



SOCIAL ECOLOGY OF FOOD

ANTH 365

SPRING 2019

11:20-2:10, WEDNESDAYS

WATKINS 114

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Office Hours: T 2:15-5:00 or by appointment

Course Description: Through eating, humans incorporate the environment into our bodies. This undergraduate seminar explores the connections between food and ecology through a cross-cultural, anthropological approach including experiential assignments on these topics. Themes addressed include food desires and taboos; bodily ecologies; feasts and famine; making “good” food; and virtuous consumption. By the end of this class, we will consider how our eating and purchasing habits relate to political and environmental factors, explore the importance of food to local and global ecologies, and develop an understanding of some ways that food is influenced by and influences global and personal politics. No prerequisites.

Course Objectives

This course has two main objectives: to introduce students to interdisciplinary research at the intersection of food and ecology, and to apply our course readings to

understand pressing ecological issues in the production and consumption of food. Students who take this course will:

- Understand the way social scientists (primarily anthropologists) have approached research at the intersection of food and ecology across space and time
- Demonstrate understanding of how food preferences are shaped by historical, ecological, and cultural forces
- Critically engage public debates about the aims, practices, and impacts of food movements in the US and abroad
- Analyze and explore ongoing topics in the production of “sustainable” foods, including the issues outlined above
- Reflect on their own understandings of these themes through research related to writing assignments and personal and regional histories

Required Readings

All course readings will be available on Blackboard, as links, or in class. All readings marked (*optional*) are also available on the class website but are not required work for the class.

Grading

Major assignments and their percentage of student grades are as follows:

Class preparation/participation	25%
Assignments (3 total)	45%
Final podcast project	30%

- A: Superior, original, thoughtful work in completion of all requirements;
- B: Very good work in completion of course requirements;
- C: Satisfactory work in completion of course requirements;
- D: Unsatisfactory or incomplete work in course requirements and/or a failure to meet minimum attendance requirements;
- F: Failure to meet minimum course standards for assignments, participation, and attendance.

CLASS SCHEDULE

Readings: All assigned readings and assignments are due the day they are listed in the syllabus. You are expected to have completed the readings/assignments before class.

I. APERITIF

1/16: INTRODUCTION TO CLASS

Why study research at the intersection of food and ecology? How do anthropological approaches to this topic provide “food for thought”? In this class we’ll also discuss the class themes and course requirements.

- No readings due.
- (optional) Bennett, Jane. “Edible Matter” in *Vibrant Matter: A Political Ecology of Things*. Duke University Press, 2010 (pp 39-51).
- *Suggested podcasts:*
 - RadioLab Season 10 Episode 7: Guts (56 min).
<http://www.radiolab.org/story/197112-guts/>
 - Eat This Podcast, Our Daily Bread Episode 10: Dwarf Wheat, On the Shoulders of a Giant. 10 Aug 2018. (6:11 min).
<https://www.eatthispodcast.com/our-daily-bread-10/>

1/23: FOOD AS FUEL

To what extent is the food x ecology nexus about energy consumption and trophic exchange? In this class, we look at classic and contemporary texts in environmental anthropology. One analyzes people as one element of a larger ecosystem, examining ritualistic use of pigs for the way it regulates the relationship between different populations in the New Guinea highlands. The other approaches multispecies “collaborations” that result in cheese production.

- Rappaport, Roy A. "Ritual Regulation of Environmental Relations Among a New Guinea People." *Ethnology* VI, no. 1:17-30.
- Paxson, Heather. *The Life of Cheese: Crafting Food and Value in America*. Univ of California Press, 2012. Ch 6, “Microbiopolitics.”
- Hu, Jane. 2016 “Scientists ride the podcasting wave.” *Science*, Nov. 7. Available at <http://www.sciencemag.org/careers/2016/11/scientists-ride-podcasting-wave>
- (optional) Barthes, Roland. "Toward a Psychosociology of Contemporary Food Consumption." In *Food and Culture: A reader 2* (1997): 28-35.
- *Suggested podcasts:*
 - BBC Radio 4 Food Programme: The Fermentation Revival (28 min). 16 April 2012. <http://www.bbc.co.uk/programmes/b01g4ks7>
 - Heritage Radio Network. Evolutionaries: Steve Jenkins (master cheesemonger of Fairway Market). 24 min.
<http://www.stitcher.com/podcast/heritage-radio-network/evolutionaries/e/steve-jenkins-34930024>
 - Against the Grain: The Conquest of Bread. 9/12/2012.
<http://www.againstthegrain.org/program/605/wed-091212-conquest-bread>

II. FOOD DESIRES AND “TASTES”

1/30: TABOOS AND DESIRES

There are elaborate food rules in every culture, even those in which relatively few foods are eaten. In this class we examine food taboos among the Samburu and in Jewish culture. How might environmental conditions factor into these cosmological orientations to consumption? We will inquire into the ways in which environmental explanations for food taboos fall short, also looking into the cultural factors that play into the cultivation of our desires for particular foods. Bourdieu and Paxson will help us understand how something that seems physiologically motivated—taste—is influenced by socioeconomic and historical conditions.

- Holtzman, Jon. "A Samburu Gastronomy" Ch. 4 in *Uncertain Tastes: Memory, Ambivalence and the Politics of Eating in Samburu, Northern Kenya*. University of California Press, Berkeley: 2009 (pp94-121).
- Douglas, Mary. Deciphering a Meal. *Daedalus*. Winter 1972. Pp 61-82.
- In-class viewing of film excerpts from: National Geographic: Taboo. Season 1 Episode 3.
- (optional) Bourdieu, Pierre. *Distinction: A Social Critique of the Judgment of Taste*. Cambridge: Harvard University Press, 1984 (8 pg excerpt, Originally published 1979).
- (optional) Paxson, Heather. *The Life of Cheese: Crafting Food and Value in America*. Univ of California Press, 2012. Ch 1, pp 1-29.
- (optional) Harris, Marvin. "The Abominable Pig." *Food and Culture: A Reader* (1997): 67-79.
- *Suggested Podcasts:*
 - Spilled Milk Episode 149: Cheddar (25 min).
<http://www.spilledmilkpodcast.com/page/3/>
 - This American Life, Episode 484: Doppelgänger. Jan 11, 2013. Act One: Dead Ringer. <http://www.thisamericanlife.org/radio-archives/episode/484/doppelgangers>

*****ASSIGNMENT #1 DUE THIS WEEK IN OFFICE HOURS**

2/6: SENSORY ENGAGEMENTS

****SENSORY WORKSHOP IN CLASS: CHOCOLATE TASTING***

Eating is a multisensory experience, as we simultaneously take in the texture, temperature, density, appearance, smells, and sounds of foods. In this class, we examine the ways that these gastronomic processes become imbued with meaning. We will spend the second part of class participating in a sensory workshop and reflective writing assignment.

*****GUEST LECTURE**

- Cavanaugh, J. R., & Shankar, S. (2014). Producing authenticity in global capitalism: Language, materiality, and value. *American Anthropologist*, 116(1), 51-64.
- Goodacre, D. 2018. Faking Flavors. *Lateral Magazine*. <http://www.lateralmag.com/articles/issue-28/faking-flavours>

- Brillat-Savarin, Jean Anthelme. “On Taste.” *The Physiology of Taste: Or Meditations on Transcendental Gastronomy*. Vintage, 2009 (10 pp).
- (optional) Probyn, Elspeth. 2016. “Following Oysters, Relating Taste.” Ch. 2 in *Eating the Ocean*. Duke University Press, 49-76.
- *Suggested Podcasts:*
 - This American Life, Episode 110: Mapping. Act three: Smell (11 min) and Act Five: Taste. (13 Min). Sept 4, 1998.
<http://www.thisamericanlife.org/radio-archives/episode/110/mapping>
 - Heritage Radio Network. Evolutionaries: Jim Lahey (24 min).
<http://www.stitcher.com/podcast/heritage-radio-network/evolutionaries/e/jim-lahey-35476542>

III. BODILY ECOLOGIES

2/13: FOOD AS SELF

How does food come to represent an entire nation or region? What are the implications of these narratives for minority populations? We examine two prominent consumables that are often thought to represent Japanese culture—and investigate how foods are symbolically deployed in political struggles among marginalized populations. We also consider the Chesapeake crab.

- Ohnuki-Tierney, Emiko. “Rice as Self, Rice Paddies as Our Land.” Ch 6 in *Rice As Self: Japanese Identities Through Time*. Princeton University Press, 1994 (pp 81-98: skim pp 83-87).
- Kimmerer, Robin Wall. 2013. “Maple Nation: A Citizenship Guide.” In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Editions. Pp 167-174.
- Paolisso, Michael (2007). “Taste the Traditions: Crabs, Crab Cakes, and the Chesapeake Bay Blue Crab Fishery.” *American Anthropologist*, Vol 109:4 pp654-665.
- (optional) Allison, Anne. 1991 “Japanese Mothers and Obentos: The Lunch-box as Ideological State Apparatus” *Anthropological Quarterly*. 64:4, pp 195-208.
- (optional) Morgan, R. Christopher. 2007. “Property of Spirits: Hereditary and Global Value of Sea Turtles in Fiji.” *Human Organization*, Vol 66:1, pp 60-68.

Suggested podcasts:

- This American Life, Episode 117: You Gonna Eat That? Act One, Breakfast (34 min). <http://www.thisamericanlife.org/radio-archives/episode/117/you-gonna-eat-that?act=1#play>
- Eating For Two? (27 MIN) BBC World Service, “The Food Chain”. Mar 13 2015
http://downloads.bbc.co.uk/podcasts/worldservice/food/food_20150313-2030a.mp3

2/20: INTERSECTING AND INTERRUPTING ECOLOGIES

How do various people consider the transformative powers of foods? To what degree are different foods seen as collaborations between humans and other organisms? We'll examine food as medicine by looking at taxonomies of spices and meats. Foods aren't only productive, nutritious, and healing, of course: they can also be toxic. We examine a few cases in which industrial pollution is implicated in the death and illness of marginalized populations over extended periods of time. How have governments been implicated in these industrial disasters? Are these trade-offs necessary outcomes of industrial food production?

- Walker, Brett. Ch.5 "Mercury's Offspring" in *Toxic Archipelago: A History of Industrial Disease in Japan*. University of Washington Press, 2009 (pp 137-175).
- Haukanes, Haldis. "Enjoyment and Choice in An Age of Risk: The Case of BSE in the Czech Republic." In *The Politics of Food*, Marianne Lien and Brigitte Nerlich, eds.. Bloomsbury Academic, 2004.
- Required Podcast BBC Radio 4: Japan, Fukushima and Food (28 Min). 12 March 2012. <http://www.bbc.co.uk/programmes/b01d0rcv>
- For in-class viewing: Our Daily Bread <http://www.ourdailybread.at/jart/projects/utb/website.jart?rel=en&content-id=1130864824951>
- (optional) Zimmerman, Francis, 1988. "The Jungle and the Aroma of Meats: An Ecological Theme in Hindu Medicine." *Social Science Med.* Vol 27:3, pp 197-215.
- (optional) Etkin, Nina. "Spices: The Pharmacology of the Exotic" in *Food as Medicine*. Tuscon, University of Arizona Press, 2006. (pp 82-106).
- (optional) Bellows, Anne.1996. "Where Kitchen and Laboratory Meet: The "tested food for Silesia" program." Ch 11 in *Feminist Political Ecology: Global Issues and Local Experiences*. D. Rocheleau, B. Thomas-Slayter, and E. Wangari, eds. Routledge.
- Suggested Podcast:
 - Radiolab Season 11 Episode 2, excerpt: "You Are What your Grandpa Eats (13 min). <http://www.radiolab.org/story/251885-you-are-what-your-grandpa-eats/>

IV. FEASTS AND FAMINE

2/27: EPISTEMOLOGIES OF ABUNDANCE AND SCARCITY

How does the moral ecology of resource use shift with transformations in agricultural systems? What are the consequences of using GMOs and other ecological "improvements" on small-scale agricultural societies, and where do these regimes of abundance fall short? How have social movements attempted to address GMOs in the U.S., and in France?

- Specter, Michael. "Seeds of Doubt: An Activist's Controversial Crusade Against Genetically Modified Crops." *The New Yorker*, August 25, 2014.

- Genoways, Ted (2018). "Part 3: Seeds of Change" in *This Blessed Earth: A Year in the Life of an American Farmer*. Norton: New York, pp 125-163.
- Dove, M R, and D M Kammen. "The Epistemology of Sustainable Resource Use: Managing Forest Products, Swiddens, and High-yielding Variety Crops." *Human Organization* 56, no. 1 (1997): 91-101.
- In-class screening of film: Patagonia Provisions. Unbroken Ground. (28 min.) Available at www.patagoniaprovisions.com/pages/unbroken-ground
- (optional) Raffles, Hugh. 2010. "On January 8, 2008, Abdou Mahamane Was Driving through Niamey..." in *Insectopedia*. New York: Random House Books. Pp 207-240.
- (optional) Carney, Megan (2015). Ch 1, "We Had Nothing to Eat": The Biopolitics of Food Insecurity, in *The Unending Hunger: Tracing Women and Food Insecurity across Borders*. UC-Berkeley Press: pp 39-66.
- (optional) Heller, Chaia. 2013. Introduction in *Food, Farms, and Solidarity: French Farmers Challenge Industrial Agriculture and Genetically Modified Crops*. Duke University Press.
- (optional) Firth, R. "Critical Pressures on Food Supply and Their Economic Effects." In *Social Change in Tikopia: Re-study of a Polynesian Community After a Generation*. Allen & Unwin, 1959.
- *Suggested podcasts:*
 - Generation Anthropocene: Sustainability and the Green Revolution. September 18 2012. (19 min). <http://www.stanford.edu/group/anthropocene/cgi-bin/wordpress/pam-matson-sustainable-agriculture-dean-of-stanfords-school-of-earth-sciences/>
 - Slate's Table to Farm #1: Seared Scallops Edition (30 min). March 4 2013. http://www.slate.com/articles/podcasts/table_to_farm/2013/03/table_to_farm_a_new_slate_podcast_about_where_our_food_comes_from.html

*****ASSIGNMENT #2 IS DUE IN CLASS.**

V. MAKING "GOOD" FOOD

In this unit of the class, we consider the various ways that "good" food is made. We'll look at the intimate relationship that hunters have with their trade, critically assess the motivations and ecological impacts of the artisanal food movement in the United States, and analyze the recent push for heritage seed production by high-end chefs. We'll also examine food production in the Amazon.

3/6:

*****GUEST SPEAKER**

- **READINGS TBD**

*****ASSIGNMENT #3 IS DUE IN CLASS.**

3/13: SPRING BREAK, NO CLASS.

3/20: PODCAST WORKSHOP

*****MEET AT THE MEDIA LAB IN THE LIBRARY, RETURN TO WATKINS FOR REMAINDER OF CLASS**

- **NO ASSIGNED READINGS/LISTENS THIS WEEK**
- (for *in-class listening*) Snap Judgement on producing podcasts (19 min):
<http://snapjudgment.org/story-sherpa-snap-presents-specialist>

3/27: SLOW FOOD/LOCAL FOOD

- Snyder, Robert and St. Martin, Kevin. 2015. "A Fishery for the Future: The Midcoast Fishermen's Association and the Work of Economic Being-in-Common." In Roelvink, St. Martin, and Gibson-Graham, eds., *Making Other Worlds Possible: Performing Diverse Economies*. University of Minnesota Press.
- Probyn, Elspeth. 2016 "Swimming with Tuna." Ch. 3 in *Eating the Ocean*. Duke University Press.
- (optional) McClenachen et al. 2014. "Do Community Supported Fisheries (CSFs) improve Sustainability?" *Fisheries Research* 157: 62-69.
- (optional) Kimmerer, Robin Wall. 2013. "The Honorable Harvest." In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Minneapolis: Milkweed Editions. Pp 175-204.
- (optional) PBS NewsHour segment on dogfish and eating local seafood, available at <http://www.npr.org/sections/thesalt/2017/01/07/508538671/would-you-eat-this-fish-a-shark-called-dogfish-makes-a-tasty-taco>
- (optional) Sea forager and article
<https://www.npr.org/sections/thesalt/2018/10/19/657576390/video-watch-the-sea-forager-sustainably-harvest-the-oceans-bounty>
- (optional) Neves-Graca, Katja. "Chasing Whales with Bateson and Daniel." (2005), Available here:
<http://www.australianhumanitiesreview.org/archive/Issue-June-2005/katja.html>
- (optional) Ingold, Tim. "Hunting and Gathering As Ways of Perceiving the Environment." In *The Perception of the Environment: Essays on Livelihood, Dwelling and Skill*. 2000.
- *Suggested Podcasts:*
 - Wild Game Domain. "Episode 16: Hunter Gathering." Jun 24, 2013 (32 min.) <https://itunes.apple.com/jp/podcast/wild-game-domain-episode-16/id597067866?i=316995710&l=en&mt=2>

- KRCW's Good Food. Inside Tsukiji Market, Ivan Ramen, Japanese Soul Food. Nov 28, 2014. <http://www.kcrw.com/news-culture/shows/good-food/inside-tsukiji-market-ivan-ramen-japanese-soul-food-2014-11-29>

4/3: "SAVING" FOOD

What are the many meanings of saving food? We often worry that food is being lost—because of cultural appropriation, transforming traditions, changing climates, and industrialization. At the same time, food and food traditions are constantly 'saved' in seed banks, cookbooks, and museum exhibits. This week we'll consider the preservation of food, focusing in on fermentation ideologies and practices in particular. How does saving food help us to understand the relationship of food production to politics, activism, and archival practice?

*****FERMENTATION WORKSHOP IN CLASS. PLEASE SIGN UP IN CLASS TO BRING EITHER A FERMENTED FOOD TO SHARE OR A VEGETABLE THAT WE WILL FERMENT; AND A CONTAINER TO TAKE SOME HOME WITH YOU.**

- Greene, Thomas. 2011 "Germes Preserve Us." *Gastronomica*. Vol 11, No 3: 60-67.
- Jasarevic, Larisa. 2015. "The Thing in a Jar: Mushrooms and Ontological Speculations in Post-Yugoslavia." *Cultural Anthropology* 30:1, pp 36-64. Available at <https://culanth.org/articles/763-the-thing-in-a-jar-mushrooms-and-ontological>
- Kim, Chi-Hoon. 2012. "From Kimchi to Infinity." *Hyphen: Asian America Unabridged*. Available at <https://hyphenmagazine.com/magazine/issue-25-generation-spring-2012/kimchi-infinity>

VI. VIRTUOUS CONSUMPTION

In the final unit of the class, we look at social movements that have arisen to address some of the issues in food and ecology. We assess the relationship between food justice and environmental justice on tea plantations in Darjeeling, look at recent calls to eat invasive species, and analyze the actions of dumpster divers. What is at stake, and who benefits in these movements? In each of these sessions, we'll look at the motivations, underlying ideologies, impacts, and potential unintended consequences of these movements.

4/10: FOOD WASTE AND PUNK CUISINE

*****Guest Speaker**

Barnard, Alex. "Waving the Banana" at *Capitalism: Political Theater and Social Movement Strategy Among New York's "freegan" Dumpster Divers*. *Ethnography* (2011): Vol 12, no. 4. Pp 419-444.

- Heynen, N., 2010. Cooking up Non-Violent Civil Disobedient Direct Action for the Hungry: Food Not Bombs and the Resurgence of Radical Democracy. *Urban Studies*. 47(6): 1225-1240

- In-class Film: *The Gleaners and I*. 2001. Agnes Varda, director. 1 hour 19 min. At https://search-alexanderstreet-com.proxyau.wrlc.org/view/work/bibliographic_entity%7Cvideo_work%7C1795137
- (optional) Bloom, Jonathan. 2016. "Responsible Cooking is the New Norm at Copenhagen's 'Amass'." Published at FoodTank. Available at <https://foodtank.com/news/2016/09/responsible-cooking-is-new-norm-at-copenhagens-amass/>
- (optional) "THE GARDEN" DOCUMENTARY <http://www.thegardenmovie.com/>
- *Suggested Podcasts:*
 - Food Waste Pioneers (29 min). 22 Mar 2015. BBC Radio 4: Food Programme. <http://www.bbc.co.uk/programmes/b05mpx0k>
 - Against the Grain: A Whole Lot of Rubbish. 12.17, 2012. <http://www.againstthegrain.org/program/635/mon-121712-lot-rubbish>

4/17: ENVIRONMENTAL JUSTICE, FOOD JUSTICE

- Besky, Sarah. "Fairness" Ch 4 in *The Darjeeling Distinction: Labor and Justice on Fair-Trade Tea Plantations in India*. University of California Press, 2014 (pp 113-135).
- Mares, Teresa and Devon Pena. "Environmental and Food Justice: Toward Local, Slow, and Deep Food Systems." Ch 9 in *Cultivating Food Justice: Race, Class, and Sustainability*. Alison Hope Alkon and Julian Agyeman, eds. MIT Press: 2011 (pp 197-219).
- Castellano, Stephanie. 2016 "A Community Market Grows in a D.C. Neighborhood Abandoned by Food Retailers." *Civil Eats*. Available at http://civileats.com/2016/11/30/a-community-market-grows-in-a-d-c-neighborhood-abandoned-by-food-retailers/?utm_source=SFFB
- *Suggested Podcasts:*
 - Freakonomics Podcast: You Eat What You Are, Part 2. June 7, 2012 (29 min) <http://freakonomics.com/2012/06/07/you-eat-what-you-are-pt-2-a-new-freakonomics-radio-podcast/>
 - BBC Radio 4 Food Programme, "The Ark of Taste." April 12, 2015 (30 min). <http://bbc.in/1H1gLmd>
 - Splendid Table on biodiversity : <https://www.splendidtable.org/story/simran-sethi-were-losing-biodiversity-in-foods> (7:27)
 - Gravy, Reclaiming Nation Native Americans in Louisiana confronting how rising waters will change their food production systems: <https://www.southernfoodways.org/gravy/reclaiming-native-ground/> (29 min)

4/24: HERITAGE FOODS AND EATING THE INVADERS

How is “food” addressed in mainstream conservation initiatives? What are the political consequences for continuing to eat species that are considered endangered by other nations? In this class we consider the political ecology of whaling. We also critically appraise new initiatives by chefs that ask adventurous customers to “eat the invaders.”

- Roman, Joe. “We Shall Eat Them on the Beaches.” *New Scientist* Vol 187:2516: pp 41-45.
- Govindrajan, Radhika. 2018. “Pig Gone Wild: Colonialism, Conservation, and the Otherwild.” In *Animal Intimacies: Interspecies Relatedness in India’s Central Himalayas*. Chicago: University of Chicago Press. Pp 119-145.
- Kalland, Arne. 2012. “Introduction” in *Unveiling the Whale: Discourses on Whales and Whaling*. Berghen Books: New York. Pp 1-27.
- In-class screening of *Chef’s Table: Dan Barber*. Netflix Series, 2016.
- (optional) Nabhan, Gary. (2013) “Conservation You Can Taste: Best Practices in Heritage Food Recovery and Successes in Restoring Agricultural Biodiversity Over the Last Quarter Century.”
<http://www.garynabhan.com/pbf-pdf/ConservationYouCanTaste.pdf>
- (optional) Berry, Wendall. “The Pleasures of Eating” in *What Are People For?* North Point Press, 1990. <http://www.ecoliteracy.org/essays/pleasures-eating>
- (optional) Foraging for uncommon foods:
<https://www.youtube.com/watch?v=V0SlZe2CP-U>
- Suggested Podcast:
 - BBC Radio 4: US Southern Cooking & Sean Brock (28 min). 15 Jun 2014. <http://www.bbc.co.uk/programmes/b01r09t0>
 - NPR’s All Things Considered. “The World’s Most Trafficked Mammal is One You May Never Have Heard Of.” Jackie Northam. August 18, 2015.
<http://www.npr.org/sections/parallels/2015/08/18/432568915/the-worlds-most-trafficked-mammal-is-one-you-may-never-have-heard-of>

**FINALS WEEK:
CLASS PODCAST LISTENING AND REVIEW SESSION, 5/01 FROM
11:20-1:50.**

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### **Course Requirements**

There are three requirements for the course.

**First**, you will write three assignments:

*Assignments #1 and #3*

You will write one 2000 word paper (excluding footnotes and references) that combines class readings and analysis of contemporary issues at the intersection of

food and ecology (Assignment #3). Before you write the paper, you will submit an outline or short abstract of your paper during office hours (Assignment #1). For this assignment, you will be able to choose from a few potential paper topics. Assignment details are available on BB under the 'assignments' tab. Assignment #1 is worth 5% and #3 is worth 25% of your grade.

### *Assignment #2*

Over the course of the semester you will have the opportunity to listen to a variety of podcasts that relate to the class themes. These are listed in the syllabus as "suggested podcasts." For this assignment, you will write a 1000 word paper comparing and contrasting three of these podcasts. Assignment details are on BB. You may complete this assignment whenever you like, but its *final due date is February 27*. Please submit a hard copy in class. This assignment is worth 15% of your grade.

**Second**, you will create a 5-8 minute podcast. You will revise, revisit, and expand Assignment #3 for this podcast. Your podcast should engage with the themes of your (revised) paper #3, but may do so creatively. I encourage you to use the list of recommended readings (posted on BB) and to integrate the recommended films/media/artworks/current events referenced during class sessions in your podcasts. \*Note that you are not actually submitting a revised paper, but a podcast based on a revision and extension of your submitted paper and an annotated guide to your podcast. If you would like to collaborate with another student in podcast-creating, you may do so (students who collaborate on their podcast projects will be required to also submit a 300 word reflection on how collaborating enhanced their understanding of their final project; and a self-grading assessment for the podcast itself indicating whether the work was evenly distributed among both collaborators). We will listen to these podcasts in the final class session. This assignment has four components. All of the information about these assignments is available under the 'assignments' tab on BB. The final podcast and the annotated guide are together worth 30% of your final grade.

**Third**, attendance (10%) and participation (15%) in class discussions will count for 25% total of your final grade. This large percentage of your grade is based on random attendance taking, participation in class discussions, posting twice on the class discussion on BB (for 10 of the 12 designated class sessions), informal presentations of your thoughts/analyses/reflections on the readings, and occasional in-class writing responses. There are many ways to participate constructively in class, including speaking spontaneously during class discussion and preparing contributions to the class before we meet. Please prepare to participate in the way that is most comfortable for you, or come to office hours during the first two weeks of class to discuss how we can best facilitate your participation.

The readings for this class have been carefully curated. Reading the assigned articles is critical in this class. (Conversely, the optional readings are merely suggestions, rather than requirements. I may refer to them in class sessions but I have provided them in case you'd like to draw on them for your assignments or after the

class is finished.) In order to help you understand the readings, you will be required to bring a thesis statement about each set of readings (in your own words) to each class. Feel free to bring this on your computer or on paper, as you wish. Be prepared to share their thoughts in class. I will also occasionally ask you to write your thesis sentences in blue books that I will supply for you. You can think of this as a pop quiz where you know the question every single time. Finally, at the start and end of class we will occasionally write reflections on the readings, their relationship to one another and to current events, and to class themes.

Though this is a large class, I expect each of you to contribute to the class at least once per session. One easy way to do this is to bring your contributions from the class BB discussions into the classroom. Each week of the semester (with two exceptions), you will be expected to comment on the readings, how they relate to the class theme, or their relationship to other readings or class discussions, as well as respond to another student comment. These discussions can be found under the tab “Discussions” on the class BB site.

The best way to prepare for the expected level of participation is to actively read the assigned articles. For each reading, you should seek to understand the main argument or thesis (the author’s goal); the evidence the author provides to support that argument, and the methods used to collect evidence; whether you are convinced by the author’s argument (and if not, why not); and the significance of the reading. After considering these things, what questions does the reading raise for you? What ideas does it generate? This preparation is expected for each class session.

|                           | Due by:                    |
|---------------------------|----------------------------|
| Assignment #1             | Jan 30, in office hours    |
| Assignment #2             | Feb 27, in class           |
| Assignment #3             | March 6, in class          |
| Podcast + annotated guide | Finals week                |
| BB posting (2x)           | 9:00 a.m. the day of class |

**CLASS POLICIES:**

*Attendance and participation*

If you anticipate the need to miss class for religious holidays, approved participation in University activities, or other reasonable outside commitments you should inform the instructor in writing (hard copy) during the first two weeks of class. After the first two weeks of class, the instructor will not approve absences. Since learning that the health center charges you for appointments, I will no longer accept doctor’s notes (except in extreme cases of repetitive absences). Many students have legitimate reasons to miss one or two classes over the course of the semester. If you miss more than that you will be participating less, missing important lecture content, and your grade will likely suffer. If you do miss class, get notes from a classmate and then come and speak with the instructor about any questions you may have.

*Respectful engagement*

You may disagree with statements made by others in class or things you encounter in the readings. Understanding different interpretations is part of what anthropology is about, and respectful disagreement can be a productive way of thinking through difficult issues. This class is a safe space for sharing diverse viewpoints. Don't be afraid to talk, and always be respectful of others.

### *Tech policy*

This class has an offline/old-school tech policy. No phones, laptops and tablets, etc. unless you opt-in (by discussing your reasons with the instructor during office hours). You **may**, however, use these devices to access assigned readings during class discussions. This policy is designed to enable you to learn the materials while minimizing distractions. Various studies<sup>1</sup> suggest that taking notes with pen and paper results in better recall and retention than note taking with a laptop or tablet; think about it! Audio or video recording of the class is not allowed without the express permission of the instructor.

### *Connecting Course and Community Issues*

The Community Service-Learning Program (CSLP) add-on credit option allows students to earn an additional (pass-fail) credit when they engage in a community or nonprofit project that is linked to the subject matter of this course. The CSLP entails the completion of an online registration form, 40 hours of service throughout the course of the semester at one nonprofit or school site, participation in three on campus reflection sessions, and a course-related assignment as determined by the professor. For more information, stop by the Center for Community Engagement & Service, MGC 273 or contact Harry Gilliard, Program Coordinator for Community-Based Learning [gilliard@american.edu](mailto:gilliard@american.edu) The deadline to register for CSLP is Monday, January 28th at 5pm. The application can be found online. The Spring 2019 Community Partner Fair is Wednesday, January 23rd, 11:00am-2:00pm, MGC 2-4 This is a great opportunity for students to interact directly with representatives from community organizations and secure semester-long service partners.

### *Late Work*

Timely completion of the assignments is important. Unexcused late work will be marked down by half a letter grade for every day it is late. Excuses will be granted for emergency situations only.

### *Contacting the Instructor*

I am happy to discuss course readings, discussions, and assignments with you, please come to office hours or make an appointment! You can also get in touch with

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<sup>1</sup> Pam A. Mueller and Daniel M. Oppenheimer. The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science* June 2014 vol. 25 no. 6 1159-1168.  
Carrie B. Fried, In-class laptop use and its effects on student learning, *Computers & Education*, Volume 50, Issue 3, April 2008, Pages 906-914.  
Yamamoto, Kevin, Banning Laptops in the Classroom: Is it Worth the Hassles? *Journal of Legal Education*, Vol. 57, 2008.

me via phone or email, though please note that I generally do not respond to phone messages or emails received after 5:00 p.m. until the following day.

### *Course Content*

I reserve the right to change the content and schedule of this course syllabus during the semester.

### **Important Information**

#### *Disabilities*

If you qualify for accommodations because of a disability, please notify the instructor with a letter from the Academic Support and Access Center (885-3360, [www.american.edu/ocl/asac/](http://www.american.edu/ocl/asac/)) as soon as possible so that we can make the proper arrangements.

#### *Academic Integrity*

American University holds its students to the highest academic standards, and violations to academic integrity like plagiarism, inappropriate collaboration, dishonesty in examinations or assignments, using your own previously submitted work, and fabrication of data are unacceptable. By enrolling at AU and registering for class you have acknowledged your commitment to the Academic Integrity Code found here: <http://www.american.edu/academics/integrity/code.cfm> I am required to report violations of academic integrity to the Dean of the College of Arts and Sciences, whose policy it is to fail students for the course. Please talk to the instructor, your TA, or a reference librarian if you are unsure of what plagiarism is.

#### *Resources*

AU has many resources designed to help students with difficult academic and personal circumstances. Academic Support Services include time management, reading, note taking, and test-taking strategies, among other things; and in 2013 over 7,000 students used AU counseling services. These resources can generally be found at the Office of Campus Life's Academic Support and Access Center ([www.american.edu/ocl/asac](http://www.american.edu/ocl/asac)). Please come and see the instructor if you are having trouble locating any of these resources.

#### *Emergency Preparedness*

In the event of a weather or health related event, please note that AU policies state that "Faculty will communicate class-specific information to students via AU e-mail and Blackboard...students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies."

**ANTH 365: SOCIAL ECOLOGY OF FOOD**  
**PROF C. ANNE CLAUS**

**ASSIGNMENTS SPRING 2019**

*Assignments #1 and #3*

You will write one 2000 word academic paper (excluding footnotes and references) that combines class readings and analysis of contemporary issues at the intersection of food and ecology (Assignment #3). Before you write the paper, you will submit an outline or short abstract of your paper during office hours (Assignment #1). For this assignment, you will be able to choose from a few potential paper topics. This paper may include personal experiences but it should still be written in the style of an academic paper (if you're not sure what that should look like, consider the ways that class readings integrate personal experiences yet maintain an academic tone). *Assignment #1 is due by Jan 30 in office hours and Assignment #3 is due March 6.* Please submit one hard copy to the professor. This assignment is an opportunity to use anthropological methods of participant observation and data analysis to explore in more depth the central themes of the course. Your paper must reference class readings in meaningful ways and correctly cite those readings either in Chicago or MLA style. Assignment #1 is worth 5% and #3 is worth 25% of your grade.

**#1/3: Choose ONE of these to write about.**

w) Washington D.C. is marked as an urban space that holds wildly diverse food experiences—on the one hand, haute cuisine that caters to elites and, on the other hand, food deserts that limit availability for low-income residents. How are urban food choices shaped by economic development? For this assignment, volunteer with a food assistance organization in D.C. (a food bank, urban farm, or other food distribution center) and reflect on your experiences and how they might illuminate questions surrounding food choice. Evaluate some of the challenges and opportunities provided by your chosen solution to food unavailability in D.C. Reflect on readings from class sessions on environmental justice and/or analyze your experiences through the lens of readings about epistemologies of abundance.

v) Design a way to systematically log your food waste for one week (including packaging materials). Report on and analyze your waste footprint. What do you consume that creates the most visible waste? What wastes are hidden or invisible on the surface? Then consider the following by observing people around you as they eat: when does food become 'waste'? Watch one of the recommended documentaries about food waste in the recommended references (*Just Eat It or Dive*), and look at the website for Food Not Bombs. Analyze the recent interest in dumpster diving and food-waste restaurants presented in these materials. Use class readings (like those from section II: Food Desires and Taboos) to reflect on the transformation of food into "waste" and the social movements that seek to change the way people think about these issues.

u) Write the biography of one seafood item that is available in TDR, doing a political-economic analysis of the seafood that focuses on its harvest, production, and consumption. Who fishes it? Where, and how? What company did TDR procure it from? Does another corporation own that company, and if so, what else do they own? Who else works to produce that seafood item? In short, see what you can find out about the production and harvest of your chosen seafood item. This will require digging online (a good place to start is this white paper on the traceability of fish [http://futureoffish.org/sites/default/files/docs/resources/fof-traceability\\_report-final\\_0.pdf](http://futureoffish.org/sites/default/files/docs/resources/fof-traceability_report-final_0.pdf)) and in the library (please do not pester the TDR staff unnecessarily). In your analysis, draw on class readings (potential sources include Probyn, Paolisso, and Snyder and St. Martin) to analyze the sustainability of the fish in question.

t) Analyze a recent cookbook that purports to be addressing environmental issues in food production (either Sandor Katz's *The Art of Fermentation* or Van Huis et al's *The Insect Cookbook: Food For a Sustainable Planet* or invasive species from Ferguson et al's *The Lionfish Cookbook*). Read the "front matter," introductions to recipes, and ingredient sourcing. Make a recipe from this book, calculating your total cost and time investment. How do these authors address environmental issues? Analyze the way authors present this information using class readings from IV: Feasts and Famine and V: Making "Good" Food. Taking into account the price and availability of the book, unpack some of the assumptions that underlie its production.

s) Engage in "ethical eating" [try eating low-carbon foods (<http://www.eatlowcarbon.org/diet-tips/>; gleaned or "ugly" foods, or another diet of your choosing) for a week. Keep a diary of your experience, including a food log that you will analyze as well as journal entries noting how you decided what boundaries to place around your consumption, why you made those decisions, and what challenges you faced as you attempted to circumscribe your gastronomic consumption. Write a food manifesto based on your experiences as a consumer, DC resident, or activist. Base your manifesto in critical analysis derived from class readings, as well as in personal reflections on your own documented experience eating "ethically."

r) AU is embarking on a new collaboration with Smithsonian Gardens to promote more interactions within and around public gardens. This project aims to create an edible garden, and you can help to shape this project by conducting research that will aid in the development of the garden on AU's campus (scheduled to break ground in fall 2019). Drawing on course readings and either outside library research or oral histories/interviews with key individuals that you identify, make a case for which (native) plants should be included in this garden and why. If you were to create displays for the garden, how would they look, and what information would you include?

## #2: Podcasts

For this assignment, you will write a 1000 word paper comparing and contrasting three of the podcasts included in the syllabus. You must listen to podcasts by **three different** sources. The point of this assignment is to get you thinking about elements in podcasts that resonate for you, and help you to decide key aspects for your final assignment. You may complete this assignment whenever you like, but its *final due date is Feb 27*. Please submit one hard copy in class. Paper formatting: single spaced, and if possible, printed on both sides of the paper. You must correctly cite the podcasts that you reference. This assignment is worth 15% of your grade.

**Assignment guide:**

*Content:* Describe, in 1-2 sentences, the main aim of each podcast. Did you learn anything from listening to it? What are some of the assumptions about food production and consumption in the podcast? How do class readings complicate or conflict with the content presented in the podcast?

*Production:* Of course podcasts require more than intriguing content to be successful. Compare/contrast the podcasts in terms of their production. How many main points is the podcast attempting to convey? What kinds of content make up the podcast (interviews, music, archival research, expert research, etc.) What is the balance of content in each podcast?

*Overall reflections:* What did you like about each podcast? Did your interest flag at all—if so, why do you think that was? Was there anything in the podcast that you would avoid? When did you want the podcast to go into more depth, and when was there too much detail? Which one did you like best, and why? How about the pace? Was there music?

*Include one paragraph about YOUR podcast:* What conclusions have you made about the podcast that you would like to produce for this class? Are there things that you will include or avoid? Etc.

**FINAL PODCAST ASSIGNMENT:**

For your final assignment in this class, you will create a 5-8 minute podcast. This podcast assignment should require the effort you would put into a 15-20 page paper. You will revise, revisit, and expand Assignment #3 for this podcast. Your podcast should engage with the themes of your (expanded) paper #3, but may do so creatively. I encourage you to use the list of recommended readings (posted on BB) and to integrate the recommended films/media/artworks/current events referenced during class sessions in your podcasts. \*Note that you are not actually submitting a revised paper, but a podcast based on a modified and extended version of your paper and an annotated guide to your podcast.

No previous experience with podcasting will be necessary for this assignment, since we will learn how to create podcasts using simple tools in class. We will listen to these podcasts in the final class session. If you would like to collaborate with another student in podcast-creating, you may do so. Collaborative assignments

(between 2 students) must be between 8-10 minutes in length. Students who collaborate on their podcast projects will each be required to also submit a 300 word reflection on how collaborating enhanced their understanding of their final project and a self-grading assessment for the podcast itself indicating whether the work was evenly distributed among both collaborators.

The annotated guide to your podcast is a detailed outline of your podcast that includes references and reflections on the assignment. This assignment has four components. 1) As you are transforming your assignment #3 into a podcast, an outline will help immensely as you plot out the arc and trajectory of your podcast. You will annotate this outline, summarizing each section (this is NOT your script but a condensed, summarized version of your podcast), in the body of this guide. 2) The references you cite in your podcast will also appear in this annotated guide (and must be correctly cited). Include a bibliography at the end of your paper, written in any format (MLA, Chicago, etc.) as long as you are consistent. 3) At the beginning of your annotated guide, you will include an abstract of your podcast that summarizes its contents (200-250 words). You must also identify your intended audience in the abstract. 4) At the end of your annotated guide, you will write a short reflective essay (of 300-400 words) about the challenges and opportunities you faced as you transformed your analytical essay into audio form (if you collaborate on your podcast, each collaborator must write a separate reflective essay). What were you able to do in writing that was difficult to convey in your podcast? How did the opportunity to revisit material and re-present it deepen your understanding of your topic? Etc. The annotated guide is due with your podcast during our final class session (during finals week). Upload one copy to the Blackboard site folder and also submit TWO hard copies in class. The final podcast and the annotated guide are together worth 30% of your final grade.

*Final podcast format instructions:*

- Must be in mp3 format (you must export from Audacity using LAME to do this; both programs are free, and available on the internet. If you have iTunes you can also save it as a .WAV file and open it in iTunes, then click "Save as MP3" in iTunes). Save at highest quality (320 kbps).
- Must be uploaded to the BB tab folder by 8:00 the evening before you present it in class.
- Metadata on the final mp3 must be included (identify yourself as 'artist' etc.)
- I would hope that many of you would one day publish your podcasts, so I would encourage you to think already about whether your audio enhancements need to be licensed or not. I won't require that you use only audio files that are copyright-free or creative commons license for this assignment, but (as noted above) in your annotated guide you will need to cite all of your sources, including sound sources, and indicate whether the audio files you use are copyrighted/you would need permission to use them if you decide to publish in the future.

*We are going to grade these **as a class** on the following criteria:*

**MECHANICS (30% of podcast grade total)**

- Sound quality (Is there even sound throughout? Is it hard to hear at points? Etc.)
- Length (Does the length keep the audience interested and engaged?)
- Delivery (Is the delivery smooth and rehearsed, and in a conversational style? Is it too informal or overly conversational? Is it well-enunciated, and well-paced? Is the delivery expressive or monotonous?)
- Music (Does it enhance the mood, presentation, and understanding of the information, or is it distracting?)
- Transitions (Are these smooth and spaced correctly without noisy or dead space?)
- Flow (Was the time spent on a topic sufficient? Was it long-winded or did your attention wane?)
- Overall impression of podcast mechanics (smooth listening experience?)
- [If there are graphics/artwork: Do the graphics/artwork relate to audio? Are they copyright cleared?]

**CONTENT: (70% of podcast grade total; includes podcast and annotated outline reflection)**

- Level (Is the podcast vocabulary and tone appropriate for the stated audience?)
- Intro (Intro provides relevant info and establishes clear purpose, engaging listener? Or does it cover a well-known topic and only provide a vague purpose?)
- Situatedness (Is each speaker identified? Do you know where the podcast is located?)
- Accuracy (is accurate information provided?)
- Sources (Does it include a wide variety of appropriate, well-researched and informative sources? Are quotes and sourced information credited correctly?)
- Organization (Do the themes/comments progress in an intelligible way, or were you confused?)
- Relevance (Does the podcast keep focus on the topic, or make evident why all of the parts of the podcast are important by the end? Or does it stray from the topic in confusing ways?)
- Creativity (Do creativity and original content enhance the purpose of the podcast in an innovative way?)