

Term Information

Effective Term Spring 2023
Previous Value Autumn 2014

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

New GE status

What is the rationale for the proposed change(s)?

This course fits well in the Citizenship GE category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate, Undergraduate
Course Number/Catalog	5624
Course Title	The Anthropology of Food: Culture, Society and Eating
Transcript Abbreviation	Anthropology Food
Course Description	Explores food traditions, global expansion of foods and the production/exchange of food in culture and society.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Marion</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 2200, 2201, or 2202, or permission of instructor.

Previous Value

Prereq: 2200 (200), 2201 (201), or 2202 (202), or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 620.08.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0204

Subsidy Level

Doctoral Course

Intended Rank

Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Goals NA.

Content Topic List

- Cooking
- Food
- Taste
- Culture
- Dessert
- Soup
- Human nutrition
- Diet
- Identity
- Social organization
- Globalization
- Subsistence
- Food and art

Sought Concurrence

No

Attachments

- 5624-GE Citizenship Syllabus.doc: Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- submission-doc-citizenship-ANTH5624-Anthropology of Food - final.pdf: GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	03/22/2022 10:38 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	03/22/2022 12:02 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	06/13/2022 01:27 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/13/2022 01:27 PM	ASCCAO Approval



5624 The Anthropology of Food: Culture, Society and Eating

Jeffrey H. Cohen, PhD

Cohen.319@osu.edu

247-7872

Time and place: TBA

Office Hours: TBA

This course builds upon students' knowledge in anthropology and focuses on:

- 1) The role of food, eating and diet in social life, the creation of shared identity and the definition of citizenship.
- 2) The symbolic value of food, the practice of eating and the organization of diet in worldview, social identity and belonging locally as well as globally.
- 3) The place of food, eating and diet in definition of social justice, power as well as concepts of health and well-being.

After completing this course, students will understand food anthropology and develop their critical skills around why anthropologists study food; the place of food in identity, belonging and becoming a citizen; the role food plays in defining social justice, and future themes for work in food anthropology.

This course meets the GE requirements in **Citizenship for a Diverse and Just World** through your in-class work, presentations, and exam responses.

Weekly lectures introduce human groups from across space and time to illustrate how citizenship and social identities are formed in relation to food, eating and diet. While people are granted citizenship at birth; people and groups use food, eating and diet to create and critique ideas of belonging and citizenship as well as how food, eating and diet influence social justice, health and well-being. ANTH5624 is an opportunity for students to develop the skills to understand the role that food plays in the creation of citizenship and identity, how eating is implicated in ideas concerning health and well-being, and how diet can influence the struggle for social justice.

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Weekly lectures will introduce human groups from across space and time to illustrate how identities are formed in relation to food, eating and diet. Students will meet the ELO through response papers, exams and participation in “What’s for Dinner?”

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students will meet the ELO through weekly activities, group presentations and quizzes that ask students to reflect on the role food, eating and diet play in life and in the process of becoming a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Students will meet the ELO through responses to lectures and readings in their weekly activities, participation in “What’s for Dinner?” and quizzes. Students will demonstrate their developing skills as they examine, critique and evaluate the role food, eating and diet play in human diversity, belonging and the meaning of citizenship as well as systems of equity and inclusion.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students will meet the ELO as they respond to lectures and readings in their weekly activities, group presentations and quizzes that highlight the place of social justice in food anthropology and provide students with the tools necessary to reflect on the role food, eating and diet play in social life, the definition of citizenship as well as social justice, wellbeing and health.

Readings:

Willa Zhen, Food Studies: A Hands-on Guide. Bloomsbury, 2019.

Additional readings (available on Carmen and in the Readings folder):

1. Mull, Amanda, 2021. There's no real reason to eat 3 meals a day: Your weird pandemic eating habits are probably fine. *The Atlantic*, March 2021.
2. FAO, IFAD, UNICEF, WFP, & WHO, 2020. *The State of Food Security and Nutrition in the World 2020. Transforming food systems for affordable healthy diets.* <https://doi.org/10.4060/ca9692en>.
3. Wrangham et al, 1999. The Raw and the Stolen: Cooking and the Ecology of Human Origins. *Current Anthropology*, 40 (5): 567-577.
4. Gorman, Rachael Moeller, 2008. Cooking Up Bigger Brains. *Scientific American*. <https://www.scientificamerican.com/article/cooking-up-bigger-brains/>.
5. Harris, Marvin, 1966. The Cultural Ecology of India's Sacred Cow. *Current Anthropology*, 7(1): 51-66.
6. Douglas, Mary, 1966. The Abominations of Leviticus. *In Purity and Danger*. ARK Paperbacks.
7. Forrest, B. M. 2020. Damned dinner: eating in the wilderness of hell. *Food, Culture & Society*, 23(1), 3-10.
8. Chikweche, Tendai, John Stanton and Richard Fletcher, 2012. Family purchase decision making at the bottom of the pyramid. *Journal of Consumer Marketing*, volume 29/3: 202-213.
9. Joosse, S., & Marshall, M. 2020. Fridge stories and other tales from the kitchen: a methodological toolbox for getting closer to everyday food practices. *Food, Culture & Society*, 23(5), 608-626.
10. Martinez-Cruz, Paloma. 2019. Chapter 2 On Cinco de Drinko and Jimmiechangas Culinary Brownface in the Rust Belt Midwest. *From Food Fight!: Millennial Mestizaje Meets the Culinary Marketplace*. Tucson. University of Arizona Press.
11. Singer, Merrill, and Barbara Rylko-Bauer. 2021. The Syndemics and Structural Violence of the COVID Pandemic: Anthropological Insights on a Crisis. *Open Anthropological Research* 1(1):7-32.
12. Laborde, David, Will Martin, and Rob Vos. 2021. COVID-19 risks to global food security: Economic fallout and food supply chain disruptions require attention from policymakers. *Science*, volume 369, issue 6503: 500-502.

13. Boateng, G. O., Workman, C. L., Miller, J. D., Onono, M., Neilands, T. B., & Young, S. L. 2020. The syndemic effects of food insecurity, water insecurity, and HIV on depressive symptomatology among Kenyan women. *Social Science & Medicine*, 113043.
14. Ortiz, C. 2020. Mothers' Milk: How Gender and Immigration Obscure Agricultural Expertise and Care Work in Dairyland. *Culture, Agriculture, Food and Environment*, 42(2), 74-82.
15. Bezner Kerr, R., Hickey, C., Lupafya, E., & Dakishoni, L. 2019. Repairing rifts or reproducing inequalities? Agroecology, food sovereignty, and gender justice in Malawi. *The journal of peasant studies*, 46(7), 1499-1518.
16. Roche ML, Ambato L, Sarsoza J, Kuhnlein HV. 2017. Mothers' groups enrich diet and culture through promoting traditional Quichua foods. *Maternal Child Nutrition*. 2017 Nov;13 Suppl 3(Suppl 3): e12530.
17. Johnson, R. & N. Stewart, 2021. Congressional Research Service, in focus: Defining Low-Income, Low-Access Food Areas (Food Deserts). <https://crsreports.congress.gov/product/pdf/IF/IF11841>.
18. Nosowitz, D. 2015. How Capicola Became Gabagool: The Italian New Jersey Accent, Explained. *Atlas Obscura*. <https://www.atlasobscura.com/articles/how-capicola-became-gabagool-the-italian-new-jersey-accent-explained>.
19. Chao, Sophie 2021. Eating and Being Eaten: The Meanings of Hunger among Marind. *Medical Anthropology*, 1-16.
20. Kaplan, David 2021. Hunger Hermeneutics. *Topoi*, 40, 1-7.
21. Hadley, C., & Crooks, D. L. 2012. Coping and the biosocial consequences of food insecurity in the 21st century. *American Journal of Physical Anthropology*, 149(S55), 72-94.
22. Wutich, A. 2008. Estimating Household Water Use: A Comparison of Diary, Prompted Recall, and Free Recall Methods. *Field Methods*, 21(1), 49-68.
23. Marte, L. 2007. Foodmaps: Tracing Boundaries of 'Home' Through Food Relations. *Food and Foodways*, 15(3-4), 261-289.
24. Mintz, S., & Christine M. Du Bois. 2002. The Anthropology of Food and Eating. *Annual Review of Anthropology*, 31, 99-119.

25. Korsunsky, A. 2020. Back to the Root? Immigrant Farmers, Ethnographic Romanticism, and Untangling Food Sovereignty in Western Oregon. *Culture, Agriculture, Food and Environment*, 42(2), 114-124.

Graduate Readings:

In addition to the readings included above, graduate students will purchase:

A. Murcott, W. Belasco and P. Jackson. *The Handbook of Food Research*. Bloomsbury. 2016.

Assignments: This course includes in-class assignments, a group project, a midterm and a final.

In-class assignments (and corresponding ELOs) cover weekly topics and our readings and ask you to critically reflect on the anthropology of food. There are 10 assignment (each worth 10 points).

- 1. What do you like?** We might think that your food choices reflect natural categories, but what if they don't. What if our food choices and the meals we consume reflect the world we live in, identity and the status of our belonging and being citizens (ELO 1.1)?
- 2. Am I a Foodie?** We must eat to thrive, but our world and identity is more than simply survival. Understanding the symbolic value of eating and meaning of taste and diet is at the center of understanding the role of food in identity and social life (ELO 1.1).
- 3. Food security and the pandemic:** food security assumes people will at all times have physical, social, and economic access to sufficient, safe, and nutritious food that meets their preferences and needs for an active and healthy life. The pandemic impacts food security as production, discrimination and inequality are affected (ELO 1.2).
- 4. Debating cooking in evolution:** Wrangham focuses on the evolution of cooking and its importance to the expansion of the human brain. His work is criticized as biased against women. Here we can think about the role of food, cooking and diet in the organization of groupness and gender identity (ELO 2.1).
- 5. How to conduct food research:** How should we conduct our work? While an ethnographic approach works well, there are specific ways we can model ethnography to effectively collect data around food, diet and cooking and the relationship to identity and citizenship (ELO 2.2).

6. **Ecology versus symbolic anthropology:** Marvin Harris and Mary Douglas stake out two unique approaches to the study of food. Harris argues ecology is critical to food decisions while Douglas maintains ideology drives our choices. What do the two approaches tell us about anthropology and the field's approach to identity, belonging and citizenship (ELO 1.1 and 1.2).
7. **Food identity:** It is regularly argued that food is a reflection of social identity, ethnicity, nationality and religious beliefs. But it is also a force that constitutes identity—food can create identity and citizenship (ELO 2.1).
8. **Food and consumption:** What and how we eat is a cultural act—it is also an act of consumption and how consumption changes through time (economically, socially, etc) can affect not only how we eat, but what we eat (and what the foods mean in defining identity and belonging). Following shifting consumption patterns in our own lives and the lives of the people around us, we can connect food and consumption and ask how shifts in what we eat and like reflect other changes (ELO 2.1).
9. **Gender and identity:** There are clear connections between gender identity and what we eat, and foods are often marked with gendered rules (who can and cannot eat). There are also informal rules around gender and food preparation and procurement (ELO 2.1 and 2.2).
10. **Syndemic approaches to food:** A syndemic approach looks toward understanding how biology and culture influence each other. Here we explore a syndemic approach to food and ask how the way we eat, and our diet can influence wellbeing, health and identity (ELO 2.2).

Project: What's for dinner? This is a group assignment. Together with your classmates (you will be randomly assigned to a group), you will identify and document the food practices of an anthropological population of your choice (I am here to help your group if you would like). Using a variety of resources (library sources, H-RAF, internet, etc.) your group will document the menu, eating habits and ritual feasting of their chosen population **(fulfills ELO 1.1, 1.2, 2.1 and 2.2)**.

Each group will present and document their progress at three points during the semester. First presentations focus on COMMON FOODS and GROUP IDENTITY and how they are procured, processed. The second presentations define EATING and COMMUNITY DYNAMICS of identity and belonging including the role played by cooking. The third presentations RITUAL FEASTING examines the place of food, cooking and eating in ritual space and celebrations and identity formation.

Your group will present your findings to the class on three occasions. In addition, your group will write up your project in a document that 1) presents your study population;

2) notes how they organize their menu and food procurement; 3) references eating; and 4) notes ritual feasting in the construction of citizenship, belonging and identity. This is a document that you can keep for your files and in the development of your portfolio.

You should be able to define the social role and cultural meaning of food, eating and diet and comment on social organization, cultural traditions and the place ritual feasting plays in society. In your group's presentation, must be accomplished in a clear, concise, and controlled way. Think about how best to tell your story. For your group's written summary, you should use about 10 pages (maybe more if you need) to document your findings.

Your presentations (typically a series of PowerPoint slides) and summaries must be turned into carmen and your entire group should be engaged. To support equality in your group, please identify who authored and completed each section of our presentation and summary.

Your final presentations are during week 15 of class and final summary papers are due December (TBA).

Midterm and Final: The midterm and final are essay-based and are to be completed outside of the classroom. You can use your notes, readings and talk with each other, however, your work should be yours, original and in your own words. **The midterm and final satisfy ELO 1.1, 1.2, 2.1 and 2.2.**

Weekly organization and engagement: Our weeks will be divided between lecture and discussion. While most Tuesdays I will in general lecture, there will be many Thursdays when we will open the classroom for discussions, for completing in-class assignments and to ask questions. Your participation is critical. There are no formal participation points, but I do expect your attention and engagement.

Grading	
1. In class responses	
1. What do you like?	10
2. Am I a foodie?	10
3. Food Security and the pandemic	10
4. Debating cooking in evolution	10
5. How to conduct food research	10
6. Ecology versus symbolic anthropology	10
7. Food identity	10
8. Food and consumption	10
9. Gender and identity	10
10. Syndemic approaches to food	10
Sub Total:	100

2. What's for dinner? Indigenous menus, eating and ritual practice	
Part I-what's on the menu?	20
Part II-eating	30
Part III-ritual practice	50
Sub Total:	100
3. Midterm	50
4. Final	50
Sub Total	100
Total Points	300

OSU standard grading points: A 92% (270) and above; A- 90-91%; B+ 88-89%; B 82-87%; B- 80-81%; C+ 78-79%; C 72-77%; C- 70-71%; D+ 68-69%; D 60-67%; E < 60%.

Graduate requirements: Graduate students are not required to join a group. However, they are required to complete all in-class exercises. In addition, each graduate student will develop a research project around a topic of their choice and that relates to your interests. You should set up 3 meetings with me to work out the details of your assignment and for discussion. You will have the opportunity to present your findings in class toward the end of the semester.

Food, Culture and Society Certificate: The college of Arts and Sciences offers a 12-credit hour certificate in food studies. The Food, Culture and Society Certificate builds upon several classes from across the college and introduces students to an interdisciplinary approach to understanding the culture, history, and societal role that food plays in human life. For more information, please see Dr. Cohen and visit our page at: <https://artsandsciences.osu.edu/academics/academic-programs/certificates/food-culture-society>

Classroom mechanics: Everyone has an opportunity to earn a strong A in this class, but that requires your effort. Remember grades are earned and reflect the fulfillment of the requirements. Attendance is mandatory as is your participation in discussions. We cover a lot of ground and your attention to detail, presence in class and commitment to content is critical. Your failure to attend this class can result in a reduced final grade. Even with a clear and valid excuse, it can be hard to make up for lost time. If you are attending a conference, if you are ill, it is your duty to let me know and together, we will try to find a solution. You cannot miss a planned/scheduled presentation.

Academic Misconduct: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow

the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct. I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Disability (and Covid-19): The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, discuss your accommodations with me as soon as possible so that together we can implement a reasonable plan in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Sexual Misconduct and Relationship Violence: The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university

community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Grievances and problem solving: According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is

located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at www.suicidepreventionlifeline.org

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Triggers: While I do my best to create a welcoming classroom, there may be occasions when class materials discussions and so forth are triggers for you. Please do let me know if this is the case so that together we can find a solution and you can help me to improve the quality of the course and my awareness of the issues.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Food: Individuals should not eat in the classroom. Individuals can take an occasional drink but should please take masks off only as necessary.

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Other Resources:

Initiative for Food and AgriCultural Transformation:

<https://discovery.osu.edu/food-and-agricultural-transformation-infact>

Department of Food Science and Technology: <https://fst.osu.edu/home>

College of Food, Agricultural, and Environmental Science: <https://cfaes.osu.edu/>

Rural Sociology: <https://senr.osu.edu/graduate/rural-sociology>

Waterman Farm: <https://watermanfarm.osu.edu/>

Student Farm: <https://watermanfarm.osu.edu/what-we-do/student-farm>

Calendar:

Week 1: Intro: Why Study Food?

Reading: Mull

In-class: What do you like? (ELO 1.1)

Week 2: Intro: Why Food Research Matters (a brief review of the history of food research in Anthropology)

Reading: Zhen-Introduction and chapter 1

In-class: Being a Foodie (ELO 1.1)

Week 3: Food Insecurity and belonging

Reading: FAO, Johnson & Stewart, Handley and Crooks

In-class: Food security, health, and the pandemic (ELO 1.2)

Week 4: Evolution and becoming human

Reading: Wrangham et al, Gorman (carmen)

In-class: Debating the role of cooking in the evolution of gender and identity. (ELO 2.1)

Week 5: Food fieldwork and ethnographic methods

Reading: Joosse, Chikweche

In-Class: Telling a kitchen story (ELO 2.2).

Week 6: Ecological versus symbolic approaches to food and identity.

Reading: Harris, Douglass, Forrest

In-class: Debating the value of ecology and symbolic anthropology in food research. (ELO 1.1, 1.2)

Week 7: Presentations – What’s for Dinner, Part I

Week 8: Midterm prep and midterm (on line)

Week 9: Food, Identity and belonging

Reading: Zhen chapter 2 and 3, Nosowitz, Kornsunsky

In-class: Food and identity (ELO 2.1)

Week 10: Cooking, economy and citizenship

Reading: Zhen, chapter 4, Martinez-Cruz

In-class: Consumption and the economics of eating (ELO 2.1)

Week 11: Diet, eating and gender
Reading: Ortiz, Roche, Bezner Kerr
In-class: Gendering food, diet and eating (ELO2.1, 2.2).

Week 12: Presentations – What’s for Dinner, Part II

Week 13: Syndemics: food and health and social justice.
Reading: Singer, Laborde, Boateng
In-class: Food syndemics and engaging health (ELO 2.2).

Week 14: Entomophagy and eating grasshoppers in southern Mexico
Reading: Cohen
In-class: Rethinking what we eat.

Week 15: Presentations – What’s for Dinner, Part III

Week 16: A future for food research in anthropology
Reading: Zhen, chapters 5 and 6
In-class: The future of food anthropology

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)