

## **Research Methods**

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**Fall 2004**

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**Department of Nutrition, Food Studies and Public Health**

**Graduate Program in Food Studies**

### **1. What is Food Studies?**

**Visit at the library**

Warren Belasco

**Food Matters: Perspectives on an Emerging Field**

In *Food Nations*, London: Routledge, 2002, Chapter 1

Andrew Smith

**Culinary History: Towards a Conceptualization**

Jeffrey Sobal, Laura Kettel Khan and Carole Bisogni

**A conceptual model of the food and nutrition system**

*Social Science and Medicine*, Vol. 47 (1998) No. 7, pp. 853-863

## **2. Structuring your Research**

John W. Creswell

### **Five Qualitative Traditions of Inquiry**

*Qualitative Inquiry and Research Design*, Sage: Thousand Oaks, CA 1997, pp. 47-72

Michael Hurlburt and Matthew Miles

### **Data Management and Analysis Methods**

In Norman K. Denzin & Yvonne S. Lincoln ed., *Collecting and Interpreting Qualitative Materials*, Sage: Thousand Oaks, CA 1998, pp. 179-210

## **3. Sources: the internet**

Stephen Johnson

### **The Pattern Match**

*Emergence*, Touchstone Books: New York, 2002, pp. 101-129

Dino Buzzetti

### **Digital Representation and the Text Model**

*New Literary History*, 2002, 33: 61-88

David C. Tyler and Beth McNeil

### **Librarians and Link Rot: A Comparative Analysis with Some Methodological Considerations**

*portal: Libraries and the Academy*, Vol. 3, No. 4 (2003), pp. 615-632

John M. Budd and Corrie Christensen

## **Social Sciences Literature and Electronic Information1**

*portal: Libraries and the Academy*, Vol. 3, No. 4 (2003), pp. 643-651

### **1st Assignment**

**20% of final grade:**

**Pick a theme of interest. Select 20 written sources (in the library and on the Internet). For each source, include a bibliographic citation and a citation, 1-2 sentence summary of the work, and any relevant points or quotes (in this case, include page numbers).**

## **4. Humanities and History**

Andrew Smith

### **False Memories: The Invention of Culinary Fakelore and Food Fallacies**

in Harlan Walker, ed., *Proceedings of the Oxford Symposium on Food and Cookery 2000*. Devon, United Kingdom: Prospect Books, 2001.

Manuel De Landa

### **Introduction**

*A Thousand Years of Nonlinear History*, Swerve Editions: New York 2000, pp. 11-22

Mark M. Smith

**Making Sense of Social History** *Journal of Social History* 37.1 (2003) 165-186

Sigurdur Gylfi Magnússon **The Singularization of History: Social History and Microhistory Within The Postmodern State of Knowledge**

*Journal of Social History* 36.3 (2003) 701-735

## **5. Anthropology, ethnology, folklore**

Immanuel Wallerstein

## **The development of the concept of development**

Sociology Theory, vol. 2 (1984) 102-116

Santiago Castro-Gomez

## **Traditional vs. Critical Cultural Theory**

*Cultural Critique* 49 (Fall 2001), pp 139-154

Ellen Messer

## **Anthropological Perspectives on Diet**

*Annual review of Anthropology*, vol. 13 (1984), pp. 205-249

## **2nd Assignment**

**20% of final grade:**

**Pick one of the following essays. Create an extended outline of the article, explaining its structure, its thesis, its theoretical background, and its arguments.**

**Discuss if they suggest methodological elements that can be relevant and/or useful for food studies**

Claude Lévi-Strauss

## **The Structural Study of Myth**

*Structural Anthropology*, Anchor Books: Garden City, NY 1967 (1963) pp. 202-228

Michele Scalise Sugiyama

## **Food, Foragers and Folklore: the role of narrative in human subsistence**

*Evolution and Human Behavior* 22 (2001) 221-240

Thorstein Veblen

## **Conspicuous Consumption**

*The Theory of the Leisure Class*, The Modern Library, New York 2001 (1889), pp. 52-75

Stewart Hall

### **Encoding/decoding**

in Stuart Hall et al. ed., *Culture, Media, Language* (Unwin Hyman, 1980), pp. 128-138

## **6. Psychology**

Satoshi Kanazawa

### **De Gustibus Est Disputandum\***

*Social Forces*, March 2001, 79(3), pp.1131-1163

D. A. Zellner, A. Garriga-Trillo, E. Rohm, S. Centeno and S. Parker

### **Food Liking and Craving: A Cross-cultural Approach**

*Appetite*, 1999, 33, pp. 61-70

Paivi Palojoki, Terttu Tuomi-Grohn

### **The complexity of food choices in an everyday context**

*International Journal of Consumer Studies*, 25, March 2001, pp.15-23

Paul Rozin

### **Evolution and Adaption in the Understanding of Behavior, Culture, and Mind**

*American Behavioral Scientist*, Vol. 43 No. 6, March 2000, pp. 970-986

## **7. Sociology**

Alan Beardsworth and Teresa Keil

### **Sociological Perspectives on Food and Eating**

*Sociology on the Menu*, Routledge: London & New York 1997, pp. 47-70

Mary Douglas

### **Standard Social Uses of Food: Introduction**

*Food in the Social Order*, Russel Sage Foundation: New York 1984, pp. 1-39

Pierre Bourdieu

### **The Habitus and the Space of Life-Styles**

*Distinction*, Harvard University Press: Cambridge 1984, pp.169-200

Michel De Certeau

### **General Introduction**

*The Practice of Everyday Life*, University of California Press: Berkeley, pp. xi-xxiv

## **8. Scientific literature**

Thomas S. Kuhn

### **Introduction: A Role for History, The Route to Normal Science**

*The Structure of Scientific Revolutions*, University of Chicago Press: Chicago 1996 (1962), pp. 1-22

Roger N. Lancaster

### **The Science Question: Cultural Preoccupation and Social Struggles**

*The Trouble with Nature*, University of California Press: Berkeley 2003, pp. 71-79

David B. Resnik

### **Financial Interests and Research Bias**

*Perspectives on Science* 2000, vol. 8, no. 3, pp.255-285

## **3rd Assignment**

**20% of the final grade**

**Read and write a three page critical assessment of the theme discussed in the following articles, offering bibliographical sources against or in favor of the two positions.**

Gary Taubes

**What if It's All Been a Big Fat Lie?**

*New York Times Magazine*, July 7, 2002, p.22

Bonnie Liebman

**Big Fat Lies**

*Nutritional Action*, Vol. 29 no. 9 (Nov 2002), pp. 1-7

Daniel Kadlec

**The Low-Carb Frenzy**

TIME, May 3, 2004, pp. 46-54

Tomas J. Philipson and Richard A. Posner (MAYBE)

**The Long-Run Growth in Obesity as a Function of Technological Change**

*Perspectives in Biology and Medicine*, volume 46, number 3 supplement (summer 2003), pp 87-S107

**9. Quantitative and Qualitative Research**

Patricia Adler and Peter Adler

**Observational Techniques**

In Norman K. Denzin & Yvonne S. Lincoln ed., *Collecting and Interpreting Qualitative Materials*, Sage: Thousand Oaks, CA 1998, pp. 79-109

Kimball Romney, Susan Weller, William Batchelder

**Culture as Consensus: A Theory of Culture and Informant Accuracy**

*American Anthropologist*, vol. 88, no 2 (June 1986) pp. 313-338

Kathryn Oths, Adriana Carolo and José Ernesto Dos Santos

### **Social Status and Food Preference in Southern Brazil**

*Ecology of Food and Nutrition*, 42 (2003) pp. 303-324

Christine Newkirk and Kathryn S. Oths, University of Alabama

**When health food becomes high-class: nutrition discourse and food prestige in Ribeirao Preto, Brazil (\*pre-publication draft-- June 13, 2004 ASFS Conference )**

## **10. Interviews and Surveys**

Andrea Fontana and James H.Frey

### **Interviewing**

In Norman K. Denzin & Yvonne S. Lincoln ed., *Collecting and Interpreting Qualitative Materials*, Sage: Thousand Oaks, CA 1998, pp. 179-210

Jon Weimer, Patricia McKinney, and Linda K. Benning

**Tools to Assess Nutrition Education with Low-Income Families***Journal of Nutrition Education* Volume 33 Supplement 1 September 2001, pp.-15

Susan Scott and C. J. Duncan

### **Malnutrition, Pregnancy, and Infant Mortality: A Biometric Model**

*Journal of Interdisciplinary History* 30.1 (1999) 37-60

Arnfried Kielmann; Clayton Ajello; Nanjita Kielmann

### **Nutrition Intervention. The Evaluation of six Studies**

*Studies in Family Planning*, vol. 13, no. 8/9 (ago-sep 1982) pp. 246-257

## **4th Assignment**

**20% of final grade:**



**Prepare a questionnaire and hold a survey on a limited sample or conduct several open interviews about the theme you chose for the first assignment. Write a 5 pages paper with the analysis of the results. Tables, figures and/or bibliography will be provided, but will not be included in the 5 pages count.**

**20% of the final grade will reflect the level of participation in the class and of preparation on the assigned material**