

Ohio Wesleyan University
Health and Human Kinetics 200.3 – Food, Culture, and Society
Spring 2019

Instructor	Christopher Fink, PhD	Email	clfink@owu.edu
Office	Edwards 107D	Meeting Time & Location	MW 2:40-4pm SQ 125
Office Hours	By appointment	Phone	X3768 (740-368-3768)

Required Materials & Text

1. Readings as provided on Google Classroom

Course Description

In this course, students will explore contemporary food related issues through a cultural lens, organized by economic, geographic, and sociocultural boundaries. Students will examine the historical and modern development of foodways in various cultural settings, and how food habits function beyond providing calories and sustenance. Particular focus will be on disparities in food access and concomitant health and social challenges, and the global political factors that result in these disparities, as well as the crosscultural exchange of dietary practices, beliefs, & foods between the United States & countries throughout the world. The class is structured around experiential learning that engages cultural beliefs and practices of food production, preparation, and consumption.

Course Objectives & Outcomes

By the end of the semester, students should be able to:

- Understand and effectively utilize key food studies and food system terminology
- Identify and put into practice a biocultural framework for understanding the place of food and related issues in society.
- Identify and discuss key paradoxes and issues in food studies, using the biocultural framework as a guide.
- Develop an understanding of the social, cultural, biological influences on food preference and food choice, and utilize that understanding in discussing food issues
- Iterate a thoughtful, supported personal food philosophy
- Describe the various sociocultural influences on and outcomes of health-related food rhetoric
- Discuss the multidimensional relationship between food and identity, including gender, power, race, and other personal and socio-cultural constructs.
- Understand the ideological place of food in society, and the various manifestations of ideologies

- Explore the various social structures that have led to injustices in the food system, and what outcomes have emerged from these injustices
- Use media such as cookbooks and film to explore concepts from the course
- Identify key interest areas in the realm of food studies, and iterate the range of viewpoints about those areas.
- Effectively synthesize information from across the semester to organize and present their knowledge and understanding of at least one key food issue
- Lead effective and engaging classroom discussions about relevant food studies topics.

Assignment Requirements

Assignments must be turned in on or before the assigned date, as designated in Google Classroom. The calendar at the end of this syllabus can also be referenced, though the dates and tasks are subject to change. Guidelines will be provided in class and in Google Classroom with details about assignment requirements and structure.

Late Work

Late work will be penalized. This will occur as follows:

- After class/due date but before subsequent class, **max score = 50%**.
- After the subsequent class, not accepted.

Attendance

Attendance in class is critical not only for your learning, but for the class as a whole. There is a strong possibility that missing class will result in missing something that would be difficult if not impossible to make up.

Completing the semester with 3 or 4 unexcused absences will result in a loss of 2% of the final grade. 5 unexcused absences will equal a reduction of 4% of your final grade. More than 5 absences will result in an automatic failing grade (if before the withdrawal deadline, you will be offered the opportunity to withdraw from the class). Students are expected to be at class on time. Much of the class relies on group discussion and peer interaction, or is experiential. A lack of involvement in the course will certainly result in diminished performance.

Excused Absences

Proven family emergencies and University supported sport/academic event travel are excused **only if I am advised in advance of your absence**. Students with excused absences will have the opportunity to make up missed work, but must take the initiative to find out what this work involves, and to complete it in a timely manner.

Tardiness

Please be on time to class. On-time means being present at the start of class. Please talk to me at the start of the semester if you have a commitment preceding our class meeting that may cause you to be late. The first few instances will result in a skeptical glance, but if it gets to be a regular occurrence we will meet to discuss an appropriate course of action.

Cell Phones

Please keep cell phones off during class.

Course Assessments:

<u>Item</u>	<u>Percentage</u>
Reading Responses and Homework	20%
Discussion	10%
Documentary Project	10%
Cookbook Culture Project	15%
Film Project	15%
Tests	30%

Grading Plan:

Grades will be awarded based on percentage earned for all papers, projects, exams, and quizzes.

A+	98-100	B+	88-89.9	C+	78-79.9	D+	68-69.9
A	92-97.9	B	82-87.9	C	72-79.9	D	62-67.9
A-	90-91.9	B-	80-81.9	C-	70-71.9	D-	60-61.9
F	≤ 59.9						

Grading System:

Reading responses and homework will be graded on a 0-4 scale (think of a GPA), using the following rubric. Separate rubrics will be provided for all other graded tasks. Tests will be graded in a percentage format.

Score	Descriptor	Qualifiers
4	Excellent	Well-supported, clear responses, well connected to course and/or reading content
3	Acceptable	Complete, somewhat supported, some connection to course content but lacking in one of these areas
2	Needs Improvement	Lacking content, explanations are only surface-level (lacking support and description), lacking much connection to course and/or reading content
1	Unacceptable	Missing many aspects, unsupported, missing explanations, no connection or consideration of course content
0	Incomplete	Not completed

Description of Course Requirements:

Reading Responses & Homework (20%)

These are questions associated with the assigned reading for the class period. The responses will serve to guide classroom discussion, and are critical for engagement in the course. Other assignments related to the topics of the course will be given in class.

Discussion (10%)

Students will be required to prepare discussion questions for certain class readings, and lead at least one discussion period in class.

Documentary Project (10%)

Students will choose from a group of documentaries and, in pairs, provide a written review the documentary. Students will post these reviews to the course website, and will present their work to the class. Students will be graded on the project itself, as well as their degree of individual contribution to the project

Cookbook Culture Project (15%)

Students will select from a provided list of cookbooks that reflect various eras of modern history, and a range of socio-cultural realms and constructs. Students will then prepare a web-based resource that reviews each cookbook. Cultural constructs to be explored include race and ethnicity, gender, identity, power, and socio-economic status. On the final discussion day, teams of students will prepare recipes from their respective cookbooks.

Film Project (15%)

Students will select from a provided list of films that have a strong use of food to represent socio-cultural constructs. Students will prepare a written review of the film and the ways that food is represented, and representative of these constructs; and will present their review (and relevant clips from the film) to the class for discussion.

Tests (30%)

Tests will cover readings and lecture material from the previous class sessions.

Academic Misconduct

Academic misconduct of any kind is a serious offense and will not be tolerated. Any instance of this type of behavior can result in an immediate referral of the incident to the academic dean and the academic conduct review-board. If referred, remediation of the problem will come from this board and the academic dean. Please refer to the Ohio Wesleyan Student Handbook for more information on the Academic Honesty Policy.

Students With Disabilities

It is the policy of Ohio Wesleyan University to provide reasonable accommodations to students with disabilities as stated in the Americans with Disabilities Act (ADA) and Section 504 of the

Rehabilitation Act. If you would like to request such accommodations for access, please contact the Disability Services Center by calling Disability Services Center by calling (740) 368-3990, by emailing slowlan@owu.edu, stopping by Corns 316, or navigating to:

<http://owu.edu/about/offices-services/sagan-academic-resource-center/disability-services-center/>

Course Bibliography

- Anderson, E. N. (2005). *Everyone eats*. New York, NY: New York University Press.
- Bryant, C. A., DeWalt, K. M., Courtney, A., & Schwartz, J. (2004). *The cultural feast: An introduction to food and society* (2nd ed.). Belmont, CA: Wadsworth.
- Counihan, C., & Van Esterik, P. (2008). *Food and culture: A reader* (2nd ed.). New York, NY: Routledge.
- Counihan, C., & Van Esterik, P. (2013). *Food and culture: A reader* (3rd ed.). New York, NY: Routledge
- Guptill, A. E., Copelton, D. A., & Lucal, B. (2017). *Food and society* (2nd ed.). Malden, MA: Polity.
- Julier, A. P. (2013). *Eating together: Food, friendship, and inequality*. Urbana, IL: University of Illinois Press.
- Naccarato, P. (2008). Julia Child, Martha Stewart, and the rise of culinary capital. In K. LeBesco & P. Naccarato (Eds.), *Edible ideologies: Representing food and meaning* (pp. 223-238). Albany, NY: State University of New York Press.
- Nestle, M. & Nesheim, M. (2012). *Why calories count: From science to politics*. Berkeley, CA: University of California Press.
- Parasecoli, F. (2014). *Al dente: A history of food in Italy*. London, UK: Reaktion.
- Retzinger, J. P. (2008). The embodied rhetoric of “health” from farm fields to salad bowls. In K. LeBesco & P. Naccarato (Eds.), *Edible ideologies: Representing food and meaning* (pp. 148-178). Albany, NY: State University of New York Press

Web Resources

- Agriculture, Food, and Human Values Society: <https://afhvs.wildapricot.org>
- Association for the Study of Food and Society: <http://www.food-culture.org>
- CRAFT (Chatham University): <https://www.craft.chatham.edu>
- Lexicon of Food: <https://www.lexiconoffood.com/terms>
- Slow Food International: <https://www.slowfood.com>
- Slow Food USA: <https://www.slowfoodusa.org>
- Society for the Anthropology of Food and Nutrition: <https://foodanthro.com>
- Southern Foodways Alliance: <https://www.southernfoodways.org>

Course Calendar (Subject to Change)

	Date	Topic	Task	DUE
Week 1	1/16	Introductions	Introductions	<u>In-class:</u> Pre-Course Assignment
		Course Materials	Lecture and Discussion In-Class Work	
Week 2	1/21	Principles, Paradoxes, and Foundations Principles and Paradoxes Food Studies terminology	Lecture In-class work	Food & Society Reading Reading Questions: F&S Ch. 1
	1/23	Principles, Paradoxes, and Foundations Discussion of Food issues	Lecture In-class work	Homework: Issues Search
Week 3	1/28	Principles, Paradoxes, and Foundations Food habits and consumption	Lecture Student-led discussion	Read Food and Culture Chapter 1 Read Food and Culture Chapter 2 Reading Questions: F&C 2 nd ed Chs. 1 & 2
	1/30	Cold Weather Day - No Class		

Week 4	2/4	Principles, Paradoxes, and Foundations	Lecture Discussion In-Class work using biocultural framework	Read Cultural Feast Ch. 1 Reading Questions: Cultural Feast Ch. 1
	2/6	Food and the Individual Anthropology reading in-class	Lecture In-Class Work	Read Everyone Eats Ch. 1 Reading Questions: Everyone Eats Ch. 1
Week 5	2/11	Food and the Individual Taste, Preferences, and Taboos	In-Class Work Review for Test	Taste and Disgust Readings Taste and Disgust Reading Questions Test 1 Study Guide Question Responses
	2/13	Test 1	Test 1	Test 1 Study Guide
Week 6	2/18	Food and Health Health Conceptions and Rhetoric Assign Documentary Project (due 3/5)	Discussion	Bring food and health messaging examples to class
	2/20	Food and Health Health Conceptions and Rhetoric	Lecture Discussion In-class work	Reading: Nutrition Troubles - Student Discussion +Reading Quiz All students: Reading Quiz to start class Discussion Leader Assignment Discussion Leaders: Discussion Leaders - Submit

				questions in Google Classroom
Week 7	2/25	Food and Health Obesity Documentary Project Work	Lecture Discussion	Reading: F&C 2 nd ed Ch. 31 - Student Discussion + Reading Quiz Discussion Leader Assignment Discussion Leaders Discussion Leaders - Submit questions in Google Classroom
	2/27	Food and Health Health Conceptions and Rhetoric Documentary Project Work	Lecture Discussion	Reading: Embodied Rhetoric of Health + Reading Quiz Discussion Leader Assignment Discussion Leaders Discussion Leaders - Submit questions in Google Classroom
Week 8	3/4	Documentary Project Each group will describe their project for 5-7 minutes, with a full class discussion at the end.	Documentary Project Discussion	Documentary Project Due
	3/6	Food and Health Wrapup	Lecture Discussion	
Week 9	3/11 3/13	NO CLASS - SPRING BREAK		

Week 10	3/18	No Class	No Class	No Class
	3/20	Food and Identity Food and Gender Food and Ethnicity	Lecture Discussion	Reading: Food and Identity Reading Questions: Food and Identity
Week 11	3/25	Food and Authenticity “Local” and “Typical” Christina Papa article Assign and Discuss Cookbook Project Review for Test		Reading Al Dente - Food and Identity Reading Questions Al Dente - Food and Identity
	3/27	Test 2	Test 2	Test Study Guide:
Week 12	4/1	Cookbook project work	Lecture Discussion	Cookbook Project Homework 1
	4/3	Food and Ideology Culinary capital Ideology Data Spreadsheet:	Lecture Discussion	Reading - Culinary Capital Reading Questions: Culinary capital
Week 13	4/8	Food and Ideology Cookbook project work Voting for recipe preparation	Lecture Discussion In-class work	Cookbook Project Draft
	4/10	Food and Ideology Fast food and Organic Ideologies	Lecture Discussion In-class work	Reading: Fast Food / Organic Food Reading Questions - Fast Food/Organic Food
Week 14	4/15	Cookbook Project Discussion	Discussion and Tastings	Cookbook Project Due

	4/17	Food and Ideology Slow Food Ideology Assign Film Project		Slow Food Readings Slow Food Reading Questions
Week 15	4/22	Slow Food Ideology WrapUp Film Project Work		Type your 3-4 themes, and which parts of the film you hope to use to support these themes. You will talk about these with the class to get feedback.
	4/24	Food Justice and Food Security	Lecture Discussion	Reading Questions: F&C 2nd ed Ch. 36 Reading Questions
Week 16	4/29	Film Project Discussions Final Exam Study Guide	Lecture Discussion	Film Project Due
Final Exam/ Test 3	Mon. May 6, 7:30pm	Final / Test 3	Final / Test 3	Final Exam Study Guide