

HMA 206/318

Understanding Asia through Food

Semester 1, 2013

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School of Humanities

Faculty of Arts

University of Tasmania



Unit Schedule

Week	Topic	Reading
1	25 February Introduction	<ul style="list-style-type: none"> Warren Belasco, <i>Food: The Key Concepts</i>, (Berg: Oxford, 2008) 1-13.
2	4 March Eating the Other	<ul style="list-style-type: none"> Jonathan Gold, "Singapore Street Food," <i>Saveur</i>, 18 July 2007. Rachel Herz, <i>That's Disgusting: Unravelling the Mysteries of Repulsion</i>, (W W Norton: New York, 2012), 1-27 and 31-35. Jane Black, "The Kimchi Fix," in Holly Hughes (ed.), <i>Best Food Writing 2010</i>, (Da Capo Press: Philadelphia, 2009), 175-178.
3	11 March	No class, due to 8 hour day public holiday
4	18 March Food and Nationalism	<ul style="list-style-type: none"> Ari Ariel, "The Hummus Wars," <i>Gastronomica</i>, 12, no. 1, (2012), 34-42. Anne Allison, "Japanese Mothers and <i>Obentōs</i>: The Lunch Box as Ideological State Apparatus," <i>Anthropology Quarterly</i>, 64, no. 4, (1991), 195-208. Arjun Appadurai, "How to Make a National Cuisine: Cookbooks in Contemporary India," <i>Comparative Studies in Society and History</i> 30, no. 1 (1988): 3-24. <p style="text-align: center;">Note: First written assignment due this week</p>
5	25 March Food and Colonialism	<ul style="list-style-type: none"> Susie Protschky, "The Colonial Table: Food, Culture and Dutch Identity in Colonial Indonesia," <i>Australian Journal of Politics and History</i>, 54, no. 3, (2008), 346-357. Joseph T Salazar, "Eating Out: Reconstituting the Philippines' Public Kitchens," <i>Thesis Eleven</i>, 112, no. 1. (2012), 133-146. Cecilia Leong-Salobir, <i>Food Culture in Colonial Asia: A Taste of Empire</i>, (Routledge: New York, 2011), 39-59.
Break		Easter Break
6	8 April Problems in Food Supply	<ul style="list-style-type: none"> Erica J Peters, <i>Appetites and Aspirations in Vietnam: Food and Drink in the Long Nineteenth Century</i>, (AltaMira: New York, 2012), 19-23. Sandra Fahy, "Famine Talk: Communication Styles and Socio-Political Awareness in 1990s North Korea," <i>Food, Culture and Society</i>, 15, no. 4, (2012), 535-556. Jerry Redfern and Karen J Coates, "The Flavour of Danger," <i>Gastronomica</i>, 11, no. 4, (2011), 99-103.
7	15 April Movements of People and Food	<ul style="list-style-type: none"> Yasmin Alibhai-Brown, <i>The Settler's Cookbook: A Memoir of Love, Migration and Food</i>, (Portobello: London, 2009), 1-17. Parvathi Raman, "Me in Place, and the Place in Me: A Migrant's Tale of Food, Home and Belonging," <i>Food, Culture and Society</i>, 14, no. 2, (2011), 165-180.

		<ul style="list-style-type: none"> Grace M Cho, "Kimchi Blues," <i>Gastronomica</i>, 12, no. 2, (2012), 53-58.
8	22 April Food and the City	<ul style="list-style-type: none"> Erik Harms, "Vietnam's Civilizing Process and the Retreat from the Street: A Turtle's Eye View from Ho Chi Minh City," <i>City and Society</i>, 21, no. 2, (2009), 182-206. Carole Steel, <i>Hungry City: How Food Shapes Our Lives</i>, (Vintage: London, 2009), 285-290 and 320-324. David Thompson, <i>Thai Street Food</i>, (Lantern: London, 2009), 27-29.
9	29 April Words about Food	<ul style="list-style-type: none"> John E Finn, "The Perfect Recipe: Taste and Tyranny, Cooks and Citizens," <i>Food, Culture and Society</i>, 14, no. 4, (2011), 503-524. Signe Rousseau, <i>Food and Social Media: You Are What Your Tweet</i>, (AltaMira: New York, 2012), 87-98. <p>Note: Second written assignment due this week</p>
10	6 May Eating out in India	<ul style="list-style-type: none"> Vir Sanghvi, <i>Rude Food: The Collected Food Writings of Vir Sanghvi</i>, (New Delhi: Penguin Books, 2004), 197-200 and, 104-111 and, 325-328 and, 268-273 and 193-196 and 238-241. Behram Contractor, <i>BusyBee: The Best of Thirty-Six Years</i>, (Penguin: New Delhi, 2002), various pages. Stig Toft Madsen and Geoffrey Gardella, "Udupi Hotels: Entrepreneurship, Reform, and Revival," in Krishnendu Ray and Tulasi Srinivas (eds.), <i>Curried Cultures: Globalization, Food and South Asia</i>, (University of California Press: Berkley, 2012), 91-109.
11	13 May Eating Chinese Food in the West	<ul style="list-style-type: none"> Jennifer 8. Lee, <i>The Fortune Cookie Chronicles: Adventures in the World of Chinese Food</i>, (Twelve: New York, 2008), 1-26. Yuson Jung, "Experiencing the 'West' through the 'East' in the Margins of Europe: Chinese Food Consumption Practices in Postsocialist Bulgaria," <i>Food, Culture and Society</i>, 15, no. 4, (2012), 579-598. Lily Wong, "Eating the Hyphen," <i>Gastronomica</i>, 12, no. 3, (2012), 18-20.
12	20 May Food Porn(s)	<ul style="list-style-type: none"> Anne E. McBride, "Food Porn," <i>Gastronomica</i>, 10, no. 1, (2010), 38-46. Alvin Yapan, "Feudal Desires: Sexualizing Agriculture in the Philippine Film Industry," <i>Positions: East Asia Cultural Critiques</i>, 19, no. 2, (2011), 499-524. Steve Zimmerman, "Food in Film: A Star is Born," <i>Gastronomica</i>, 9, no. 2, (2009), 25-34.
13	27 May Conclusion	<p>No reading this week</p> <p>Note: Research Essay due this week</p>

ASSESSMENT

Assessment of performance in this unit will comprise the following:

<u>Assessment Task</u>	<u>Due Date</u>	<u>Weighting</u>
Participation	Awarded at the end of the semester	20%
Authenticity Assignment	Friday, 22nd March	15%
Annotated Bibliography	Friday, 3rd May	25%
Research Essay	Friday, 31st May	40%

Participation (20%)

This unit emphasizes participation. This is not a grade for attendance; although you obviously have to attend in order to participate! Participation is graded on the following:

- *Engagement* with the readings. That is, is it clear from questions asked and answered that you have read the readings critically.
- Asking and answering questions
- Listening to other students and responding appropriately

If there is material presented in readings or lectures that you are having difficulty understanding, you should ask questions about this in the tutorial, which is a form of participation. In my view, these are the easiest marks to be had. The more you put into the course, the more you get out of it!

Authenticity assignment (15%)

For your first assignment you will be asked to consider how the term “authenticity” is used in the context of Asian food. You will be required to read a short piece (Allen S. Weiss, “Authenticity,” *Gastronomica*, Vol. 11, no. 4, 2011, pp. 74-77), and then find an example of an on-line menu for an Asian or Asian-themed restaurant that uses the word “authentic” to describe the food or the restaurant. You will need to write 500 words in which you (1) define “authentic” or “authenticity,” and (2) assess the restaurant’s use of the term, (3) engage with the Weiss article and (4) attach a printed copy of the menu (or similar) to your written work. You will be given the article and the full assignment in class. You will be evaluated on the following:

- Quality of analysis
- Engagement with Weiss article
- Use of evidence
- Written expression
- Technical presentation, including attaching appropriate menu

Annotated Bibliography (25%)

Your second assignment is an annotated bibliography. You should think of it as a stepping-stone to your final assignment, the research essay. Questions for the research essay will be distributed in class. You will be asked to select a question and to prepare an annotated bibliography which will be

the foundation of your secondary research for the final essay. An annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance. Each annotation should include the following:

- A full citation and correct citation using the turabian style
- A brief summary of what the item is and what it is about
- A statement of the main argument of the article, book chapter or book
- A statement about *how* this item will be relevant to your essay

You may also, where appropriate, like to include a key quotation. Please note that a handout on how to prepare an annotated bibliography will be distributed with the essay questions and you should refer to this as your prepare your assignment.

Research Essay (40%)

Questions for the research essay will be distributed in class. Your essay should be 2000 words in length. You will be evaluated on the following:

- Quality of argument
- Quality of analysis
- Quality of research, including responsiveness to feedback from the annotated bibliography assignment, where relevant
- Use of evidence
- Composition and structure of essay
- Written expression
- Technical presentation, especially citation

Please note: Level 300 students will be required to answer a more complex question

Alterations to the unit as a result of student feedback*

*The University of Tasmania regularly requests feedback from students through the eVALUate process.

Changes to units stemming from student responses to texts and teaching strategies are regularly implemented in Asian Studies.

Unit Summary and Contact Details

Unit Code	HMA206/318
Unit Title	Understanding Asia through Food
Unit Coordinator	Dr Nicki Tarulevicz Rm 326, Social Sciences, Hobart nicole.tarulevicz@utas.edu.au Phone: 6226 1705 Consultation time: Monday 1--2pm, or by appointment
Teaching pattern	12 x 1.5 hour lectures and 12 x 1 hour tutorials
A note about attendance	Regular attendance is required during the semester at both lectures and tutorials.
Assessment	200 level and 300 level: Written work equivalent to 1000 words (15%), Annotated bibliography (25%) Essay 2000 words (40%), participation (20%) NB: Level 300 students will be required to answer a more complex question for the research essay.
Required texts	A reader will be available for purchase from Uniprint.
Campus & Mode	Hobart: Semester 1; Support material on MyLo
Courses	Bachelor of Arts (also combined degrees)
Unit description (handbook)	Based on the premise that 'food' is more than simply fuel for human sustenance, this unit examines foods of Asia and reveals the connections between food, eating and cooking practices on the one hand and demographic trends, gender roles, religious beliefs, ritual, social tensions and colonial conquest on the other. The representation of food in the visual and performing arts and in literature in Asia will also be examined.
Intended learning outcomes	On completion of this unit, you should be able to: <ol style="list-style-type: none"> 1. Understand the historical, political and social context of the production, preparation and consumption of food in Asia 2. Respond to a variety of texts that give an insight into the production, preparation and consumption of food in Asia 3. Contribute meaningfully to discussion and debate about the production, preparation and consumption of food 4. Write reflectively about material relating to the unit content 5. Construct a well-argued piece on a topic related to the unit content
Learning outcomes are linked to assessment tasks	<ul style="list-style-type: none"> • Participation links to outcomes 1, 2 and 3 • Authenticity Assignment links to outcomes 1, 2 and 4 • Annotated Bibliography links to outcomes 1, 2 and 4 • Research Essay links to outcomes 1, 2, 3, 4 and 5
Generic Graduate Attributes	The University has defined a set of generic graduate attributes that can be expected of all graduates (http://www.utas.edu.au/policy/attributes_grads.pdf). By undertaking this unit you should make progress in attaining the following attributes: <ul style="list-style-type: none"> • Knowledge: research for assignments and weekly reading • Communication skills: class discussions, written assignments • Problem-solving skills: learning how to interpretation information and identify issues • Global perspective: studying and developing understanding of the varied culinary practices of Asia • Social responsibility: developing an understanding of food security and the interconnectivity of food systems

HOUSEKEEPING

How to contact staff

Please contact me after class or in person during consultation hours or by email. I will endeavour to reply to your emails within 72 hours of receiving them.

Assessment, expectations, extensions and late penalties

Written work is to be submitted at Arts Central. As well as requiring details of your name, student ID number, title and code number of the unit, and title of the assignment, it also includes a statement to be signed by you that all the material in the assignment is your own work. Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own, for example:

- using an author's words without putting them in quotation marks and citing the source
- using an author's ideas without proper acknowledgment and citation, or
- copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and [the academic integrity resources](#).

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the [Ordinance of Student Discipline - Part 3 Academic Misconduct, PDF Format, 18 pages](#).

The appropriate referencing style for this unit is **Turabian**. And there is a quick turanian guide in this unit outline – please make sure you use it.

The University reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

Marks and Grades

In accordance with Faculty rules, the School uses the following grades:

80+% = High Distinction (HD)

70 – 79% = Distinction (DN)

60 – 69 % = Credit (CR)

50 – 59% = Pass (PP)

0 – 49% = Not pass (NN)

Students who do not pass may be eligible for either a supplementary examination or a terminating pass. See rule 111 Academic Assessment for further details:

<http://www.utas.edu.au/universitycouncil/legislation/rule111.pdf>

If you wish to have a mark for any assignment reviewed you must apply for a review within 5 days of receiving the mark. See Teaching & Learning policies for further details.

Hurdle requirements

There are three hurdle requirements for this unit. Failure to meet these requirements will result in a fail grade for the unit.

Submit all written work	You must hand in each piece of written work even if due to late penalties the work receives a mark of '0'. Students are required to submit all assessment tasks in order to be able to pass.
Submit all work before 7 June 2013	No written work will be accepted after the 7 th of June 2013 without a prior granted extension from the unit coordinator
Attendance	Regular attendance is expected. And students are required to attend a minimum of 9 tutorials. In the case of documented emergencies or ill health exceptions may be made.

Learning expectations

General expectations of the University are outlined in the University's Code of Conduct for Teaching and Learning (<http://info.utas.edu.au/policy/alpha.html#c>) In addition to completing all assessment items, students must meet the following hurdle requirements.

Requests for extensions of written work are not generally granted as a matter of policy, except on medical grounds, supported by appropriate medical certificate, or on other serious grounds acceptable to the unit coordinator. All matters concerning late submission and extension should be referred to the unit coordinator. Extension forms are available on the Asian Studies webpage. Late work will be penalised as per Asian Studies policy: 10% if late within first 24hours, 5% per subsequent working day or part thereof. After 5 working days, the assignment will only be marked on a pass/fail basis. No written work will be accepted after 7 June 2011.

Some university services

- Library - you can ask library staff for help with your research
- Tasmanian Institute of Learning and Teaching run workshops on academic skills and have appointments available for students to bring in their written work for feedback.
- English Assist can help International students with their English and academic skills.
- Transition Support officers are there to point you in the right direction to solve your university problems
- Student counselling is a free service for students needing extra support or someone to talk over problems with
- Disability service – if you have an ongoing health problem which is affecting your study you may be eligible for a Learning Access Plan (LAP). A LAP is an agreement between you and the University which outlines what the University must do to help you continue your study despite your health issue.

You should be familiar with the resources available at the Asian Studies webpage:

<http://www.utas.edu.au/sals/informationforstudents.htm>

One of the most important webpages is the current student webpage: <http://www.students.utas.edu.au/>

Prior knowledge &/or skills

No prior knowledge or skill is required.

Learning resources required

- Requisite texts

In addition to the assessment items you must prepare for class by completing the required readings each week. A reading pack containing the required readings for this unit is available from Uniprint for purchase. Copies are also kept in the Reserve section of the Morris Miller library in Hobart.

- MyLO

Class notes or PowerPoint slides will be placed on the unit website *after* the lecture. The website can be accessed through MyLO. Go to student homepage and click on MyLO. Follow the instructions and enter your username (same as university email) and password. Please check the MyLO page on a regular basis for updated resources and useful links. To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. Please see UConnect at <http://uconnect.utas.edu.au/> for information about computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Turabian Quick Guide – adapted from Chicago University Press

Each example is given first as you would use in a footnote [N], followed by a bibliographic entry [B], as you would list in your bibliography.

Book with One author

N: Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

B: Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

Book with Two authors

N: Guy Cowlshaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of Chicago Press, 2000), 104–7.

B: Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

Four or more authors

N: Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 262.

B: Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press, 1994.

Editor, translator, or compiler instead of author

N: Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

B: Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author

N: Yves Bonnefoy, *New and Selected Poems*, eds. John Naughton and Anthony Rudolf (Chicago: University of Chicago Press, 1995), 22.

B: Bonnefoy, Yves. *New and Selected Poems*. Edited by John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

Chapter or other part of a book

N: Andrew Wiese, “The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States,” in *The New Suburban History*, eds. Kevin M. Kruse and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101–2.

B: Wiese, Andrew. “The House I Live In’: Race, Class, and African American Suburban Dreams in the Postwar United States.” In *The New Suburban History*, edited by Kevin M. Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press, 2006.

Chapter of an edited volume originally published elsewhere (as in primary sources)

N: Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, eds. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, eds. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

B: Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

N: James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

B: Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

N: Philip B. Kurland and Ralph Lerner, eds. *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), <http://press-pubs.uchicago.edu/founders/> (accessed 27 June 2006).

B: Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/> (accessed 27 June 2006).

Journal article (in print or online)

N: Nancy Wu, "Childhood trauma and health outcomes in adults with comorbid substance abuse and mental health disorders," *Addictive Behaviors* 35, no. 1 (January 2010): 68.

B: Wu, Nancy, "Childhood trauma and health outcomes in adults with comorbid substance abuse and mental health disorders." *Addictive Behaviors* 35, no. 1 (January 2010): 68-71.

Popular magazine article

N: Steve Martin, "Sports-Interview Shocker," *New Yorker*, 6 May 2002, 84.

B: Martin, Steve. "Sports-Interview Shocker." *New Yorker*, 6 May 2002.

Newspaper article

N: William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times*, 20 June 2002, 12.

B: Niederkorn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times*, 20 June 2002.

Newspaper article accessed electronically

Newspaper articles if accessed electronically commonly do not have page numbers but newspaper sections should be used in this instance

N: William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times*, 20 June 2002, Arts section, Midwest edition.

B: Niederkorn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times*, 20 June 2002, Arts section, Midwest edition.

Book review

N: James Gorman, "Endangered Species," review of *The Last American Man*, by Elizabeth Gilbert, *New York Times Book Review*, 2 June 2002, 16.

B: Gorman, James. "Endangered Species." Review of *The Last American Man*, by Elizabeth Gilbert. *New York Times Book Review*, 2 June 2002.

Thesis or dissertation

N: M. Amundin, "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoena phocoena*" (PhD, Stockholm University, 1991), 22–29, 35.

B: Amundin, M. "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoena phocoena*." PhD, Stockholm University, 1991.

Paper presented at a meeting or conference

N: Brian Doyle, "Howling Like Dogs: Metaphorical Language in Psalm 59" (paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19–22 June 2002).

B: Doyle, Brian. "Howling Like Dogs: Metaphorical Language in Psalm 59." Paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, 19–22 June 2002.

Web site

N: Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed 1 June 2005).

B: Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html> (accessed 1 June 2005).

Weblog entry or comment

N: Peter Pearson, comment on "The New American Dilemma: Illegal Immigration," The Becker-Posner Blog, comment posted 6 March 2006, http://www.becker-posner-blog.com/archives/2006/03/the_new_america.html#c080052 (accessed 28 March 2006).

B: Becker-Posner Blog, The. <http://www.becker-posner-blog.com/> (accessed 28 March 2006).

Film

N: *Biodemocracy: Making a Difference*, DVD, directed by Charles Kassatly (Montreal: National Film Board of Canada/No One to Blame Productions, 2002).

B: *Biodemocracy: Making a Difference*. DVD, Directed by Charles Kassatly. Montreal: National Film Board of Canada/No One to Blame Productions, 2002.