

13-214

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LSC Action-Date: <u>AP-3/7/13</u>	UWUCC Action-Date: <u>AP-9/17/13</u>	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <b>Anthropology</b>	Phone 357-2133 or 357-2117 or 357-2841

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: ANTH 430 Anthropology of Food

Proposed course prefix, number and full title, if changing:

**2. Liberal Studies Course Designations, as appropriate**  
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship                       Information Literacy                       Oral Communication  
 Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change                       Program Revision                       Program Title Change                       New Track  
 New Degree Program                       New Minor Program                       Liberal Studies Requirement Changes                       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/31/13
Department Chairperson(s)	<i>Phil D. ...</i>	1/7/13
College Curriculum Committee Chair	<i>[Signature]</i>	2/13/13
College Dean	<i>[Signature]</i>	2/27/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schriest</i>	9/20/13

Received                      Received                      Received  
 SEP 20 2013                      AUG 28 2013                      FEB 27 2013  
 Liberal Studies    Liberal Studies    Liberal Studies

## **1.Catalog Description and Syllabus of Record**

### **Current Catalog Description**

#### **ANTH 430 Anthropology of Food**

**(3c-01-3cr)**

All humans must obtain food in order to ensure their subsistence, but the ways in which we satisfy this basic physiological need are not the same for everyone. Examines how human evolutionary history influences contemporary consumption patterns. Discusses how patterns of human migration influenced the development of cuisines and how what we eat is often determined by historical patterns of colonization and contemporary political struggles. Discusses the cultural basis for definitions of what is edible and what is prohibited. Examines patterns of food use in our culture and how science may influence our patterns in years to come.

### **Proposed Catalog Description**

#### **ANTH 430 Anthropology of Food**

**(3c-01-3cr)**

Focuses on the influences of biology, culture, political economy and history on what and how peoples of the world eat. Readings, lectures, films and projects link the dietary implications of foraging, crop domestication, state formation and industrial capitalism to food choices and health. Examines various sociocultural practices relating to the uses of food in marking social difference, maintaining social relationships, and dealing with cultural constructions of health, illness, and the body. Considers the influence of the agricultural revolution, colonization and globalization on the transformation of food meanings, practices and availability.

**Rationale:** The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, expands the scope of the course, and updates the theoretical perspectives in sociocultural anthropology.

## 1. PROPOSED COURSE SYLLABUS

### I. Catalog Description

ANTH 430 Anthropology of Food	3 class hours
	0 lab hours
Prerequisites: None	3 credits

(3c-0l-3cr)

Focuses on the influences of biology, culture, political economy and history on what peoples of the world eat and how. Readings, lectures, films and projects link the dietary implications of foraging, crop domestication, state formation and industrial capitalism to food choices and health. We examine various sociocultural practices relating to the uses of food in marking social difference, maintaining social relationships, and dealing with cultural constructions of health, illness, and the body. Throughout the course we consider the influence of the agricultural revolution, colonization and globalization on the transformation of food meanings, practices and availability.

### II. Course Outcomes

Students will be able to:

**Objective 1:** Recognize the variety of food practices that exist among humans including taboos and restrictions, and food preferences.

#### **Expected Student Learning Outcomes 1 and 3**

**Informed and Responsible Learners**

#### **Rationale:**

Information about cultural variation in food practices will provide new perspectives from which students can explore the interrelationships within and across cultures and global communities. Assignments will require students to draw from a primary sensitizing concept in anthropology—cultural relativity—as they become familiar with the breadth of food-related practices. Through the assignments and participation in class discussion, students reveal whether they have developed an understanding of and respect for cultural differences.

**Objective 2:** Explain the relationship between the mode of production a society hews to, and its food-getting practices and dietary choices.

### **Expected Student Learning Outcomes 1 and 2**

Informed and Empowered Learners

#### **Rationale:**

Assignments will require students to analyze the influences that direct a society toward one dietary pattern or another. In completing assignments, students will demonstrate their understanding of the differences and similarities between peoples. Assignments encourage reflection and critical thinking by allowing students to compare and differentiate anthropology from other disciplines that also focus on food and nutrition, and in so doing, these assignments will allow them to develop holistic view about food choices among the world's peoples.

**Objective 3:** Apply important theoretical paradigms to a society's food consumption and acquisition patterns.

### **Expected Student Learning Outcomes 1, 2 and 3**

Informed, Empowered and Responsible Learners

#### **Rationale:**

By integrating assignments and course materials, students develop insight about localized food practices, including their own, and analyze them against the backdrop of anthropological theory. Students acquire the anthropological tools to situate food practices within local contexts and the ability to analyze those practices relative to macro-social contexts and forces. Students will be informed about cultural diversity in food practices and empowered to think critically about varying theoretical perspectives on food use. Their ability to be responsible, global citizens will be enhanced as a result.

**Objective 4:** Identify and analyze the impact historical events and periods have had on a society's determination of what is proper food.

### **Expected Student Learning Outcome 2 and 3**

Empowered and Responsible Learners

#### **Rationale:**

The writing assignments, including the ethnographic project and the texts in dialogue assignment, help students develop fluency with anthropological theory about diverse global food practices by requiring students to synthesize multiple societies' food practices with different historical trajectories. The writing assignments stress academic integrity and honesty and require students to apply critical thinking skills in analysis and evaluation of differing foodways.

## **III. Course Outline**

**Theme One: Subsistence Systems and Health**

**(6 hours)**

- A. How does foraging as a mode of subsistence influence dietary practices of social groups that practice foraging?
- B. What is the impact of the transition from foraging to crop and animal domestication socially?
- C. How does the transition from foraging to agriculture affect population-level health?
- D. What are the dietary and health effects of shifting from traditional societies (foraging, horticulture and agriculture) to industrial economies?
- E. How does bioarchaeology illustrate the history of health?

**Theme Two: Globalization and Colonization (12 hours)**

- A. What anthropological models can be used to understand globalization?
- B. How can anthropology be used to understand colonization?
- C. How do colonization and globalization affect food choices and consumption?
- D. How are Europe, Africa and the New World linked together by sugar?
- E. What social processes took place to make sugar an important ingredient in the English diet?

**Theme Three: Corn: Domestication to Industrialization (8 hours)**

- A. What is the early history of corn and how are archaeological methods including starch grain and phytolith analysis employed?
- B. Explain the debates about corn domestication.
- C. What patterns of globalization did corn follow, and how do those differ from sugar?
- D. What are the social meanings of corn in Mexican traditions, and how is it used to build and maintain social relationships?
- E. How is industrial-scale production of corn affecting the health of U.S. residents?
- F. What are the social and health implications of genetically modified corn?

**Theme Four: Food Taboos, Preferences and Identities. (6 hours)**

- A. What are the links between ecological conditions and food taboos against eating pigs and cows?
- B. What are the cultural explanations advanced by scholars to explain food taboos?
- C. What is the caloric and cultural role of insects in diets around the world?
- D. What are the anthropological models used to explain cannibalism and what is the diversity that exists among practitioners?

**Theme Five: Consumption and Identity (6 hours)**

- A. In contemporary society where consumption patterns and social identity are tightly paired, how do food choices reflect, alter or broadcast identity?

- B. How do food sources, including home gardens, farmer's markets, "dumpster diving," high-end grocery stores and inexpensive grocery stores provide a commentary on a person's projected identity?
- C. How is consumption of specialty coffee point to social class in the United States?
- D. Explain the impact of English colonization, drought and poverty on the eating practices through which the Samburu, a traditional pastoral group, express their identity.

**Theme Six: Building Bodies**

**(3 hours)**

- A. What does the general abundance, absence or shortage of food lead to particular types of somatization?
- B. How is food used to articulate a social position in society?
- C. How is masculinity mediated in the body and expressed through food choices?

**In-Class Midterm Exam**

**(1 hour)**

**Final Exam**

**(2 hours)**

**IV. Evaluation Methods**

- 1) (40%) **EXAMS** – Two exams will be given during the semester: a midterm and a final. Both exams are essay exams that cover major sections of the course and are graded according to a student's ability to integrate lecture materials with films and reading assignments. The exams are worth 20% each.
- 2) (20%) **ETHNOGRAPHIC PROJECT** – Students will conduct an ethnographic project revolving around food. This assignment will require students to gather information using anthropological methods. Students will analyze this information by drawing on theoretical paradigms learned from the reading assignments and write about their findings.
- 3) (10%) **HOMEWORK ASSIGNMENTS** - Homework assignments will vary but generally they are based on the reading assignment for that day. Together the assignments make up ten percent of the total grade.
- 4) (20%) **TEXTS IN DIALOGUE PAPER** – This paper requires students to write a paper on one topic by synthesizing the information and arguments from multiple texts.
- 5) (10%) **PARTICIPATION** –To earn participation points students should ask a question, clarify a point made by the professor or

another student, comment on the reading assignment, make a link between the reading assignment and the lecture, or engage fully in any group work conducted during class.

**V. Example Grading Scale**

Grading scale: A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 F 59 and below

**VI. Undergraduate Course Attendance Policy**

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

**VII. Required Textbook(s), Supplemental Books and Readings**

Below are examples of books that faculty might select when designing reading assignments.

Conklin, Beth, 2001. *Consuming Grief: Compassionate Cannibalism in an Amazonian Society*. Austin: University of Texas Press.

Douglas, Mary 1966 *Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul.

Gonzalez, Roberto Jesus, 2001. *Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca*. Austin: University of Texas.

Harris, Marvin 1974 *Cows, Pigs, Wars, and Witches: the riddles of culture*. Vintage Press.

Holtzman, Jon, 2009 *Uncertain Tastes: Memory, Ambivalence, and the Politics of Eating in Samburu, Northern Kenya*. (Duke University Press)

Lee, Richard, 1984. *The Dobe!Kung*. New York: CBS College Publishing.

Mintz, Sidney, 1985 *Sweetness and Power* (Penguin)

Raffles, Hugh, 2010. *Insectopedia*. New York: Random House.

Parasecoli, Fabio, 2008. *Bite me: Food in popular culture*. New York: Berg Publishers.

Scheper Hughes, Nancy 1992 *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.

**VIII. Special Resource Requirements**

There are no special resource requirements.

## **IX. Bibliography**

Bordo, Susan 1997 "Anorexia Nervosa: Psychopathology as the Crystallization of Culture" in *Food and Culture: A Reader. 2nd edition*. Carole Counihan and Penny Van Esterik, eds. New York: Routledge.

Clark, Dylan 2004 The raw and the rotten: punk cuisine. *Ethnology* 43(1): 19-31.

Conklin, Beth 1995 "Thus are our bodies, thus was our custom": mortuary cannibalism in an Amazonian society *American Ethnologist*, Vol. 22, No. 1 (Feb., 1995), pp. 75-101

Diamond, Jared 1987 "The Worst Mistake in the History of the Human Race" *Discovery* May 64-66.

Douglas, Mary 1966 "The Abominations of Leviticus" in *Purity and Danger: An analysis of concepts of pollution and taboo*. London: Routledge & Kegan Paul

Eaton, S. Boyd, et al 1999 "Stone Agers in the Fast Lane: Chronic Degenerative Diseases in Evolutionary Perspective" in *Understanding and Applying Medical Anthropology*. Peter Brown, ed. 21-33.

Gonzalez, Roberto Jesus 2001 Maize Has a Soul. *Zapotec Science: Farming and Food in the Northern Sierra of Oaxaca*. Austin: University of Texas Press.

Goodyear, Dana. "Grub: Eating Bugs to Save the Planet" in *The New Yorker* August 15, 2011 38-46.

Harris, Marvin 1974 "India's Sacred Cows" Originally from *Cows, Pigs, Wars, and Witches: the riddles of culture*. Vintage Press.

Holtzman, Jon, 2009 *Uncertain Tastes: Memory, Ambivalence, and the Politics of Eating in Samburu, Northern Kenya*. (Duke University Press)

Lee, Richard (1984) "Subsistence: Foraging for a Living" in *The Dobe!Kung*. CBS College Publishing.

Manglesdorf, Paul et al 1964 Domestication of Corn. *Science* 143(3606):538-545

McAfee, Kathleen 2003 "Corn culture and dangerous DNA: real and imagined consequences of maize transgene flows in Oaxaca" *Journal of Latin American Geography*. 2.1:18-42

Mintz, Sidney, 1985 *Sweetness and Power* (Penguin)



Piperno, Dolores. Et al 2009 Starch Grain and Phytolith evidence for early 9<sup>th</sup> century millennium B.P maize from the central Basas River Valley, Mexico. *PNAS* 106:13. 5019-5024.

Roseberry, William 1996 "The Rise of Yuppie Coffees and the Reimagination of Class in the United States" in *American Anthropologist* 98(4)762-775

Scheper Hughes, Nancy 1992 Delirio do Fome in *Death Without Weeping: The Violence of Everyday Life in Brazil*. University of California Press 128-166.

## **2. SUMMARY OF PROPOSED REVISIONS**

- a. Catalog description changed
- b. Revision of course objectives
- c. Updating of the bibliography
- d. Updating course outline

## **3. RATIONALE**

- a. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, expands the scope of the course, and updates the theoretical perspectives in sociocultural anthropology. Specifically with respect to Global and Multicultural Awareness, the cross-cultural recognition and analysis of food practices, which in turn are important aspects of human culture is stressed in this course. Anthropological methods and theories allow students to think critically about this aspect of human difference and diversity.
- b. The course objectives have been updated to meet current expectations for student centered measureable objectives.
- c. The bibliography has been updated to reflect recent scholarship in the contemporary anthropology.
- d. The course outline has been revised to reflect the organization of recent scholarship into sequential themes.

## **4. ASSIGNMENT INSTRUCTIONS FOR ONE MAJOR COURSE ASSIGNMENT AND GRADING RUBRIC.**

### **"Texts in Dialogue" Paper**

Drawing from the articles by Piperno et al, Gonzalez and McAfee, the film "King Corn," and Mintz' *Sweetness and Power*, develop an argument that is based on the in-class discussion of culture (broadly conceived), globalization and

industrialization, and the themes of the readings and the film as they revolve around corn.

Your paper will be graded on the basis of whether you develop an argument that

- a) is cogent
- b) emerges from and reflects the themes of the course while staying true to the readings and the film
- c) is well expressed.

Please have an introduction with a clear thesis, a body of the paper that logically argues the legs of your thesis, and a conclusion where you sum up and convey the implications of your argument. Papers should be 4 – 6 pages long.

### **Grading Rubric for “Texts in Dialogue”**

An ‘A’ paper will be thoughtful, analytical and will illustrate critical thinking. It will show a facility with both of the works you’re drawing from. It will draw from one of the authors’ key argument (that is, it will identify the arguments correctly), and will be illuminated by appropriate ethnographic example from the different sources. In other words, there will be a high correspondence and a logical fit between the two sources. It will be stylistically and grammatically well written, and will conform to the guidelines.

A ‘B’ paper will be moderately thoughtful, analytical and critical. The link between the key arguments and the example will be clear, and will show that you understand the arguments you're focusing on. It may have some grammatical or spelling errors, but will conform to the guidelines.

A ‘C’ paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or the linkages between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and may not completely conform to the guidelines.

A ‘D’ paper will not demonstrate analytical or critical thinking. It will not apply the arguments from one author to the examples of another, or will do so in a way that illustrates that the author of the paper isn't well versed in either or both of the two sources. There may be significant grammatical and spelling errors. It might not have a thesis, or have one of the 3 main components of a paper (Introduction, Body, Conclusion).

An ‘F’ paper may not have a thesis, and may be missing one or more of the 3 main components of a paper (Introduction, Body, Conclusion). The student will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and or grammatical errors in the paper.

## 5. LIBERAL STUDIES QUESTIONS AND ANSWERS.

- a. **What are the strategies your department will use to assure that basic equivalency exists.**

Basic equivalency among courses is not a concern for this course as this course will not be taught with multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

- b. **Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.**

The cross-cultural nature of this course exposes students to the ways in which food choices and health are influenced by ethnicity around the world. Historical information on crop domestication, state formation and the development of industrial capitalism provide students with contextual insights on how foodways can vary. The relationship between dietary choices and social construction is stressed throughout the course, but all of Unit Five on Consumption and Identity as well as the topics of how food is used to articulate social position in society and how masculinity is expressed through food choices particularly relate directly to this broad Liberal Studies agenda.

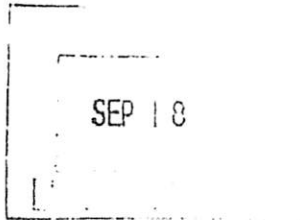
- c. **Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. How will your course meet this criterion?**

The assigned books are ethnographies and the other assignments are articles from anthropology journals or edited volumes.

- d. **If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?**

This is not a beginning course. It's a 400-level course focused solely on food as it's related to cultures and societies.

LSC Use Only  
Number: 15221  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 01-28d  
Submission Date: \_\_\_\_\_  
Action-Date: UWUCC App 2/19/02

Senate App 4/2/02

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**CONTACT**

Contact Person Miriam Chaiken / Phil Neusius Phone 357-3932 / 2841

Department Anthropology

**PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Anthropology of Food  
Suggested 20 character title

**New Course\*** ANTH 430 - Anthropology of Food  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval+** ANTH 430 - Anthropology of Food  
for new or existing course Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_ New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program\*** \_\_\_\_\_  
Program Name

**Program Revision\*** \_\_\_\_\_  
Program Name

**Program Deletion\*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name

[Signature]  
Department Curriculum Committee

[Signature]  
Department Chair

[Signature]  
College Curriculum Committee

[Signature] 9/12/2001  
College Dean

[Signature] 3-20-02  
+Director of Liberal Studies (where applicable)

[Signature]  
\*Provost (where applicable)

**ANTH 430 - ANTHROPOLOGY OF FOOD  
SYLLABUS OF RECORD**

**I. Catalog Description:**

**ANTH 430 Anthropology of Food**

**3 lecture hours  
0 lab hours  
3 credit hours  
(3c-0l-3sh)**

All humans must obtain food in order to ensure their subsistence, but the ways in which we satisfy this basic physiological need is not the same for everyone. This course will examine how human evolutionary history influences contemporary consumption patterns. We will discuss how patterns of human migration influenced the development of cuisines, and how what we eat is often determined by historical patterns of colonization and contemporary political struggles. We will discuss the cultural basis for definitions of what is edible and what is prohibited. Finally, we will examine patterns of food use in our culture, and discuss how science may influence our patterns in years to come.

**II. Course Objectives:**

1. To gain an appreciation of the ways in which culture contact have affected food consumption and production practices globally.
2. To gain an understanding of the evolutionary forces that shaped human consumption patterns.
3. To understand the relationship between contemporary geopolitical issues such as recurrent famine, food insecurity, food surfeit, and the social factors of inequality, colonialism, and neocolonialism.
4. To learn about contemporary food consumption practices and norms cross culturally.
5. To gain a deeper understanding of the promise and pitfalls of scientific advances in agriculture and food science.
6. To enhance students' writing, speaking, and analytical skills
7. To gain an appreciate for the position of privilege that Americans typically enjoy, and an understanding of our obligations as global citizens.

### III. Course Outline

Week 1 (3 hours)	<p>Introduction - distribution of syllabus, discussion of course objectives, review of reading assignments</p> <p>Film: <i>Babette's Feast</i> (1.5 hours)</p>
Week 2 (3 hours)	<p>Biological Bases of Human Nutrition, Evolution of Foodways - how do evolutionary patterns affect food preferences? What are the responses to food stress and surfeit, and impact on human development? How do humans compare with non-human primates?</p> <p><i>Reading Assignment:</i> Shipman - The Scavenger Hunt  Lee - What Hunters Do for a Living (NW Africa)  Milton - Diet and Primate Evolution  Eaton &amp; Konner - Paleolithic Nutrition  Sapolsky - Junk Food Monkeys  Brown &amp; Konner - An Anthropological Perspective on Obesity</p>
Week 3 (3 hours)	<p>Nutritional Deficiencies &amp; Malnutrition - Beriberi, Pellagra, Scurvy, Kwashiorkor and other plagues. When have these problems been major forces in human societies, and how do we deal with contemporary issues of malnutrition? Why are women and children more vulnerable to malnutritional disease?</p> <p>Film: <i>NHANES III Anthropometric Procedures</i></p> <p>Group One Book Review Presentations - 1.5 hours</p> <p><i>Reading Assignment:</i> Edmonds - The Magic Bullet (NW Indonesia)  Bogin - The Tall and the Short of It (NW Philippines)  Goodman, Dufour &amp; Peltó - Introduction, pages 221 - 226  Chavez, Martinez &amp; Soberanes - The Effect of Malnutrition on Human Devel. (NW Mexico)  Martorell - Body Size, Adaptation and Function (NW Third World)  Peltó - Perspectives on Infant Feeding (NW Third World)  Dettwyler - More than Nutrition: Breastfeeding in Urban Mali (NW W. Africa)  Appendices A and B</p>
Week 4 (3 hours)	<p>Nutritional Pathologies and Adaptations - Pica and geophagia, lactose intolerance, poisonous plants and deficient diets, how have humans evolved these patterns? Why are women more likely to practice geophagia and be iron deficient, but also more likely to be knowledgeable of plant-based medicine?</p> <p>Group Two Book Review Presentations (1.5 hours)</p> <p><i>Reading Assignment:</i> Johns - Well-Grounded Diet (NW W. Africa)  Kretchmer - Genetic Variability &amp; Lactose Intolerance (NW Asia &amp; Africa)  Katz, Hediger &amp; Valleroy - Traditional Maize Processing Techniques... (NW Latin America)  Scrimshaw - Iron Deficiency (NW Third World)</p>

Week 5 (3 hours)	<p><b>Agriculture, Food Production, and Human Health: Was it the worst mistake in the history of humans? How did a shift away from foraging increase malnutrition? Gender and social inequality? Affect the division of labor?</b></p> <p><i>Reading Assignment:</i> Goodman &amp; Armelagos - Disease and Death at Dr. Dickson's Mounds (NW Native Americans)  Dufour - Use of Tropical Rainforests by Native Amazonians (NW Latin Am.)  Galvin, Coppock &amp; Leslie - Diet, Nutrition &amp; the Pastoral Strategy (NW Africa)  Pelto - Social Class &amp; Diet in Contemporary Mexico (NW Latin America)</p>
Week 6 (3 hours)	<p>First Examination (1.5 hours)</p> <p>Film: <i>Like Water for Chocolate</i> (1.5 hours)</p>
Week 7 (3 hours)	<p><b>Dietary Delocalization, the Columbian Exchange, and Migration of People and Foods - How tomatoes, potatoes, chilies, corn, and chocolate transformed the European world. How sugar cane, tea, and trade permitted colonization and the hegemony of Europe over the globe.</b></p> <p>Group Three Book Review Presentations (1.5 hours)</p> <p><i>Reading Assignment:</i> Weismantel - The Children Cry for Bread (NW Ecuador)  Pelto &amp; Pelto - Diet and Delocalization: Dietary Changes since 1750 (NW Third World)  Mintz - Time, Sugar, and Sweetness (NW Caribbean)</p>
Week 8 & 9 (6 hours)	<p><b>Cultural Practices and Food Patterns: Taboos, Preferences and Beliefs - why do we eat what we eat? Why are some foods prohibited for women and children? How do customs and the symbolism of food shape the roles of food preparers?</b></p> <p>Discussion: Cookbook Assignment (1.5 hours)</p> <p>Discussion: Guest panel of international cooks from Sri Lanka, Egypt, Mali, Ecuador, and Japan (1.5 hours)</p> <p><i>Reading Assignment:</i> Lee - Eating Christmas in the Kalahari (NW Africa)  Harris - India's Sacred Cow (NW India)  Anderson - Chinese Nutritional Therapy (NW China)  Allison - Mothers and <i>Obentos</i> (NW Japan)  Darfour - A Closer Look at the Nutritional Implications of Bitter Cassava Use (NW Amazonia)  Gladwell - The Pima Paradox (NW Native Americans)</p>

Week 10 (3 hours)	<p>Food Sales and Wholesale trade. Where do our foods come from? What do we export? Who makes the profits? What are the roles of multinational corporations in the production, distribution, and marketing of food commodities?</p> <p>Group Four Book Review Presentations (1.5 hours)</p> <p>Strip District Field trip this week - tours of wholesale and retail grocers (all day optional trip)</p>
Week 11 & 12 (6 hours)	<p>Food Marketing and Packaging in America, and the prospects of Bioengineering. How does bioengineering affect food safety and the nutritional content of foods? Will this solve global hunger? What is the impact of the "McDonaldization" of food globally? What is really in a "Lunchable" and should our kids be eating it?</p> <p>Class Activity: A Scavenger hunt in Local Grocery Stores (1.5 hours)</p> <p><i>Reading Assignment:</i> Kottak - Rituals at McDonalds  Dubisch - You are what You Eat: Religious Aspects of the Health Food Movement  Mack - Food for All (NW Third World)</p>
Week 13 (3 hours)	<p>Food Security at Home &amp; Abroad. Why are there still hungry people? How does this affect transmission of disease and degenerative illness? Is anyone making money from hunger?</p> <p>Film: <i>Avoidable Famine</i></p> <p><i>Reading Assignments:</i> Pelletier - The Potentiating Effects of Malnutrition (NW Third World)  Fitchen - Hunger, Malnutrition and Poverty in the Contemporary U.S.</p>
Week 14 (3 hours)	Student final presentations
Week 15 (2 hours)	Final Exam

**IV. Evaluation Methods** - It is my hope that this will be a class in which all participants are active players, who participate in discussions, come to class well prepared, and who contribute as much as they gain from the class. It is important that you attend class consistently, and that you complete the assigned readings before coming to class on the due date, you will find that you will gain much more from the process if you do. I do not have an attendance policy, but I will take your attendance into consideration when assigning the class participation grade -- because those who are chronically absent cannot effectively participate.

There are two examinations, each of which are expected to last only an hour and a half, and two short papers in the course of the semester. There will also be a major project, one that can be done individually or as part of a collaborative group.



<u>Assignment</u>	<u>% of final grade</u>
First examination	15%
Final examination	15%
Cookbook review from Nonwestern culture	10%
Book review paper	10%
Book review oral presentation	10%
Final project oral presentation	10%
Final project written paper	20%
Class participation	10%

For the book reviews, the due date will depend on the title selected in the topical groupings:

- Group One - Evolution of Human Food Patterns (week 3)
- Group Two - Nutritional Anomalies and Adaptations (week 4)
- Group Three - Cross Cultural Food Patterns (week 7)
- Group Four - Global Food Problems (week 10)

#### **Grading Scale:**

- A = 90% of points or better
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = below 60%

#### **V. Required Reading:**

*Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition.* edited by Alan H. Goodman, Darna L. Dufour, and Gretel H. Peltó. Mayfield Press (2000) available at the co-op bookstore

additional required reading assignments may be put on electronic reserve in the library

each student will be required to read one additional book and review one cookbook from a nonwestern culture for class writing assignments

each student will do a substantial amount of additional reading to prepare their term paper, the titles will vary depending upon the topic selected

#### **VI. Special Resource Requirements:**

As this is a course about "food" as well as "culture" there will be occasions on which we will have food to sample, you may be asked to come prepared with a plate and a fork on occasion.

## VII. Select Bibliography

- Adams, C.  
1990 *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. NY: Continuum Press (G)
- Arnold, David  
1988 *Famine: Social Crisis and Historical Change*. London: Basil Blackwell Press (NW Africa)
- Babb, F.  
1989 *Between Field and Cooking Pot: the Political Economy of Market Women in Peru*. Austin: University of Texas Press (G & NW Latin America)
- Bell, Rudolph  
1985 *Holy Anorexia*. Chicago: University of Chicago Press (G)
- Bordo, Susan  
1993 *Unbearable Weight*. Berkeley: University of California Press (G)
- Brunberg, Joan  
1988 *Fasting Girls*. Cambridge: Harvard University Press (G)
- Brown, C.  
1993 *Consuming Passions: Feminist Approaches to Weight Preoccupation and Eating Disorders*. Toronto: Second Story Press (G)
- Carpenter, Kenneth J.  
2000 *Beriberi, White Rice, and Vitamin B: A Disease, a Cause and a Cure*. Berkeley: University of California Press (NW Asia)
- Cohen, Mark Nathan  
1977 *The Food Crisis in Prehistory*. New Haven: Yale University Press
- Cohen, Mark Nathan  
1989 *Health and the Rise of Human Civilization*. New Haven: Yale University Press
- Counihan, Carole  
1999 *Anthropology of Food and the Body*. New York: Routledge Press (G & NW Third World)
- Cowan, R.S.  
1983 *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. New York: Basic Books (G)
- Dreze, Jean & Amartya Sen  
1989 *Hunger and Public Action*. Oxford: Oxford University Press (NW Third World)
- Erlich, Elizabeth  
1997 *Miriam's Kitchen*. New York: Viking Books (G)

- Etkin, Nina, ed.  
1994 *Eating on the Wild Side: The Pharmacologic, Ecological, and Social Implications of Using Noncultigens*. Tucson: University of Arizona Press (NW Third World)
- Farb, Peter & George Amerlagos  
1980 *Consuming Passions: The Anthropology of Eating*. New York: Washington Square Press
- Fleagle, John G.  
1988 *Primate Adaptation and Evolution*. New York: Academic Press
- Foster, Nelson & Linda Cordell  
1992 *Chilies to Chocolate: Food the Americas gave the World*. Tucson: University of Arizona Press (NW Latin America)
- Fuller, Robert C.  
1996 *Religion and Wine: A Cultural History of Wine Drinking in the United States*. Knoxville: University of Tennessee Press
- Franke, Richard and Barbara Chasin  
1980 *Seeds of Famine: Ecological Destruction and the Development Dilemma in the West African Sahel*. New Jersey: Osmun Books (NW Africa)
- Frisch, Rose  
1974 "Menstrual Cycles: Fatness as a Determinant of minimum Weight for Height" in *Science* 185: 949-951 (G)  
1980 "Fatness, puberty, and fertility" in *Natural History* 89: 16-27 (G)  
1984 "Body fat, puberty, and fertility" in *Biological Review* 59: 161-88 (G)  
1988 "Fatness and fertility" in *Scientific American* 258: 88-95 (G)
- Gabaccia, Donna  
1998 *Why we Eat What We Eat*. Cambridge: Harvard University Press
- Glasser, Irene  
1988 *More than Bread: Ethnography of a Soup Kitchen*. Tuscaloosa: University of Alabama Press
- Goody, Jack  
1982 *Cooking, Cuisine, and Class*. Cambridge: Cambridge University Press (G & NW Africa)
- Harris, Marvin  
1985 *Good to Eat: Riddles of Food and Culture*. New York: Waveland Press (NW Asia and Middle East)
- Hobhouse, Henry  
1985 *Seeds of Change: Five Plants that Transformed Mankind*. London: Sidgwick and Jackson (NW Asia & Africa)
- Howard, Mary & Ann Ferguson  
1997 *Hunger and Shame*. New York: Routledge Press (G & NW Africa)
- Inness, Sherrie  
2001 *Kitchen Culture in America*. Philadelphia: University of Pennsylvania Press

Kahn, Miriam

1986 *Always Hungry, Never Greedy: Food and the Expression of Gender in a Melanesian Society*. Cambridge: Cambridge University Press (G & NW New Guinea)

Lappe, Frances Moore & Joseph Collins

1978 *Food First: Beyond the Myth of Scarcity*. New York: Ballantine Books (G & NW Third World)

Levenstein, Harvey

1993 *Paradox of Plenty: A Social History of Eating in Modern America*. London: Oxford University Books

McMillen, Della, ed.

1991 *Anthropology and Food Policy*. Athens: University of Georgia Press (G & NW Third World)

Mintz, Sidney

1985 *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking Books (NW Caribbean)

Morgan, Dan

1979 *Merchants of Grain*. New York: Viking Books

Newman, Lucile et al.

1990 *Hunger in History: Food Shortage, Poverty, and Deprivation*. London: Basil Blackwell Books (NW Africa)

Richards, Audrey

1948 *Hunger and Work in a Savage Tribe*. Glencoe, IL: Free Press (NW Africa)

Roe, Daphne A.

1973 *A Plague of Corn: The Social History of Pellagra*. Cornell: Cornell University Press (NW Africa and US poverty among African Americans in south)

Schlosser, Eric

2001 *Fast Food Nation*. Boston: Houghton-Mifflin

Schwartz, Hillel

1986 *Never Satisfied: A Cultural History of Diets, Fantasies, and Fat*. New York: Free Press

Sokolov, Raymond

1991 *Why we Eat What We Eat*. New York: Simon and Schuster

Tannahill, Reay

1973 *Food in History*. New York: Stein and Day

van Esterik, Penny

1989 *Beyond the Breast-Bottle Controversy*. New Brunswick, NJ: Rutgers University Press (G & NW Asia)

Vaughn, Megan

*The Story of an African Famine: Gender and Famine in 20<sup>th</sup> Century Malawi*. Cambridge: Cambridge University Press (G & NW Africa)

Visser, Margaret  
1991 *The Rituals of Dinner*. Penguin Books

Zuckerman, Larry  
1998 *The Potato: How the Humble Spud Rescued the Western World*. New York: North Point Press

In this bibliography and on the assigned reading on the syllabus of record, I have marked a number of references with the designation NW in order to clarify that these sources refer to non-western cultures. On the bibliography above I have additionally indicated some references with the letter G indicating that gender issues are a substantial component of these works. I hope this helps to clarify the appropriateness of this course for inclusion with a nonwestern designation.

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## Checklist for Global and Multicultural Awareness Course Proposals

1.  Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2.  Follow the 2011 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3.  Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4.  Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5.  Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6.  Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7.  Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8.  Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

**If this is a course revision (p. 18 UWUCC Handbook)**

9.  Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10.  Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11.  The old syllabus of record.
12.  Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).