonged periods of sadness, or simply need assistance with time management or study skills please utilize UF's Counseling Services:

On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

Harassment and Discrimination: "Harassment" is defined as conduct that (1) is of any type (written, oral, graphic, or physical) (2) is directed towards or against a person because of their personal status (i.e. race, religion, sex, sexual orientation, political affiliation, national origin, age, disability, marital status, pregnancy or others) and that (3) unreasonably interferes with the individual's work, education, or participation in activities or programs at UF or creates a working or learning environment that a reasonable person would find threatening. "Discrimination" is defined as a conduct that (1) adversely affects any aspect of an individual's employment, education, or participation in activities or programs at UF, and (2) is based on one or more personal characteristics listed above. Any student who feels their rights have been violated is asked to confront the offending party, should that not resolve the issue, or the student is uncomfortable with confronting the offending party they may file a complaint with UF Department of Human Resources.

Cell phones, computers, touch pads and other smart devices: College students are adults and capable of making informed decisions. Use of cell phones, computers and touch pads will not be actively policed. However, students are asked to please be respectful their fellow students in the course as well as the instructor, who will not appreciate continued distractions.

Course evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Frequently asked questions or FAQs:

Do you post your powerpoints? Yes, powerpoints for each class will be posted in canvas.

How soon can I expect a response from an e-mail? And where should I e-mail? I try and answer all e-mails within a 24-hour period. This means that if you e-mail me at 3 o'clock in the morning you may not get an answer until the following day. Please use the CANVAS system.

How do I do well on the quizzes? If you read assigned materials, TAKE NOTES – including reading notes, and attend class regularly you will do well.

How do I get the maximum points for film journal entries/activities? To get the maximum points on responses be sure to address questions completely. If you are asked an opinion question, it should include SPECIFIC references to the films to support your opinion. Be sure to complete all sections of activities.

If I am concerned about how an assignment is graded can I ask the instructor to review? Absolutely, I strongly encourage all students to approach me, in a respectful manner, to discuss any grades or concepts they are concerned about. However, you must bring any concerns to my attention in a timely manner, within 24-48 hours of receiving the graded assignment. Grades for assignments that have been returned to you over a week prior can be discussed, but will NOT be considered for grade changes. This means you cannot wait until the end of the semester to discuss grades on assignments.