COURSE DESCRIPTION
Unless you are ailing or fasting, you eat every day. Do you eat only to nourish yourself? 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 aren’t hungry? Or does not-eating also have social, cultural and symbolic value? What are the biological underpinnings of the relationship between human beings and their food? The food we eat serves more than the biological need to nourish. It is also a part of our social relationships and ideas.

In this course, we will explore both biological and cultural aspects to food and—in particular—how they interact. For example, what is the role of the human gut in our relation to food? What is the role of culture to the gut? Are there evolutionary consider

COURSE OBJECTIVES
The primary goal of this course is to support your critical thinking in regard to social, environmental, symbolic, and evolutionary aspects to human Foodways. I hope that you will become a more critical consumer not just of the food you eat but of the processes by which it becomes part of your nourishment and some of the meanings that are attached to how you nourish yourself. By the end of the course, you should have enough information to appreciate what anthropologists call different “Foodways.” You will also have the tools to continue exploring in many directions the biological and cultural aspects of food and culture, but in particular, you will have the tools 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. Write a short, biocultural ethnographic account of food which articulates the biocultural relationship of food to human beings.
4. Explain the biocultural perspective as articulated in this course.

What are your goals and objectives for taking this course? (e.g., general education requirements, major field, food for life, _____, _____?)
ACCOMMODATIONS
If you have documented learning issues like learning disorders or disabilities that affect how you process the various tasks involved in this course, please let me know at the beginning of the term so that I can make appropriate adjustments. Be sure to document these issues with the Accessible Education office (http://aec.uoregon.edu/).

REQUIRED READINGS AND OTHER RESOURCES

Required Textbooks:


Other readings will be posted on Blackboard.

Films:
1. Required. Food, Inc. (available through Netflix and through Amazon.com).
2. Required. The Truth about Food, Inc. with filmmaker Robert Kenner
   http://www.youtube.com/watch?v=2Oq24hITFTY.
3. Optional. Online video series: BBC film series The Future of Food, to be viewed at your discretion over the first eight weeks. Each video is about 1 hour, so you can divide up the viewings however you prefer.
   Part 1. India http://www.youtube.com/watch?v=XiPuCSGo_w0
   Part 2. Senegal http://www.youtube.com/watch?v=7YDQU7Ts10Q
   Part 3. Cuba http://www.youtube.com/watch?v=GaSd7BkJa1M

GRADING BREAKDOWN
20% discussion attendance and participation
30% assignments (due 8:00 am on the following Mondays: October 6 & 20, November 3 & 17)
50 % Mini-project:
   20% Presentation
   25% Final Paper
   5 % Evaluations of other presentations

Written work will be uploaded through SafeAssign, so if you have problems with SafeAssign, please get help from the Knight Blackboard help desk (541/346-1807) or the tech help desk in McKenzie Hall (541/346-4412).

Mini-Research Project: 50%
For the duration of the course, you will explore an issue relating to food and culture through a small research project that will include
1) a presentation some time in the last two weeks,
2) a final (1500-3000 word) paper, and
3) your evaluations of the other presentations.

Presentations. As a class, we will hold our own online “mini-conference” on food and culture at the end of the term in which you will teach the rest of the class about your findings and get a little feedback before you finish writing up your research in the final paper. Each student will be part of a panel giving papers.
Presentations provide a useful opportunity to hear your ideas out loud and to get some feedback from the class and instructor that may help improve your final paper. Presentations are also your opportunity to teach the rest of your class what you have learned.

**Final Papers.** These will be expanded written versions of your online presentations. Final papers (are due in finals week by midnight WEDNESDAY DECEMBER 10, 2014.

**Peer Evaluations of Other Presentations.** Students will have an opportunity to grade and comment on the other presentations. Those grades and comments will be uploaded and made available (anonymously) to the presenters so that they know where their final papers need a little improvement (or not!).

**COURSE PROTOCOLS**

I want you to speak up in this class. Passionate—always respectful--disagreement is an important part of learning, so we should work together to foster a class environment where excited inquiry, when it happens, can take place respectfully and even kindly. In other words, be polite, treat each other—and me—with respect and kindness when there is disagreement--even (maybe especially) if you are annoyed or angry. I want you to bring up disagreements or questions with me; I will always endeavor to answer you well, though I can’t always promise to give you the answer you want.
~~~ SCHEDULE OF READINGS AND ASSIGNMENTS ~~~

WEEK 1: Introductions, overview of course, and overview of a few contemporary issues
Readings:
1. In *Nutritional Anthropology* (NA): The Biocultural Perspective in Nutritional Anthropology, Gretchen Pelto et. al.
2. In *Food: Ethnographic Encounters* (FEE): Introduction
3. On Bb: McKenna_Swapping Germs and related material.

   Browse (so you know where to find nutritional information):
4. In NA: Browse Appendix A and B

(Reminder: Assignment will be due next Monday.)

WEEK 2. Evolution, adaptation and brief review of subsistence strategies.
Readings:
2. In NA: Kung Nutritional Status and the Original "Affluent Society"--A New Analysis, Barry Bogin
3. In NA: Body Size, Adaptation and Function, Reynaldo Martorelli
4. In FEE: Van Esterik_Revisiting Lao Food

Assignment 1 due this week: Monday October 6 8:00 am.

WEEK 3. Why Do We Eat What We Eat and What Does It Mean: Nutrition, Greek humors and the sociobiological contexts of food
Readings:
1. In NA: No Heads, No Feet, No Monkeys, No Dogs: The Evolution of Personal Food Taboos, Miriam S. Chaiken
4. In FEE: Jordan_In Search of the Elusive Heirloom Tomato.

Film: Food, Inc.

(Reminder: Assignment due next week.)

WEEK 4: Too much/too little, famine/obesity: Food and the Environment
Readings:
1. In NA: Child Malnutrition and Famine in the Nigerien Sahel, Catherine Panter-Brick, Rachel Casiday, Katherine Hampshire, and Kate Kilpatrick.
4. In FEE: Dunn_The Food of Sorrow
5. On Bb: Vietnamese market gardens in NOLA

Assignment due this week: Monday October 13 8:00 am

WEEK 5. Colonialism, globalization and the globalization of food and food production.
Readings:
2. In NA: Coca-Colonization of Diets in The Yucatan, Thomas L. Leatherman and Alan Goodman
4. In FEE: Harris_The Enchantments of Food in the Lower Amazon.

National Clonal Germplasm Repository, Corvallis

University of Illinois Morrow Plots
http://cropsci.illinois.edu/research/morrow
http://hereandnow.wbur.org/2014/07/14/university-illinois-morrow-cornfield

Assignment due next Monday.

WEEK 6. Food and identities
Readings:
2. Bb link: In Counihan and Van Esterik: Feeding Lesbigay Families, Christopher Carrington
3. In NA: Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus, Anne Alison

Assignment due Monday November 3 8:00 am.

WEEK 7. Political economies and food and agriculture.
Readings:
2. In FEE: Menely_Food and Morality in Yemen
3. On bb: the view from agribusiness—Harvard Business School Executive Seminars
4. On bb: Hightower excerpt

Film: Harvest of Shame.

(Reminder: Assignment due next Monday.)
WEEK 8. Globalization 
Readings:
2. In NA: Anthropological Perspectives on the Global Food Crisis, David A. Himmelgreen, Nancy Romero-Daza, and Charlotte A. Noble

Assignment due this Monday: November 17 8:00 am.

PANELS presenting in week 10 should turn in the readings they want to assign to the class.

WEEK 9. Presentations 
Reading:
1. On Bb: Douglas_Deciphering a Meal
2. Readings assigned by panel presentation groups

DUE: Peer evaluations due: Upload your evaluations (comments and grades) by FRIDAY of this week for the presentations so presenters can have your comments for editing their final papers.

WEEK 10. Presentations 
Reading:
1. Readings assigned by panels/presentation groups.

Peer evaluations due: Upload your evaluations (comments and grades) by FRIDAY of this week for the presentations so presenters can have your comments for editing their final papers.

FINALS WEEK/Week 11:

FINAL PAPER DUE by or before MIDNIGHT, WEDNESDAY DECEMBER 10, 2014. Submit online through SafeAssign.