

ANTH 342 – World Hunger

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Office Hours: Tu 11-12, 1:30-2:30
Th 11-12, 1:30-2:30
Fri 11-12 and by appointment

WORLD HUNGER

The course is a cross-cultural and interdisciplinary study of world hunger. It involves a critical examination of the political, economic, social, and ecological causes and consequences of hunger and famine. There are few problems of more dire significance in today's world. Through readings and research, students will learn about hunger in different historical and cultural contexts along with different explanations and solutions for it. ANTH 342 is a "Perspectives" course, which means that it is a general education, upper level course for juniors and seniors, both anthropology majors and non-majors. It does not assume previous knowledge of anthropology but focuses on a clear and crucial social problem from a broad interdisciplinary point of view. It is expected that students will train the different knowledge and approaches of their various majors onto the topic of hunger and it is hoped that this diversity will stimulate lively debate and critical thinking.

Course Objectives

- (1) Students will learn the methods and theories of anthropology and other social sciences, their distinctiveness, and their contributions to understanding world hunger.
- (2) Students will deepen their understanding of the causes, consequences and solutions of hunger and famine in the US, in urban Africa, and around the globe.
- (3) Students will improve their research skills by carrying out a major project on hunger.
- (4) Student will improve their writing, oral communication, and critical thinking skills.

Required Books – Bring assigned book(s) to every class!

Flynn, Karen Coen. 2005. Food, Culture and Survival in an African City. New York: Palgrave.

Runge, C. Ford, Benjamin Senauer, Philip G. Pardey and Mark W. Rosegrant. 2003. Ending Hunger in Our Lifetime: Food Security and Globalization. Baltimore: Johns Hopkins University Press.

Norberg-Hodge, Helena, Todd Merrifield, and Stephen Gorelick. 2002. Bringing the Food Economy Home: Local Alternatives to Global Agribusiness. Bloomfield, CT: Kumarian.

Schwartz-Nobel, Loretta. 2003. Growing Up Empty: How Federal Policies Are Starving America's Children. New York: Harper Paperbacks.

Requirements

1. **Attendance** (50 points). Students earn two points for every class attended on time, one point if they arrive late, zero if they are absent. "Late" = after I have taken attendance.
2. **4-page take-home essay #1** (50 points) due Tuesday, 2/12
3. **4-page take-home essay #2** (50 points) due Thursday, 4/10

4. **Four reading annotations** (10 points each, 40 points total). You must show evidence of reading and digesting the assigned material by annotating your books or by taking notes. On four specified dates students will take an open-book quiz based on their book annotations.

Thurs, 1/24	<u>Bringing the Food Economy Home</u>
Thurs, 2/7	<u>Food, Culture and Survival</u>
Tues, 3/4	<u>Growing Up Empty</u>
Thurs, 4/3	<u>Ending Hunger</u>

5. **Attend two extracurricular cultural events** (5 points each, 10 points total). You must attend two on-campus outside-of-class cultural events that have relevance to ANTH 342, and write a one-page summary of each, describing **(1) the event** and **(2) its relevance to our course**. One of the events must be the public lecture on Mon, Mar 3, 7:30 pm, Myers Aud, McComsey Hall, by Melissa Salazar on “Feeding the Little Masses: Envisioning School Food in the Obesity Era.”

6. **Term Paper** (90 points) and **oral presentation** (10 points)

Your term paper is a research project on a case study of hunger or on a hunger-fighting organization or project. Your paper should be 8-15 pages, word-processed, double-spaced, with 12-point font and one-inch margins. You will do the research, write the paper, and give an 8-12 minute oral presentation with a visual component. Students may work in pairs on their projects. The case study may be local, national, or global. The organization may be a private, governmental, or non-governmental organization located anywhere in the world as long as its primary focus is to promote food security or food access or to reduce hunger. The goal of your research project is to inform yourself and the class about either a case of hunger or about an organization devoted to fighting it. Your project may involve service learning, community based research, and/or scholarly research using research methods of participant-observation, interview, survey, photography, and/or literature review. Your paper must be fully documented, with reference to your own fieldwork or to scholarly sources. If you rely on scholarly sources, you must have at least one reference per paragraph showing where your information comes from.

You must prepare the following on the dates indicated:

Tues, 1/29	one paragraph defining your project
Thurs, 2/21	2-4 page research design and bibliography
Tues, 3/18	1-3 page data report
Thurs, 4/17	8-15 page research paper
Tues, 4/15 –5/5	oral presentation with visual component
Mon, 5/5, 2:45 pm	revised research paper AND first draft with my comments

Option 1: case study of hunger

You should cover at least the following:

1. Description of the hunger/famine: when, where, who (class, race, gender, geography)
2. Extent and duration of hunger/famine and its resolution
3. Major causes and explanations for famine/hunger and its resolution
4. Most important primary sources of data
5. Most important secondary sources

Examples: hunger today in Pennsylvania, the Irish potato famine, the Russian Famine of 1931-32, childhood hunger in the US, food scarcity in World War II Italy, etc.

Option 2: hunger-fighting organization or project

You should cover at least the following:

1. Name of the organization, and how, why and when it was founded
2. Goals and target group
3. Philosophy, mission, and implicit or explicit explanations for hunger
4. Organizational structure
5. Funding: How much and from what sources (taxpayer funds, private donations, fund raisers)
6. Spending: How much spent to run organization and to help others, how funds are disbursed (through grants, standing agreements), to whom are funds given (individuals, groups, institutions), to what sorts of projects funds are given
7. Accomplishments of the organization
8. Critique: would you recommend supporting this organization? Why or why not? What does it do well/badly? Are its goals and philosophy on track? How effective are its programs in accomplishing its goals?

Examples: Empty Bowls project, Central PA Food Bank, a soup kitchen or food pantry, Water St. Rescue Mission, Crispus Attucks Shelter, Community Supported Agriculture, DC Central Kitchen, Berkeley Edible Schoolyard, FoodShare Field to Table, Oxfam America, Food First, Landis Valley Seed Saver, etc. (See Appendix C, pp. 227-234 in Runge).

7. **Extra-credit** (5-10 pts). Write a letter to the editor of a newspaper about US or world hunger. 5 pts for writing and mailing it, 5 more pts for getting it published (hand in published copy).

Summary of Requirements

Attendance	50
Take Home Exam #1	50
Take Home Exam #2	50
Two extra-curricular events	10
Four reading annotations	40
Term Paper	90
<u>Oral presentation</u>	<u>10</u>
	TOTAL 300
Extra-credit	5-10

Grading Scale

A	270-300 (A- 270-84, A 285-300)
B	240-269 (B- 240-49, B 250-59, B+ 260-69)
C	210-239 (C- 210-19, C 220-29, C+ 230-39)
D	180-209 (D- 180-89, D 190-99, D+ 200-209)
F	below 180

Academic Honesty and Dishonesty

Students are required to be thoroughly familiar with Millersville's policy on academic honesty and dishonesty (muweb.millersville.edu/~campus/Academic_Honesty_and_Dishonesty.pdf), especially the following definition: "Plagiarism: the inclusion of someone else's words, ideas, or data as one's own work. When an individual submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or other accepted citation practices as well."

Please note that copying and pasting information off of websites is not only a bad way to construct an essay but it is plagiarism unless you put the material in quotation marks and cite the website and date consulted (to cite electronic sources, see <http://www.apastyle.org/electref.html>). Even if you paraphrase or modify the original quotation, you **MUST** cite the original source or you are committing plagiarism.

Syllabus

1/15 Introduction to the course, the topic, the readings, and the requirements

1/17 The globalization of food and food insecurity at home and abroad

READ: Bringing the Food Economy Home chapters 1-2

1/22 Food production, health, and food insecurity

READ: Bringing the Food Economy Home chapters 3, 4, and 5

1/24 Food, community, and food security

READ: Bringing the Food Economy Home chapters 6-7

Bringing the Food Economy Home in-class annotation evaluation (10 points)

1/29 Case study: studying hunger in Mwanza, Tanzania

READ: Food, Culture, and Survival Chapters 1-2

One paragraph defining research project due

1/31 hunger and food consumption across socio-economic groups in Mwanza

READ: Food, Culture, and Survival Chapters 3-4

2/5 Households and food distribution in Mwanza

READ: Food, Culture, and Survival Chapters 5-6

2/7 Farming in the city and other strategies of food procurement in Mwanza

READ: Food, Culture, and Survival Chapters 7-8

Food, Culture, and Survival in-class annotation evaluation (10 points)

2/12 Children, food entitlement and solutions to hunger

READ: Food, Culture, and Survival Chapters 9-10

4 page take home essay due

2/14 Hunger in the US

READ: Growing Up Empty 1-33

2/19 Hunger and the Middle Class

READ: Growing Up Empty 35-54

2/21 Hunger and the always poor

READ: Growing Up Empty 55-81

2-4 page research design and bibliography due

2/26 Hunger and the military

READ: Growing Up Empty 83-117

2/28 Hunger and the working poor

READ: Growing Up Empty 119-148

*Monday, March 3, 7:30, Myers Auditorium, McComsey Hall, required public lecture by Melissa Salazar:
"Feeding the Little Masses: Envisioning School Food in the Obesity Era"*

3/4 Hunger and the homeless
READ: Growing Up Empty 149-185

Growing Up Empty in-class annotation evaluation (10 points)

3/6 Hunger, the immigrants, the refugees, and the story without end
READ: Growing Up Empty 187-237

SPRING BREAK

3/18 Hunger, food insecurity, and the challenge to end them
READ: Ending Hunger xvii-37

1-3 page data report due

3/20 Ending hunger sustainably
READ: Ending Hunger 39-68

3/25 Science and food security
READ: Ending Hunger 69-99

3/27 Hunger and institutional change
READ: Ending Hunger 101-131

4/1 Policies and institutions for ending hunger
READ: Ending Hunger 135-177

4/3 Investing for a hunger-free world
READ: Ending Hunger 179-207
Ending Hunger in-class annotation evaluation (10 points)

4/8 *Possible weather make-up day*

4/10 Constructive solutions to hunger
READ: Bringing the Food Economy Home chapter 8 – “Shifting Direction”
4 page take home essay due

4/15 *oral presentations*

4/17 *oral presentations*
8-15 page research paper due

4/22 *oral presentations*

4/24 *oral presentations*

4/29 *oral presentations*

5/1 Reading day

*** Revised research papers and first draft with my comments are due** at the final exam period:
Monday, May 5, 2:45-4:45 pm: *oral presentations will take place*