

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. Your engagement with the material is vital for the success of this learning experience.

Class Participation: 10%

Active participation requires that each student come to class prepared, having read the assigned material before class. This includes your leading two seminar meetings (we will schedule this on the first day of class).

Discussion Board: 10%

Each week, students will write a brief reaction towards an idea prompted by the reading, class discussion, or group project; you should feel free to write about whatever you feel is relevant. They are due every Monday night, before midnight. I expect you to have also reviewed your peers have written – you may respond to what they have written, but I expect all exchanges to be as civil as if they were said in person during class. **LATE SUBMISSIONS WILL NOT BE ACCEPTED.**

Review Essay: 15%

This assignment is designed to help you overview the foundational literature on food and culture. This will be a take-home essay, due prior to class on **26 February 2008**. No outside reading is expected or desired for this assignment. I will have a handout with a list of suggested topics.

Community Project (total 65%: group project, 25%; individual literature review, 10%; journal 10%; class presentation 10%; project summary group write-up 10%):

Successful completion of the community project is the central focus of this class. Students will be divided into various groups that will work with community leaders on a particular project. I will have more handouts during the semester on various aspects of the project, and will only summarize the nature of each aspect of the project. Once students have been assigned to a project, students will individually examine the academic and professional literature that will help them understand the wider context of the project, possible approaches/solutions to the problem, and other relevant issues. This is worth 10% of the grade. During the course of the project, students will also individually journal their work – this is also worth 10% of the grade, and will be submitted twice – once in the middle of the term for my ungraded review, and once in the end. Performing the project itself is worth 25% of the grade, and will be based on the assessment conducted by the community leader. Groups will also present their project, as a report in class (10%) and as a group write-up (10%). Once groups have been formed, students will need to be able to work cooperatively with each other – this is vital to the successful completion of the group project.

Submission of Writing Assignments: All assignments must be submitted to me electronically. You can do this in two ways: as an email attachment; or through the digital drop box in

Blackboard. If you are not using Microsoft Word, please save the file as in “rich text format.” If you have any questions about how to submit assignments, please see me individually.

Grading System:

Grades will follow the college system using the 4.0 scale (i.e., A=4.0, A-=3.7, B+=3.3, etc. – see the college catalog) and weighted for each assignment as described above.

While students working with each other outside of class is highly encouraged, all graded, individual written work must be your own and pledged accordingly. All work is subject to the Davidson College Honor Code as stated in the student handbook. If there are individual accommodations for special needs, please let me know and authorize the Dean of Students to contact me so that we can work something out.

Class Schedule (modified 11 March 2008)

Tuesday, 15 Jan	Introduction to Class
Thursday, 17 Jan	Foundational Approaches Reading: Counihan reader, Mead article Counihan reader, Barthes article Counihan reader, Mintz article
Tuesday, 22 Jan	Food and Culture in the Field Reading: Dettwyler, <i>Dancing Skeletons</i> , p. 1-58 Public Lecture: Sally and Sara Kate Kneidel, “Food Activism: Eating for Environmental Change”; 7:00 pm, Tyler/Tallman Hall
Thursday, 24 Jan	Reading: Dettwyler, <i>Dancing Skeletons</i> , p. 59-99
Tuesday, 29 Jan	Reading: Dettwyler, <i>Dancing Skeletons</i> , p. 101-161
Thursday, 31 Jan	Food and Social Service: Case Study, Russia Reading: Caldwell, <i>Not by Bread Alone</i> , p. 1-31
Tuesday, 5 Feb	Reading: Caldwell, <i>Not by Bread Alone</i> , p. 32-99
Thursday, 7 Feb	Reading: Caldwell, <i>Not by Bread Alone</i> , p. 100-155 Public Lecture: Prof. Melissa Caldwell, U.California-Santa Cruz, 7:30 pm, Sprinkle Room: "Organically Russian: Gardens, Healthy Eating, and Natural Foods"
Tuesday, 12 Feb	Reading: Caldwell, <i>Not by Bread Alone</i> , p. 156-208
Thursday, 14 Feb	Political Economy of Food Reading: Counihan reader, Schlosser article; Counihan reader, Barndt article

Tuesday, 19 Feb	Reading: Counihan reader, Van Esterik article Reading on Reflection and Service-Learning (available on Blackboard)
Thursday, 21 Feb	Reading: Counihan reader, Clapp article Counihan reader, Poppendieck article
Tuesday, 26 Feb	No Lecture – Review Essay due by 11:30 am
Thursday, 28 Feb	Reading: Counihan reader, Appadurai article Counihan reader, Allison article
3-7 March	Spring Break: Have a good vacation!
Tuesday, 11 Mar	Food, Gender, and Identity Reading: Counihan reader, Bynum article Counihan reader, Brumberg article Counihan reader, DeVault article
Thursday, 13 Mar	Group project flex time Assignment: Project Log due
Tuesday, 18 Mar	Reading: Counihan reader, Bordo article
Thursday, 20 Mar	Group project flex time Assignment: Literature Review Due
Tuesday, 25 Mar	Easter Break!
Thursday, 27 Mar	Group project flex time
Tuesday, 1 Apr	Reading: Counihan reader, Williams-Forsen article Counihan reader, Nabhan article
Thursday, 3 Apr	Group project flex time
Tuesday, 8 Apr	Reading: Counihan reader, Leitch article Counihan reader, Wilk article
Thursday, 10 Apr	Group project flex time
Tuesday, 15 Apr	Film: Tampopo (pt. 1)
Thursday, 17 Apr	Film: Tampopo (pt. 2)
Tuesday, 22 Apr	Group project flex time
Thursday, 24 Apr	Assignment: Research Presentations
Tuesday, 29 Apr	Assignment: Research Presentations
Thursday, 1 May	Last Day of Class Course Overview

ANT 267: Food and Culture
Spring 2008 Tu,Th 10:00 — 11:15 am, Chambers 1006

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Community Project Assignment Sheet

One of the main goals of this course is to apply lessons learned from anthropological studies of food and culture into practical action. Such experiential learning not only reinforces the understanding of theoretical and methodological issues central to this course, but also gives students the opportunity to take their creativity and energy to actually do something for the wider community. This is a group project, so students will need to be able to work cooperatively with each other – this is vital to the successful completion of the group project.

Organize your work for this project as best works for the group, but I suggest that there be two positions or tasks that need to be filled. First, each group should have **one community liaison** – a main contact at Davidson who is the point person for the community leader to contact. This does not mean that people cannot individually connect with our community representative, but that someone is responsible for getting the word out to other members of the group. Each group should also have someone who serves to **document** group activities. Each group is required to have a visual component of their project. This aspect could include photos, a brochure, video, or similar materials. If the group decides to designate a documentarian, that person can submit a segment of their materials in lieu of a literature review (that ideally documents the initial stages of the project).

Here are the remainder of the requirements:

Project Outline Sheet: due to me by email 14 February, brief summaries to class on February 19th (one per group, part of group project grade)

The project outline sheet is the summary and planning document for your group and your community partner. Once you've completed the project outline sheet, you should know the goals for your project, the process of implementation, the final product, and methods of evaluation. This document should be updated if your project evolves. Once you complete this outline and shown it to your community partner, you will submit it to me for review and consultation.

Project Log (10%): due to me by email 13 March for ungraded review, submit April 29th (graded) (one per student)

The informal project log serves several purposes. In your log, you will record any time or activity that you spend working on the project and a brief reaction to it. You may also include connections to material discussed in class or that you have read for your literature review. This log will help me evaluate the amount of time the project is taking, and what you are learning. It is my method of evaluating how the work is distributed among individuals in the group. The final entry of your project log should include lessons learned throughout the project.

Literature Review (10%): due to me by email 20 March (one per student)

This brief paper should synthesis scholarly research on a particularly topic related to your project. You can divide topics strategically within your group, or each individual can complete a general literature review related to your project. Relevant literature should affect the development of your project. Please see me if you have any questions about this.

Class Presentation (10%): April 24th (one per group)

This presentation will be to all the community partners and serves as the culmination of your project. A visit to the speaking center during your preparations is highly recommended. This presentation should summarize your group's project, the product, and what you've learned through completing a community-based learning project. You don't have to present everything that you've done for the semester – give an overview, and highlight certain elements. This presentation should be 8-10 minutes.

Final Product (25%): April 24th

Assessed by community leader and myself.

The final product for your group will be evaluated by your community partner, using a rubric I provide. This rubric will be available to you the week of February 11th.

Project Summary Group Write-Up (10%): April 29th (one per group)

This write-up should summarize and explain your final product, as well as your group's project. The write-up should include feedback on the community-based learning process, and lessons learned. As part of this write-up, your group should submit a visual component that documents your project (video, pictures on CD, etc. – something suitable for publishing on a website).

A note on flexibility: Your project will likely change and develop throughout the semester. It is important that you remain flexible and willing to adapt to unexpected challenges.

Communication is essential in this process – make sure you are communicating with me and your fellow group members about any problems you may encounter or changes in direction of your project. We will also use the weekly discussion board for communication (although responding to class material is also allowed). Communicate with your group members to ensure successful completion of tasks. If you're overwhelmed, let me know! The project should be fun, and is a nice change from a term paper.

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Project Outline Sheet

This form is for each group to fill out during or immediately after your first meeting with your community partner. It will be a reference form for your group, your community partner, and me throughout the semester. Answer the questions in the order that makes sense for your project – the final product, for example, will shape your timeline, so it might be helpful to start with the output in mind. If you need to add more information that is specific to your project, feel free to do that. This project outline is not final, but is designed to help you organize your thoughts and tasks. Don't be afraid to adjust your project plan, in consultation with me and your community partner. A copy of the completed form is due to me on **February 14th**.

Pre-planning:

Give a 50 word description of the project.

What is the goal of the project?

Why is the project needed?

Who is the audience?

Implementation:

What resources do you need to complete this project? Are there specific people you need to contact?

What is the internal timeline for the project? What phases are there?

How will the group work be divided?

Product:

What is the final product(s) – presentation, action plan, written report, etc.?

If there is more than one final product, which one is the top priority?

How will the final product be used?

Reflection:

How will you know this project has been successful?

What criteria would the community partner use to determine if the project is successful?

Other information specific to your project:

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Sample Project Log

XXX Project Log

3/13/07

I am excited to do this project. Today we heard all of the different project proposals. I really want to do the one about Fisher Farm Park, mainly because it is my favorite place around here and also because I think it most closely lines up ethnography and anthropology – something that really interests me. I also think that the farming bit relates to my interest in sustainable lifestyles and culture. My second choice is the church project. I think that project is cool, too, but the task seems really daunting and not as interesting. The idea of a 6 person group also seems overwhelming. A four person group is big, but not huge, so I definitely think that with good communication things can go well.

3/14/07

Today we found out which projects we have and who is in our group. I'm with XX and XX, which is really great. They both seem easy to work with and capable and I think will be a good counter to my tendency to get antsy about group projects. XX is a good balance for me, especially, since he is a big picture person and I like to make sure all of the details are squared away.

3/15/07

Today we met in class with our groups and talked a bit more about collaboration and listening and how important those are. I need to be more focused on listening to everyone in a group rather than just coming in to get a job done. I think that especially since I've been so busy this semester, I don't want to waste time in unproductive meetings so I tend to take control in order to get all of the information I need in the most effective way. After the readings for class today and meeting with our group, I've realized that's what I've been doing and I'll work on that during this project. I'm also glad that we worked out a collaboration agreement because I think that will really help us think about these issues throughout the class.

XX, XX and I met during class today to decide about some dates for us to miss. With the Costa Ricans in town next week, my schedule is pretty crazy, but luckily, XX and XX are also going to be out of town this weekend so at least I'm not the only group member who's having a hard time finding a time to meet. We blocked off 6 times for next week: 2 to work on the proposal and 4 possible meeting times with Steve Fraher. Whatever times Steve can't meet, we're going to go out to Fisher Farm to take pictures and get a lay of the land. We also agreed to meet at 8 tonight in the library. XX emailed Steve Fraher after class to see when he could meet

next week. Since he's out of town until Monday, he might not get our email, but I think that our group is flexible enough to adapt.

We met at 8 for about half an hour to figure out a little bit more about what we wanted to do. We set up a rough timeline that we'll edit when we talk to Steve, and roughly divided up the job responsibilities. XX's doing the history with Jan Blodgett, XX is doing the information with the town, and I'm doing the information with the Fisher brothers. We're not totally doing the researching on our own – for instance, XX will always meet with the town officials but either XX or I will join him. We're going to try to have two people at each interview. After what Dr. Campbell said today about the Fisher brothers being difficult to interview, I'm a little anxious about having that part of the project, but I'm sure it will work out fine.

I was so relieved by this group meeting. XX and XX are really laid back, and we're all on the same page. Everybody seems to be getting along, and I think we can communicate well together.

3/19/07

We met with Steve Fraher today for about 45 minutes to talk about our project. At first it was a little awkward, because we didn't really know what to ask him and he didn't really know what was said at the class presentation, but he gave us a good understanding of where we should be going with this project and what our final should be like. He also gave us a lot of information that we can use to study the relationship between the town and the green space. XX is in charge of that part of the project, so he's holding on to the master plan for the space and a huge binder of a project proposal that the town wrote for Fisher Farm Park. XX, XX and I started to take notes, but I decided that at least 1 of us should be keeping eye contact with him so I stopped taking notes so that he would have somebody at which to look. Today was the first day of summer camp registration, so they were slammed with questions from parents regarding their child's application process. I felt silly when we asked Mr. Fraher how to get in touch with the Fisher brothers, and he replied (and I think thought our question was really obvious) that they were in the phone book. I totally forgot that phone books exist – I haven't opened one since I've been at Davidson. That was a really telling moment about the generation gap, one that I think we have to keep in mind as we're writing this booklet.

After meeting with Steve, we decided that we would still meet tomorrow to go out and see Fisher Farm Park. I think it will be really helpful to see the park so that XX and XX can get an idea of what the space is like and how big it is. XX and I discovered that we were both juniors today – we each thought the other was a senior. It was a funny discovery.

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Instructions for the Review

The Review is a closed-book, take-home examination, with questions chosen from the following list. Notes, books, or other supporting materials may not be used during the exam. All students registered for this course must take this **closed-book essay exam** in the allotted time of **one hour** and submit the essay to me by email by **11:30 am, Tuesday, 26 February 2008** (there will be no class on that day, so you may use the class time to do the exam). The essays can be submitted to me in person at my office, as an email attachment (preferred), or in the class Blackboard electronic dropbox.

You will receive two emails on Friday, 22 February; one will have a subject line of “instructions for the review,” and the second will say “food review – do not open until ready to take the exam.” Do not open the second email until you have put away your notes and other material, and are ready to take the exam.

A good answer will be more argumentative and less descriptive. Make sure you have a clear line of argument, supported by specific evidence from the readings, films, and lectures. Avoid duplicating ethnographic case materials in your two answers. Whenever possible use different examples to support your arguments. Please refer to my handout on “making an argument,” a.k.a. “How Prof. Lozada grades review essays.”

Note: Your arguments must be supported by evidence drawn from lectures, films and (especially) course readings. Be specific and cite authors (in-text citation, however, is not required) when relevant.

Possible Exam Questions:

1. What does looking at food – its production, distribution, and consumption – reveal about social and cultural issues? How does food serve as a system of symbolic communication? Be explicit with your definitions of particular terms and concepts that you use in answering this question.
2. How do anthropologists study food and foodways in the field? How does the process of fieldwork shape conclusions reached in ethnographic studies? Consider issues of objectivity and subjectivity in the ethnographic studies by Dettwyler and Caldwell. Be specific in your discussion of ethnographic details as it relates to this issue of anthropological fieldwork.

3. How do particularities in local culture shape how social service organizations address issues such as hunger, malnutrition, poverty, and other social problems related to food? Describe and evaluate different approaches to solving food-related social problems.
4. Because food is a commodity that is universally exchanged and consumed, studies of food illustrate how the connections between the local and the global, or how local communities are interconnected with each other at a large scale. What does looking at food reveal about the connections between the local and the global?
5. What does food reveal about the intersection of market economics, state power, and local culture? Are problems related to food largely issues related to poverty and failures in economic development, weaknesses in state bureaucracies and regulations, or problems in social relations or culturally-based inequalities (or some combination)? Evaluate particular approaches to solving food-related social problems with respect to what they reveal about neoliberalism — about the market and the state.

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Literature Review Handout

A literature review provides an overview of the published information about a particular ethnographic subject area and/or body of specialized theory. Ethnographic subject areas (i.e., sports in Asia, Latino immigrants in the United States) specifically look at a particular cultural phenomena in a particular place, while specialized theory (i.e., sports and society, diaspora ethnicity) will address similar questions but in different ethnographic regions. Most literature reviews will contain both, if your topic has been widely written on.

Like an academic research paper, it features a particular argument – but unlike an ethnographic research paper, the focus of your analysis will not be a particular social group or cultural practice, but a synthesis of what other social analysts have said. It is a useful step in the research process, because by reviewing the literature, you will be able to:

- Clarify the focus of your research by narrowing down the issues involved in your research
- Contextualize your own thinking with what others have said on the subject
- See what other questions you need to address
- Construct a deeper analytical framework for your project

A good literature review is *comprehensive*, in that a wide array of different perspectives and approaches are brought into discussion. It is also *current*, in that it contains the most up-to-date publications on your topic. A good literature review is *analytical*, in that it breaks down the field into categories of approaches, so that different themes or research questions become salient.

Like any prose, a literature review has an **introduction, body of text, conclusion, and bibliography**. The introduction features your take on the literature that looks like a thesis statement – it argues that a specific approach (which could be a combination of a number of different approaches) is the best way to understand a particular social group or cultural practice. The body of the literature review contains summaries and synthesis of the literature in your field, and is organized either thematically (the categories of approaches, often the best way to present the literature), chronologically (showing how seminal authors have structured the discourse within a field), or methodologically (arranged by research methods). Not every work needs to be summarized, if it is part of what you see as a thematic group – but it should be cited. You should try to avoid direct quotes, unless they are pivotal in establishing a theme. Lastly, it should include an extensive bibliography, with each citation showing up somewhere in the text.

For this class, your literature review is designed to help you understand the wider context of your service project – so depending upon your project, your review can either be of the “ethnographic specific” type or “specialized theory” type. For example, I see the Freedom School project as having more “specialized theory” possibilities (childhood nutrition, etc.), while the Vail group having more “ethnographic specific” literature (composting, etc.). I think it is OK for there to be overlap of literature within groups, as long as the writing is your own – and you can work with each other to develop a shared bibliography. There is no specific limit on the number of citations, but I cannot see one that has fewer than five citations adequately covering your topic; don’t forget to include, if applicable, readings from the class. Try to keep your review to five double-spaced pages. I am also going to push back the deadline for this project – **it will be due on Thursday, 20 March** instead of Tuesday, 18 March. Please email the literature review to me as a Word document. If you have any problems or questions, don’t hesitate to email me or see me in my office.

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Final Project Submissions Handout

This handout should help clarify the requirements and assessment of your final projects. In summary, there will be three parts that need to be submitted prior to the end of the semester. I have further broken down the weighting of the group project (originally listed at 25%) to make more explicit the importance of the final submissions.

Final Class Presentation (20%); due 29 April 2008

In these presentations, you will share your work with the community partners and the rest of the class. The presentations should include three major parts: the product itself (what you did or produced for the community group), your group's process (your group's goals and how you achieved them), and reflections on your group's participation in this service project (lessons learned, what the project meant to you, etc.). The final presentation is not just a summary of your final product! You must include reflection, one of the core elements of community-based learning. Individual project logs should be helpful in refining your group reflections.

Your presentation cannot exceed 10 minutes (and to keep on schedule, you will be timed and cut-off). You may use whatever audiovisual material your documentarian has collected, but all must be presented as part of your 10 minutes. Your group will be evaluated on the clarity of the presentation, the depth of reflection, and the details that evidence your project's contribution to the community organization. Be prepared – a consultation with the speaking center is recommended. You may use Powerpoint or other presentation software, but it must be readily available for use by the classroom equipment. **Final Presentations should also be submitted to me electronically.**

Final Group Write-Up (15%); due to me by 1 May 2008, and to your community partner by 6 May.

This is a written summary of your group's project in a report format. This will be submitted to me, your community partner, and kept on file for future community-based learning courses. Be specific and professional. Components of this final report include: your process for the project, relevant literature review (keep very brief, only specific works that were heavily relied upon to understand or accomplish your project), visual supplements (pictures, flyers, etc.), and a description and evaluation of your outcomes. This group paper should be assembled coherently, with double-spaced text not to exceed 6 pages (supplements and appendices not included). **Please submit this to me electronically.**

Final Project Log (10%); due 1 May 2008

In addition to your regular entries, your project log should include a substantial final entry that summarizes your insights, thoughts, and lessons learned reflecting on the entire project. Remember, your documentarian will be submitting pictures, video, documents, and other material in lieu of a project log. If possible, please submit this to me electronically as well, except for the documentarian – a CD-R, USB drive, or transfer to my hard drive for pictures should be submitted.

I will determine the remaining 10% (originally part of the 25% group project) based on the assessment of your community partner. Please take a look at the sample presentation on Blackboard.

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Assessment for Community Partner

This assessment form will help me evaluate students' performance from your perspective and to provide feedback for potential community-based learning courses in the future. Please use a scale of 1-5 (1 = not at all or poor, 5 = consistently or excellent) to evaluate the following statements. Your feedback will help us improve collaborative and community-based learning at Davidson College.

Process and Communication

Group worked steadily throughout the course of the project.	1	2	3	4	5	N/A
Group kept me informed about the progress of the project.	1	2	3	4	5	N/A
Group communicated appropriately with me (frequency, respectfully)	1	2	3	4	5	N/A
Group worked collaboratively with my organization and respected my ideas, knowledge, and insight.	1	2	3	4	5	N/A

Knowledge

Group discovered and incorporated outside knowledge relevant to project	1	2	3	4	5	N/A
Group used information that I provided to them as appropriate	1	2	3	4	5	N/A

Attitude

Group was sensitive to the community partner's needs, goals, and expectations	1	2	3	4	5	N/A
Group was flexible and adapted project as necessary	1	2	3	4	5	N/A
Group demonstrated understanding of the project's role in the overall mission of the organization	1	2	3	4	5	N/A

Outcomes

Group completed the agreed upon products by the deadline (if not, were you informed/included in the revision of the product timelines?)	1	2	3	4	5	N/A
Project meets the specific criteria for this project listed in the Project Outline – Criteria 1	1	2	3	4	5	N/A
Project meets the specific criteria for this project listed in the Project Outline – Criteria 2	1	2	3	4	5	N/A
Project meets the specific criteria for this project listed in the Project Outline – Criteria 3	1	2	3	4	5	N/A

Reflection

I am pleased with the quality of the students' work	1	2	3	4	5	N/A
My organization benefited from this project	1	2	3	4	5	N/A
I believe students benefited from participating in this project	1	2	3	4	5	N/A

Evaluation

I was given enough information to plan this project well	1	2	3	4	5	N/A
I had a positive experience with community-based learning.	1	2	3	4	5	N/A
I would be interested in participating in another community-based learning course with Davidson College.	1	2	3	4	5	N/A

Please answer the following questions:

How would you improve the community-based learning experience?

Please add any other comments, suggestions, or recommendations.