

# Curriculum II 210

## The Individual and Society

*Or*

### Food and Identity:

**You Aren't Only *What* You Eat; You're Also What You Grow and What You Cook and What You Serve and What You Throw Away**

### Contact Information

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| <b>Lisa Heldke</b><br><br>Old Main 104B<br><br><b>Office Hours:</b><br><br>M12:30, W 2:30, F 10:30 or by appointment<br><br><b>Email, phone:</b><br><a href="mailto:heldke@gac.edu">heldke@gac.edu</a> , 933-7029 | I encourage you to come talk to me at any point about the issues the class is discussing, or for consultation on papers or help with understanding a reading assignment. Feel free to schedule an appointment if none of these times works for you.<br><br>Some advice about email and phone contact: <ul style="list-style-type: none"><li>• Do NOT send assignments via email.</li><li>• Get yourself a class “buddy” who will collect handouts if you are gone, hand in your assignments if you can’t, and generally tell you what you missed. You are responsible for all information that you miss when you are absent.</li><li>• I do not have email at home, so I won’t be able to reply to email questions on weekends or evenings.</li><li>• I will send any updates, changes to the reading assignment, or additions to informal writing assignments AT LEAST 24 hours before the relevant class period; please check your email if you think there might be a change brewing. If it comes fewer than 24 hours before class, you are NOT responsible for it!</li><li>• Make an email folder for this class, and keep emails I send you— ESPECIALLY including the electronic syllabus copy!</li></ul> |
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### Access to education

Every student has a right to be able to learn in this class. If you have learning disabilities, please see your instructor NOW about ways I can work to make the class work well for you. Bring any documentation you have about your learning disability. I will of course keep this information confidential. You can provide documentation of a particular disability by going to the Advising Center (204 Johnson Student Union). Call Lori Bickett in Academic Advising (x7072).

## How much time?

Plan that you will spend a minimum of two hours outside of class for every hour in class. (If you're preparing for class in less time than this, you're not well prepared.) You'll need more time than that in weeks in which you have a paper or presentation due. So, figure that this is, at the least, a twelve hour per week commitment.

## Books

Barndt, *Women Working the NAFTA Food Chain*

DeVault, *Feeding the Family*

Klinkenborg, *Making Hay*

Kulick, *Fat: Anthropology of an Obsession*

Sutton, *Remembrance of Repasts*

These books are supplemented by a large number of readings available on [Moodle](#), which you may access by clicking on the link above and then wending your way to f-cur-210-001. ***Please print a copy*** of texts on electronic reserve, and bring it to class on the day we discuss it. (Or, if you're that kind of person, bring your laptop.)

## Interesting Topical Websites

- <http://www.food-culture.org> : The Association for the Study of Food and Society
- <http://www.afhvs.org/>: The Agriculture, Food and Human Values Society
- [http://www.claritas.com/claritas/segmentation.jsp?source=google&group=seg&cl\\_cat=prizm&OVRAW=prizm](http://www.claritas.com/claritas/segmentation.jsp?source=google&group=seg&cl_cat=prizm&OVRAW=prizm): A website on market segmentation—how you can identify your own segments!
- <http://www.aaanet.org/cna/>: A laundry list of interesting food websites that lend themselves to qualitative research.

## About this class

This course will introduce you to the study of individual behavior, social interaction and social institutions. The basic assumptions, issues and methods of the behavioral and social sciences will be explored, and you will be asked to reflect on the role of the social sciences in understanding and evaluating society. The interplay of individuals with society will be analyzed over a variety of cultural settings. In other words, this course will introduce you both to the kinds of **topics** with which social scientists concern themselves, and also the kinds of **methods and concepts** they use to explore those topics. Finally, it will give you the opportunity to do your own **research**.

**Topic:** This year, the theme for this course is “food.” Each of the course texts uses social science methods to explore a different facet of food—growing it, serving it, cooking it, eating it. All of the texts explore the ways in which these “food activities” play a role in human cultures and societies. Here are some of the sorts of food-and-society questions we will consider:

- How does food make us “who we are,” both as individuals, and as members of communities and societies?
- How do communities form around food—growing it or preparing it or serving it?
- What roles does food play in the formation of family life?
- How do relationships to food shape our gender identities?
- How does food shape ethnic and racial identities? (What does it mean for a North Indian to say “we are wheat people?”)
- How do food and body intertwine—how does our relationship to food inform our relationship to our body?
- What roles does food play in cross-cultural communication? In globalization?

**Methods and concepts:** The texts we’ll read will also help us explore the methodology of the social sciences, as well as the kinds of organizing concepts that are used. These texts all use primarily **qualitative** research methods to conduct and present their research; you’ll learn about the nature of qualitative research by reading them. We’ll also read some chapters from qualitative research textbooks to fill out your understanding of how these methods work—and, importantly, to guide you as you do your own qualitative research.

**Your research:** Each of you will work in a research group to design and carry out an original qualitative research project on a topic that concerns food and community/society. This gives you an opportunity to experiment with the methods you’ve learned about. Your research will also make an actual contribution to research in this field.

**Other things about the course:** This will not be a lecture course. You can expect that we will spend most of the class time talking with each other about how we understand the concepts of the course, the reading we’re doing, and the research you are undertaking.

## Course components

You must complete all coursework in order to pass this class.

1. **Formal essays (three essays, 60% of final grade)**
2. **Poster session (20 % of final grade)**
3. **Participation (20% of final grade)**
4. **Attendance (see below)**

1. **Formal essays:** You will write three formal essays for the course. Detailed instructions about these assignments are found at the end of the syllabus.
  - **Primary Research Proposal (15%)**
  - **Primary Research Essay (35%)**
  - **Final Summative Essay (20%)**
2. **Presenting a poster session on your research (20%):** Near the end of the term, you will create a poster that graphically illustrates the salient findings of your primary research paper. We will use two class periods as poster session days. One half or one third of the class will bring their posters each day; the other half or two thirds of the class will circulate among the poster presenters, asking them questions about their research. (Social scientists frequently use poster sessions at their conferences, as a way for people to learn a bit about a lot of different research projects. This project thus gives you an opportunity to experience something of a real-life presentation session. I encourage you to invite friends to attend this session and to include food in your presentations.)
3. **Participation (20%):** Participation is central to this class. Your well-prepared presence is essential. We will do as much in-class discussion as is feasible—both in large and in small groups. The better prepared you are, the more of this we can do. Come with questions, comments, challenges for the class. You will assign yourself a participation grade at the end of the term, based on how well you've been prepared, how you've listened to others and how you have contributed to the discussion.
4. **Attendance:** I regard all absences as "excused"; that is, I assume that, as busy, responsible adults, you will occasionally find yourself unable to attend class, whether it is because of illness, transportation problems, special events, family crises, etc. I do not differentiate among these reasons, and expect you to be responsible for your attendance. This is a discussion class; missing discussion is like missing a writing assignment. Unlike a writing assignment, however, it cannot be made up. Therefore, absences affect your course grade:
  - 1-2 absences: no effect
  - 3-5 absences: grade will be lowered one full letter at the professor's discretion
  - 6-7 absences: grade will be lowered two full letters at the professor's discretion
  - 8 or more absences (that is, one-third of our class meetings): subject to our discretion, you will fail the course.

**If you have a medical condition or some other situation that necessitates frequent absences, please tell me immediately.**

### **Late work policy**

All assignments are due in class on the day specified in the schedule

### **A note on plagiarism**

If you pass off someone else's words or ideas as your own, you have plagiarized—*whether you do so intentionally or by accident*, and whether you do so in a formal paper or an informal writing. That is true whether you quote directly, or paraphrase someone else's ideas. Those ideas may have appeared in books, been exchanged in conversation, or been posted on the web. The source does not matter; you *must* cite them. Please consult a style manual, your professor, the Writing Center, or another person whose writing skills you trust, if you have any questions about what constitutes plagiarism in your written work.

Suffice it to say, plagiarism is a violation of college policy, and is also a violation of the policies of this class. If you plagiarize, you will receive a zero on that assignment, and I will report the incident to the dean. If you plagiarize a second time, I will give you an F for the class, and inform the dean of the reason for the grade. You will also be under my permanent curse, as payback for the time it took me to track down your purchased essay on some slimy internet site full of papers that are frankly nowhere near as well written as the one you would have written yourself if you had just started yours sometime before three a.m. the night before it was due.

To avoid inadvertent plagiarism, ***take meticulous notes, documenting the source of every piece of information you collect.*** Do not rely upon your memory; six weeks from now when you're finishing this paper at three a.m., you aren't going to recall that those particular words aren't yours, but are in fact the content of someone else's website.

## **Honor Code**

As a community of scholars, the faculty and students of Gustavus Adolphus College have formulated an academic honesty policy and honor code system, printed in the *Academic Bulletin* and the *Gustavus Guide*. As a student at Gustavus, you are asked to agree to uphold the honor code. This means you will abide by the academic honesty policy, and abide by decisions of the joint student/faculty Honor Board. I do not ask you to sign the honor code; I assume you will adhere to it, and I will proceed accordingly unless you give me reason to suspect otherwise.

# Work Schedule

This schedule is a work in progress, subject to change, but not without notice. If you are missing from class, please check with a classmate to see what changes might have been made.

| Date                    | To Read or Do for Class  |
|-------------------------|--|
| 9/4                     | Intros; housekeeping details; overview of the semester   |
| I. Feeding and Families |  |
| 9/6                     | <b>Read:</b> <ul style="list-style-type: none"><li>DeVault, <i>Feeding the Family</i>, pp.18-30, 35-57 and 77-91</li></ul>   |
|                         |  |
| 9/11                    | <b>Methods and Concepts Day</b><br><b>Hand In:</b> <ul style="list-style-type: none"><li>Informal writing on the meaning of food in your life</li><li><b>Read:</b></li><li>Rossman, chapter 3, "Planning the Research" (on <a href="#">Moodle</a>)</li><li>Warren and Karner, "Field Research" (on <a href="#">Moodle</a>)</li></ul> |
| 9/13                    | <b>Read:</b> <ul style="list-style-type: none"><li><i>Feeding the Family</i>, pp. 95-163</li></ul>   |
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| 9/18 | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>No Place Like Home</i>, Chapter 1, “Feeding Lesbicay Families” (on <a href="#">Moodle</a>)</li> <li>• (Take a look at the appendix and the introduction also)</li> </ul>   |
| 9/20 | <p><b>Methods and Concepts Day</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Emerson et al., chapter 2: “In the field: participating, observing, and jotting notes” (on <a href="#">Moodle</a>)</li> <li>• Spradley, “Participant Observation” (on <a href="#">Moodle</a>)</li> </ul> |
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| <p>9/21-23</p> | <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>The pow-wow in Mankato sometime this weekend. This is REQUIRED attendance, with a field observation assignment. For directions and additional information about the event, go to <a href="http://www.mahkatowacipi.org/">http://www.mahkatowacipi.org/</a>. For an introduction to pow wows written for non-Indians, see <a href="http://www.tpt.org/powwow/">http://www.tpt.org/powwow/</a>)</li> </ul>   |
| <p>9/25</p>    | <p><b>Methods and Concepts Day</b></p> <p><b>Hand in:</b></p> <ul style="list-style-type: none"> <li>Pow-wow fieldnotes.</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Rossman, chapter 2: “The researcher as learner” (on <a href="#">Moodle</a>)</li> <li>Warren, chapter Six, “The Interview” (on <a href="#">Moodle</a>)</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>We will debrief the pow-wow and your field notes.</li> <li>You’ll get an assignment to do one interview by Monday</li> </ul> <p><b>Also useful to read:</b></p> <ul style="list-style-type: none"> <li>Rossman, chapter 5: “Gathering data in the field” (on <a href="#">Moodle</a>)</li> <li>Warren, “The Interview as social interaction and speech event” (on <a href="#">Moodle</a>)</li> <li>Bisogni, et al., “Who We Are and How We Eat (on <a href="#">Moodle</a>). A piece of research that uses interview, and that very explicitly lays out its method at the beginning.</li> </ul> |
| <p>9/27</p>    | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Allison, “Japanese Mothers and Obento” (on <a href="#">Moodle</a>)</li> <li><b>Deutsch, “Eat Me Up” (on <a href="#">Moodle</a>)</b></li> <li>Theophano and Curtis, “Sisters, Mothers and Daughters,” from <i>Diet and Domestic Life in Society</i> (on <a href="#">Moodle</a>)</li> <li><b>(Take a look at Sharman, et al., eds., Introduction to <i>Diet and Domestic</i> also)</b></li> </ul>  |



| II. Agricultural Work: The Family-Size Farm |  |
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| 9/28  | <p><b>(Yes, this is a Friday; all papers are due on non-class days)</b></p> <p><b>Hand in:</b></p> <ul style="list-style-type: none"> <li>• Paper #1 (your proposal), first draft, by 5 p.m. in my office mailbox</li> </ul>                       |
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| 10/1  | <p><b>Hand in:</b></p> <p><b>The interview assignment, by 5 p.m. in my office mailbox</b></p>  |
| 10/2  | <b>Nobel Conference: No Class, but attend a lecture and practice field observation</b>   |
| 10/4  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Klinkenborg, <i>Making Hay</i>, pp.vii-66</li> </ul> <p><b>Write and hand in:</b></p> <ul style="list-style-type: none"> <li>○ Questions you would like to ask the author.</li> </ul> |
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| 10/9  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>○ <i>Making Hay</i>, pp.67-154</li> </ul> <p><b>Revise and prepare to ask:</b></p> <ul style="list-style-type: none"> <li>○ Questions for the author</li> </ul> <p><b>Guest:</b></p> <ul style="list-style-type: none"> <li>▪ Verlyn Klinkenborg</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>▪ Join Dr. Klinkenborg for lunch before class.</li> </ul> <p><b>Attend:</b></p> <ul style="list-style-type: none"> <li>▪ Lecture, 7 p.m. by Verlyn Klinkenborg, Olin Lecture Hall</li> </ul> |
| 10/11 | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>▪ The CHAPTER “Making Hay” from the BOOK <i>Changing Works</i> (on <a href="#">Moodle</a>)</li> <li>▪ Warren, “The Textual and the Visual as Qualitative Data (on <a href="#">Moodle</a>)</li> <li>▪ (Also useful: Power, “De-centering the text” (on <a href="#">Moodle</a>)</li> </ul>  |
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| 10/15 | <p><b>Hand in:</b></p> <ul style="list-style-type: none"> <li>▪ Paper #1 (Proposal), second draft, by 5 p.m. in my office mailbox</li> </ul>   |
| 10/16 | Flex day   |
| 10/18 | <p><b>Methods and Concepts Day</b></p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>▪ “Roles and Relationships in the Field” (on <a href="#">Moodle</a>)</li> </ul> <p><b>Proposals returned: we’ll discuss them in class</b></p>  |
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| 10/23 | Reading Day |
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| III. Food, Women, and Globalization |  |
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| 10/25                               | <p>Read:</p> <ul style="list-style-type: none"> <li>Barndt, ed., <i>Women Working the NAFTA Food Chain</i>, Introduction and chapters 2 and 6</li> </ul>   |
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| 10/30                               | <p>Read:</p> <p><i>Women Working</i>, chapters 7, 8, 13 and 14</p>   |
| 11/1                                | <p><b>METHODS AND CONCEPTS (AND ASSIGNMENT) DAY</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>Warren, “Analyzing Qualitative Data” (on <a href="#">Moodle</a>)</li> <li>Paper assignment #2</li> </ul> |

| IV. Taste, Food and Memory |  |
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| 11/6                       | <p>Read:</p> <ul style="list-style-type: none"> <li>Sutton, <i>Remembrance of Repasts</i>, Preface, Introduction and chapter 1</li> </ul>  |
| 11/8                       | <p>Read:</p> <ul style="list-style-type: none"> <li>Sutton, <i>Remembrance of Repasts</i>, chapter 3</li> <li>Stoller, <i>The Taste of Ethnographic Things</i>, Intro and chapter 1 (on <a href="#">Moodle</a>)</li> </ul> |
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| 11/13                               | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>▪ Sutton, <i>Remembrance of Repasts</i>, chapter 4</li> </ul>   |
| <b>V. Food and Body: <i>Fat</i></b> |  |
| 11/15                               | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>▪ Kulik and Meneley, eds., <i>Fat</i>, pp.1-29</li> <li>▪ Sobo, "The Sweetness of Fat" (on <a href="#">Moodle</a>)</li> </ul> |
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| 11/20                               | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Fat</i>, pp.45-76, 169-184, 199-210</li> </ul>   |
| 11/21                               | <p><b>Hand in:</b></p> <ul style="list-style-type: none"> <li>▪ Paper #2, by 5 p.m. in my office mailbox</li> </ul>  |
| 11/22                               | <b>Thanksgiving</b>  |
|                                     |  |
| 11/27                               | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <i>Fat</i>, pp.77-92, 109-137, 211-225</li> </ul>   |
| 11/29                               | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Fat</i>, 139-167, 185-198,</li> </ul>  |
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| 12/4                                | <b>Work day</b>  |
| 12/6                                | <b>Poster sessions</b>   |
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| <b>12/11</b> | <b>Poster sessions</b>  |
| <b>12/13</b> | <b>Summing up discussion</b><br><b>Course debriefing, evaluations</b> |
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| <b>12/17</b> | <b>Hand in: Paper #3 by noon in my office mailbox</b>                 |
|              |   |