

Culture and Communication

ANT 307, 31085 – Fall 2012
Tuesday/Thursday 9:30-11:00am
UTC 4.110

Instructor Information:

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I. Course Description:

“Foodways are one of many aspects of ethnic traditional culture which can be studied as a communicative or semiotic system much as language is studied. The term semiotics refers to the study of signs and symbols including linguistic and para-linguistic communication.” - (Susan Kalçik 1984:46)

This course will have a heavy focus on the semiotics of the material culture and practices surrounding food. We will investigate theories and methodologies in the tool kit of the linguistic anthropologist and apply them to the communicative system of foodways. Food is a perfect example of cultural text, which can be read in interdisciplinary ways to learn more about the culture in question. We will use linguistic methods and theory to analyze the ways language and food are used to communicate nuances of identity.

II. Course Aims and Objectives:

1. Students will be able to identify key people in the history of linguistic anthropology as well as those who have studied food as a communicative system.
2. Students should be able to identify key theories and methods of linguistic anthropology and be able to apply them to other symbolic forms of communication (namely foodways).
3. Students should be able to observe and investigate speech communities or foodways communities in their own life and in films and analyze those using methods and theories learned in class.

III. Required Texts

- Duranti, Alessandro. 1997. Linguistic Anthropology. Cambridge Press.

- ISBN – 0521449936
- Cramer, Janet et al. 2011. Food as Communication/Communication as Food. Peter Lang Publishing.
- ISBN - 143310962X

IV. Assignments, Assessment and Evaluation:

Assignments

1. **Writings** – 15 points - You will have a minimum of 6 films to watch in class. During the films of your choosing (you need to pick 3) you will write a short paper relating that film to your readings and lectures. Pick some aspect of the film that speaks to the topics we have discussed in class and write for at 2-3 pages. You will need to turn in 3 of these by the end of the semester. You can receive UP TO 5 points per paper for a maximum of 15 points.
 - You should identify a “speech” or “eating” community (at least one).
 - These papers must tie to a theme from our assigned readings and/or lectures and how it relates to the film for full credit.
 - This is not just an opinion paper or a synopsis. Show me what you are learning and that you can apply that knowledge analytically.
 - Must be handed during the assigned class period.
 - Must have proper grammar, spelling and punctuation. You must cite your sources (even the text). You are at a university and should be able to write accordingly.
 - Must have your name, date, EID number, and title of film on them.
 - Must be typed, double spaced, 12 point font, 1 inch margins, 2-3 pages.
 - These will be graded in half point increments starting at zero and up to 5. You should meet **all** aspects of the checklist above to receive a 4. You will get 4.5 or 5 points if you do the above in a particularly interesting or well written/read way.
 - Note: all films are fair game for exams so just because you finish your 3 papers does not mean you should skip the remainder of the films.

➤ Writing Assistance:

- Please seek help at the University Writing Center (<http://uwc.utexas.edu>) if you need assistance with how to write a college level paper. You can visit three times per assignment. I suggest that you utilize this resource if you are insecure with your writing.
- I have posted some helpful resources on Blackboard as well.

2. **Exams** - 20 points each.

All exams will be 10 objective questions worth 1 point each and 2 short essay questions worth 5 points each. There will be some mix of True/False, Multiple Choice and Fill in the Blank questions. You will note that each exam has a review scheduled in class. This is the time you should bring questions you have about the material on the exam. We will not be spoon-feeding the answers to you. If you do not have questions, we will not spend time reviewing. Please bring anything you'd like for us to clarify on these days instead of emailing us. If one of you is confused, the odds are there are others who are too shy to ask, so please, ask! Class discussion is the best way to learn.

***No** electronics on exam days. If I see you using them, I will assume you are cheating and you will receive a **zero**.

***If** you arrive after the first exam is handed in then you will receive a **zero**. Arrive **ON TIME**.

***No** leaving the classroom after the exam has been passed out to you. Please go to the restroom/get water, etc. prior to the exam.

***You** will not get any extra time to take the exam unless you have brought me a request ahead of time from the SSD office. Arrive **ON TIME**.

*** You** will need 2 writing utensils on exam days...nothing else (unless one of your papers is also due on that date).

* Make up exams – if you miss an exam without prior permission, you will have the chance to do an extra assignment on a relevant topic of my choosing. The maximum points you can receive will be 15/20. Expect that this assignment will require more time and effort than the others on this syllabus.

3. Thanksgiving Group Discussion and Short Paper 20 points- (to be discussed in class – important to attend this day) – this will be similar to the papers you write about the films, but will be a self-ethnography of sorts. We will discuss this more in class. It has two parts – the in-class discussion and the resulting paper. You will take notes about the meal/meals, activities and emotions you experience on Thanksgiving and we will turn this into a project. The resulting paper will be 3-5 pages and cover key points we discuss in class. You will receive a rubric for this at least 2 weeks before Thanksgiving break.

4. Participation – 5 points – these 5 points are to be awarded to folks who participate meaningfully in class, do not disturb the class or lecture with chatting, use of electronic devices, etc. as well as for those who bring good questions to exam reviews. This is a **SUBJECTIVE** grade. The best rubric I can give you is as follows:

a- Participate in the discussions after the films and/or lectures and do so in a scholarly way – this means don't just ask the title, filmmaker etc., but draw some conclusions or provide some thoughtful questions. Show you were actually paying attention during the class.

b – When we have exam reviews it would behoove you to have already studied your notes and readings then ask for clarifications of difficult ideas, not to ask what the format of the exam will be or what questions will be on it.

c – Adhere to the syllabus and do not bring your electronic devices out in class.

d – if you make an appointment for office hours please show up.

e – Obviously in order for the above to apply, you must attend class.

Basically, these points are awarded for being an inquisitive and engaged student. They are not just free points. I will bring a roster to class each day and mark it accordingly in order to keep track.

Daily Breakdown

(lectures and films subject to change based on the needs and pace of the class)

Section 1 – Language and Culture

Week 1 – Introduction

Readings:

Duranti – Chapter 1 (The Scope of Linguistic Anthropology)

Lecture Topics:

Thursday 8/30– Introduction to course, syllabus, assignments and expectations

Week 2 – What is Linguistic Anthropology?

Readings:

Duranti – Chapter 2 (Theories of Culture) [Skip section 2.3.1]

Duranti – Chapter 6 (Meaning in Linguistic Forms) [skip pp. 176-197 – start again at section 6.6; then skip pp. 202-205; pick up again at section 6.8.1]

Lecture Topics:

Tuesday 9/4– Linguistic Anthropology, Culture

Thursday 9/6– Linguistic Forms (Morpheme, Phoneme)

Week 3 – What do Linguistic Anthropologists Do?

Readings:

Duranti – Chapter 4 (Ethnographic Methods) [Skip sections 4.4.2, 4.6, 4.6.1, 4.7, 4.7.1]
Duranti – Chapter 7 (Speaking as Social Action) [Skip pp. 223-226; pick up at 7.2.1.1; skip sections 7.3.1, 7.3.2, 7.4]

Lecture Topics:

Tuesday 9/11– Ethnography, Speech Acts
Thursday 9/13– Film –American Tongues (56 min)

Week 4 – Language Ideologies

Readings:

Duranti – Chapter 3 (Linguistic Diversity) [Skip section 3.2.3, and pp. 73, 74 and the first paragraph of 75]
Wilk – Heteroglossia (Blackboard Chapter)
Duranti – Chapter 9 (Participation) [Skip sections 9.1, 9.2.1, 9.3.3, 9.4]

Lectures:

Tuesday 9/18– Sapir/Whorf, Language Ideologies
Thursday 9/20–Speech Communities and Heteroglossia

Section 2 – Community and Identity

Week 5 – Speech Communities [Exam 1, Film 1 Due]

Readings:

Cramer – Intro (Greene and Cramer)
Cramer –Chapter 1 (Lindenfeld: Feasts for our Eyes)

Lectures:

Tuesday 9/25 – Film – Texas Tavola (34min) <http://www.folkstreams.net/film,206>; Review 1
Thursday 9/27– Exam 1; Film 1 Due

Week 6 – Discourse and the “Other”

Readings:

Cramer Ch. 10 (Thompson: Dinner Time Discourse)
Cramer Ch. 13 (Mudry: Quantifying the American Eater)

Lectures:

Tuesday 10/2– Discourse and Power
Thursday 10/4– Film – Barbecue: A Texas Love Story

Week 7 – Food and Linguistic Anthropology

Readings:

Cramer – Ch. 5 (Greene: Competing Identities at the Table)
Cramer – Ch. 7 (Cosgriff-Hernandez *et. al.*: We Still Had to Have Tortillas)

Lectures:

Tuesday 10/9 – Language, Structure and the Anthropology of Food
Thursday 10/11– Film – The Meaning of Food 1 (60 min)

Week 8 – Food and Identity

Readings:

Cramer - Ch. 3 – (Karaosmanoglu: Remembering pasts)
Cramer - Ch. 9 (Parasecoli: Looking at Men's Tables)

Lectures:

Tuesday 10/16 - Identity, performance and the "other"; Film- Bugs for Breakfast (20)
Thursday 10/18 – Film – The Meaning of Food pt. 2 (60 min); Review 2

Section 3 – Public vs. Private Identities

Week 9 – Food, Communication and Ethnography [Exam 2]

Readings:

Cramer - Ch. 8 (German: Memory, Identity and Resistance)

Lectures:

Tuesday 10/23– Exam 2
Thursday 10/25 - Family Structure, Public/Private, Face-Saving

Week 10 – Norms, Values and Family [Film 2]

Readings:

Duranti - Ch. 10 (Conclusions)
Cramer - Ch. 4 (Wessell and Jones: Faith-based Homespace)
Cramer – Ch. 22 (High School Students' Perceptions of Environmental and Communicative Practices on Eating Behavior)

Lectures:

Tuesday 10/30– The Ethnography of Eating
Thursday 11/1– Film – The Meaning of Food pt. 3 (60 min); Due – Film 2

Week 11 – Family, Norms and Values con't.

Readings:

Theophano Ch. 2 (Blackboard Chapter)
Cramer - Ch. 18 (Kaplan et al: Youth Empowerment in Family Conversations and Decision-Making About Food)
Cramer - Ch. 17 (Cramer: Discourses of Consumption and Sustainability on the Food Network)

Lectures:

Tuesday 11/6– Norms, Values and the Tortilla
Thursday 11/8 – Film – TBA (What's Cooking?)

Week 12 – Food and Politics

Readings:

Cramer – Ch. 16 (Todd: Eating the View)
Cramer – Ch. 21 (Singer: The Corporate Colonization of Communication About Global Hunger)
Cramer – Ch. 20 (Schuwerk: Food Bank Culture)

Lectures:

Tuesday 11/13– The Rhetoric of Consumption and Sustainability
Thursday 11/15 –Film – Fast Food Women (30 min)

Section 4 – Labor, Gender and Hunger

Week 13 – Labor and Gender

Readings:

Cramer – Ch. 12 (McCullen: The White Farm Imaginary)

Lectures:

Tuesday 11/20– Labor, Gender and Identity

Thursday 11/22– Thanksgiving Holiday

Week 14 – Ethnographic Project [Film 3]

Readings:

Cramer Ch. 14 (Brummett: Hunting, Gardening and the Original Work of Art)

Cramer Ch. Ch. 19 (LeGreco: “Mama Thinks I’m Feeding You”)

Lectures:

Tuesday 11/27– In class project– be sure to bring ideas from your Thanksgiving weekend about food and family/labor/gender/nation/values/politics/discourse to class today.

Thursday 11/29 – Course wrap up/catch up/evaluations; Film 3 Due

Week 15 – Final Week – Catch up/Clarify/Discuss [Paper Due, Exam 3]

Readings:

None – catch up/write your Thanksgiving paper/study

Lectures:

Tuesday 12/4– Thanksgiving project due; Review for Exam 3

Thursday 12/6 – Exam 3

VII. Daily Work at a Glance – Quick Reference

(subject to minor changes) See “Daily Breakdown” in the above syllabus for more info.

Fall 2012	Tuesday	Thursday
Week 1 - Introduction - 8/30	No Class	Duranti Ch. 1 -Introduction
Week 2 – Linguistic Anthropology 9/4, 9/6	Duranti Ch. 2 Ling Ant, Culture	Duranti Ch. 6 Linguistic Forms
Week 3 – What do Linguistic Anthropologists Do? 9/11, 9/13	Duranti Ch. 4 Ethnography, Speech Acts	Duranti Ch. 7 Film – American Tongues
Week 4 – Language Ideologies 9/18, 9/20	Duranti Ch. 3, 9 Language Ideologies Sapir/Whorf	Wilk – BB - Heteroglossia Speech Communities and Heteroglossia
Week 5 – Speech Communities 9/25, 9/27	Cramer Intro, Ch.1 Film – Texas Tavola; Review 1	Exam 1 Due: Film 1
Week 6 –Discourse & “other” 10/2, 10/4	Cramer –Ch. 10 Discourse and Power	Cramer – Ch. 13 Film -BBQ
Week 7 – Food and Linguistic Anthropology 10/9, 10/11	Cramer – Ch. 5 Language, Structure and the Anthropology of Food	Cramer – Ch. 7 Film – The Meaning of Food 1
Week 8 – Food and Identity; 10/16, 10/18	Cramer – Ch. 3 Identity, performance and the “other” ; Film – Bugs for Breakfast	Cramer – Ch. 9 Film – The Meaning of Food 2; Review 2
Week 9 – Food & Ethnography 10/23, 10/25	Exam 2	Cramer – Ch. 8 Family Structure; Public vs. Private, Face-Saving
Week 10 – Norms, Values & Family 10/30, 11/1	Duranti – Ch. 10 The Ethnography of Eating: A Case Study in QR	Cramer -Ch. 4, 22 Due: Film 2 Film – The Meaning of Food 3
Week 11 – Family, Con’t. 11/6, 11/8	Theophano (BB) Ch. 2 Cramer Ch. 18 Norms, Values and the Tortilla	Cramer – Ch. 17 Thanksgiving Lecture
Week 12 – Food and Politics; 11/13, 11/15	Cramer - Ch. 16 The Rhetoric of Consumption and Sustainability	Cramer – Ch. 21, 20, Film – Fast Food Women
Week 13 – Labor & Gender 11/20, 11/22	Cramer - 12 Labor, Gender and Identity	No Class Thanksgiving Holiday
Week 14 – Ethnographic Project 11/27, 11/29	Cramer Ch. 14 In-class project	Due: Film 3 Cramer – Ch. 19 Course Wrap up/catch up/evals
Week 15 - 12/4, 12/6	Due: Thanksgiving Project Review 3	Exam 3