

AN 344 01: **Foodways: Anthropological Perspectives**

Spring Term, 2001: Monday, Wednesday 2:30 – 3:45 pm, JH 216

Instructor: Eriberto P. Lozada Jr.

Office: Anthropology Program, JH 349A

Office Hours: M, W, F 1:00 – 2:00 pm, and by appointment

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This course focuses on the general subject of how food shapes societies and cultural practices throughout the world. Foodways will be examined from an anthropological perspective for its social and cultural implications; this is not a survey of nutritional or dietetic sciences. Topics to be covered include: food in social contexts; food exchanges and the social construction of groups; food as a marker of social boundaries; food taboos and restrictions; the symbolism of food; folk conceptions of food; body image; transnationalism and global food industries; changes in dietary patterns; famine and food emergencies; fasting and abstinence; vegetarianism and alternative consumption regimes; the invention and commodification of new foods.

The anthropological perspective is largely a “bottom-up,” comparative examination of particular social processes, and is presented in the form of ethnographic monographs and articles that describe everyday life in detail. The main question that we will be addressing throughout this course is “are you what you eat?” What is the role of food in naturalizing social structures and cultural practices? Is there something about food that makes it a unique marker of cultural identity?

Course Readings

Counihan, Carole and Penny Van Esterik 1997. *Food and Culture: A Reader*. New York: Routledge. ISBN: 0-415-91710-7.

Ohnuki-Tierney, Emiko 1993. *Rice as Self: Japanese Identities through Time*. Princeton: Princeton University Press. ISBN: 0-691-02110-4.

Goody, Jack 1982. *Cooking, Cuisine, and Class: A Study in Comparative Sociology*. Cambridge: Cambridge University Press. ISBN: 0-521-28696-4 .

Harris, Marvin 1985. *Good to Eat: Riddles of Food and Culture*. Prospect Heights: Waveland Press. ISBN: 1-577-66015-3.

Weismantel, Mary J. 1988. *Food, Gender, and Poverty in the Ecuadorian Andes*. Prospect Heights: Waveland Press. ISBN: 1-577-66029-3

Course Requirements

The most important work in this course is to be prepared for each seminar meeting; this means having **thoroughly read the material** and **being prepared to discuss** particular points from the reading. Readings are due on the day listed in the class schedule. I will not lecture on the readings, but will discuss the implications and difficult points in the material.

Response papers: 20%

Each student will have to write five (5) response papers, one page and double-spaced. They are individually ungraded and require only timely submission for full credit. See the handout for more information.

Field Projects: 15%

All students will conduct two (2) small field projects that involve participant-observation research conducted outside the classroom. These will be graded on both the effort and detail of the fieldnotes and on the contextualization of theoretical ideas discussed in class and in the readings. The fieldwork project can also be extended to substitute either as a second short essay or term paper.

Short Essays or Term Paper: 45%

Students will have a choice of writing two (2) short essays (between 5-7 pages) or one (1) longer essay (12-15 pages) that are **worth 45%** of the final grade. The shorter essays will be due on **26 February** and **16 April 2001** in class. Questions will be handed out one week before the short essays are due, but you will always have the option of writing your own question and answering it. The long essay is due in class on **25 April 2001**. Topics for the long essay, which can be based on field research conducted locally, will be selected by each student, but must be discussed with the instructor prior to **26 February 2001**. If you choose to do the long essay, then you must submit a topic proposal, including a bibliography or methodology, to me by 26 February 2001.

Class Participation: 20%

Active participation requires that each student come to class prepared, having read the assigned material before class.

“Plagiarism is the fraudulent misrepresentation of any part of another person’s work as one’s own. Submitting any writing, including take-home exams, that does not properly acknowledge the quoting or paraphrasing of another person’s words, or that fails to give proper credit for another person’s ideas, opinion, or theory is plagiarism. Any unacknowledged use of sources to which one is indebted including but not limited to are music, video, audio, theatre projects, compositions, and computer software constitutes plagiarism.” – Butler University Student Handbook 1999-2000, pg. 92.

It is the policy and practice of Butler University to make reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about Student Disability Services, you may wish to contact Michele Atterson, JH 136, ext. 9308.

Class Schedule (subject to modification)

17 January	Introduction to Class
22 January	Reading: Counihan book, Mead article Counihan book, Levi-Strauss article
24 January	Food and Religion Reading: Rosaldo article, Grief and a Headhunter's Rage Harris Chapter 10
29 January	Reading: Harris Chapter 1, 2
31 January	Reading: Harris Chapter 3, 11 Counihan book, Shack article Assignment: Response Paper Due
5 February	Reading: Counihan book, Jean Soler article Harris Chapter 4
7 February	Reading: Harris Chapter 5, 6
12 February	Reading: Counihan book, Anderson article Counihan book, Freud article Harris Chapter 7
14 February	Reading: Harris Chapter 8, 9
19 February	Food and Society Reading: Goody Chapter 1, 2 Assignment: Response Paper Due
21 February	Reading: Goody Chapter 3
26 February	Reading: Appadurai article on cookbooks Assignment: Short Essay Due; Long Essay Paper Topic Due
28 February	Reading: Goody Chapter 4
5 March	Reading: Goody Chapter 5 Counihan book, Counihan article Assignment: First Field Project Due
7 March	Reading: Goody Chapter 6 Counihan book, Mintz article Assignment: Response Paper Due
12-16 March	Spring Break
19 March	Food and Gender Reading: Counihan book, Bynum article Counihan book, Bruch article
21 March	Reading: Counihan book, Bordo article Counihan book, Massara article Counihan book, Sobo article
26 March	Reading: Wiesmantel Chapter 1 Assignment: Response Paper Due
28 March	Reading: Wiesmantel Chapter 3, 4
2 April	Reading: Wiesmantel Chapter 5 Assignment: Second Field Project Due
4 April	Reading: Wiesmantel Chapter 6 Counihan book, Devault article

9 April		Food and Identity
	Reading: Ohnuki-Tierney Chapter 1, 2, 3	
11 April	Reading: Ohnuki-Tierney, Chapter 4 Counihan book, Meigs article Assignment: Response Paper Due	
16 April	Reading: Ohnuki-Tierney, Chapter 5 Counihan book, Allison article Assignment: Short Essay Due	
18 April	Reading: Ohnuki-Tierney, Chapter 6 Counihan book, Hughes article	
23 April	Reading: Ohnuki-Tierney, Chapter 7, 8	
25 April	Reading: Ohnuki-Tierney, Chapter 9 Assignment: Long Essay Due	
30 April	Are We What We Eat?: Class Wrap-up	