



## People, Identity and Food

ANTH 3010 (4 Credits / 60 class hours)

International Honors Program:  
Rethinking Food Security: People, Agriculture, and Politics

**PLEASE NOTE: This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.**

### Course Description

Food cultivation, preparation, distribution and consumption habits play a central role in every culture. These practices are at times tasks and at other times rituals, sometimes leisurely activities and at other times dire necessities. As such central features of human societies they are inevitably imbued with meaning and understood and communicated in various symbolic ways. Access to food, eating habits and choices, and the preparation of certain foods often reveal distinctions of age, gender, status, class, occupation, ethnicity, religion among others, within and among cultures. Eating together is an important social act often accompanied by customs or rituals specific to cultural groups. Processes and practices of food production, distribution and consumption are deeply cultural understandings that are also constantly changing in an increasingly globalized world. Even the concept of what constitutes natural resources is mediated, defined, and circumscribed by the particular experiences, tastes, attitudes, as well as the cultural, economic, and historical choices of the cultural group to which the individuals making such a determination belong.

This comparative course will explore, among other questions:

- What roles do food play in people's lives including and beyond nutrition?
- How do access and relationships to food affect every aspect of our lives, from health and family economics to social association, geographic choices, and leisure?
- In what ways do certain groups identify themselves through food practices?
- How do cultural and religious beliefs, family organization, gender roles, inheritance patterns, and community norms play a role in local food production and distribution chains?
- What role does gender play in the division of labor of food systems and therefore in efforts to intervene in food systems?
- How are globalization and rapid urbanization changing relationships between people and their environments, and consequently with production and distribution chains, and therefore with food itself?

- How do the construction of identities, demand for foods, and distribution systems shape one another? Are access to food, and strategies for nutrition and health, culturally determined?

## Learning Outcomes

The *People, Identity and Food* course comprises 60 class hours of instruction (4 credits). Upon completion of the course, students will be able to:

- *Demonstrate understanding* of basic principles and foundations of cultural anthropology.
- *Demonstrate understanding* of basic principles and foundations of environmental anthropology.
- *List, define and discuss* concepts related to individual and collective identity culture and core beliefs.
- *Identify and describe* basic principles of ethnography and related research methodologies.
- *Apply* ethnographic research methodologies within diverse cultural contexts.
- *Demonstrate* a comparative cross-cultural and cross-geographic framework for the analysis of issues related to identity, community, the environment and food.

## Course Schedule

Topics covered in each module will draw on site visits, guest lectures, and other activities, in addition to the assigned readings. The order of the modules may be rearranged to respond to activities or opportunities presented in each Country Program.

### Oakland, CA, USA

Session 1: Introduction to cultural anthropology

Session 2: What is food? What is culture? Ethnicity and food identities in the Bay

### Tanzania

Session 3: Community and language: Swahili for food

Session 4: Livelihoods, beliefs, tradition and food: Maasai conceptions of the environment and conservation

Session 5: Gender, nutrition and health in rural communities

Session 6: Colonization, occupation and migration: who is Zanzibar and what does she eat?

Session 7: Monsoon identities: Oman is everywhere, Zanzibar is from everywhere

## **India**

Session 8: Caste: from rural to urban

Session 9: Malnutrition and undernutrition in rural India

Session 10: Community food cultures and habits

Session 11: Rural migration, displacement, and new food cultures

## **Italy**

Session 12: Italian for food: *alimentari*

Session 13: Cibo: Italian for family

Session 14: Plates and palates: Piedmont, Savoy and the Haute Savoie

Session 15: Redefining food cultures in modern Italy

## **Key Topics and Proposed Readings**

### **Historical Perspectives and the Columbian Exchange**

Roberts, W, *The No-Nonsense Guide to World Food* (New Internationalist Publications, Ltd. : 2008).

Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (Alfred W. Crosby Jr.: 2003).

Jayne A. Sokolow, *The Great Encounter: Native Peoples and European Settlers in the Americas, 1492-1800* (M. E. Sharpe, Inc.: 2003).

Harriet Friedman and Philip McMichael, *What on Earth is the Modern World-System? Foodgetting and Territory in the Modern Era and Beyond* (Journal of World-Systems Research, 2: 480-515: 2000).

Nelson Foster, *Chilies to Chocolate: Food the Americas Gave the World* (University of Arizona Press: 1992).

Harriet Friedman and Philip McMichael, *Agriculture and the state system: The rise and decline of national agricultures, 1870 to the present* (Sociologia Ruralis (2): 93-114: 1989).

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (Penguin Books: 1986).

Robert I Rotberg, *Hunger and History: The Impact of Changing Food Production and Consumption Patterns on Society* (Cambridge University Press:1985).

Gretel H. Peltó and Pertti J. Peltó, *Diet and Delocalization: Dietary Changes since 1750* (The Journal of Interdisciplinary History, Vol. 14, No. 2, pp. 507-528: Autumn, 1983).

## **Food and Culture**

Amy B. Trubek, *The Taste of Place: A Cultural Journey Into Terroir* (The University of California Press: 2008).

E. N. Anderson, *Everyone Eats: Understanding Food and Culture* (New York University Press: 2005).

Harold McGee, *On Food and Cooking: the Science and Lore of the Kitchen* (Scribner: 2004).

Colleen Taylor Sen, *Food Culture in India* (Greenwood Press: 2004).

Krishnendu Ray, *The Migrant's Table: Meals and Memories in Bengali-American Households* (Temple University Press: 2004).

Harvey Levenstein, *Paradox of Plenty: A Social History of Eating in Modern America* (University of California Press: 2003).

Mary Douglas, *Deciphering a Meal* in *Implicit Meanings: Collected Works, Volume 5*. (Routledge: 2002).

David Sutton, *Remembrance of Repasts: An Anthropology of Food and Memory* (Berg: 2001).

Michael Pollan, *The Botany of Desire: A Plant's-Eye View of the World* (Random House: 2001).

Amy B. Trubek, *Haute Cuisine: How the French Invented the Culinary Profession* (University of Pennsylvania Press: 2000).

Sidney Mintz, *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past* (Beacon Press: 1997).

James L. Watson, ed., *Golden Arches East: McDonald's in East Asia* (Stanford: 1998).

Carole Counihan and Panny Van Esterik, *Food and Culture: A Reader* (Routledge: 1997).

Marvin Harris, *Good to Eat: Riddles of Food and Culture* (Simon & Schuster: 1985).

Margaret Mead, *The Changing Significance of Food* (American Scientist 58, no. 2, pp. 176-81: 1970).

## **Nutrition, Health and Food Safety**

Malden Nesheim and Marion Nestle, *The Internationalization of the Obesity Epidemic: The Case of Sugar Sweetened Sodas* (2013). Available online at: <http://ppafest.nutrition.cornell.edu/authors/nesheim-nestle.html>

Center for Science and the Public Interest, *Kid's Meals: Obesity on the Menu*. Available online at: <http://cspinet.org/new/pdf/csppi-kids-meals-2013.pdf>

Helen Lee, *The Making of the Obesity Epidemic: How Food Activism Led Public Health Astray* (Breakthrough Institute, Spring 2013). Available online at: <http://thebreakthrough.org/index.php/journal/past-issues/issue-3/the-making-of-the-obesity-epidemic>

Hawkins I, Sabaté J. Defining “sustainable” and “healthy” diets in an era of great environmental concern and increased prevalence of chronic diseases. *American Journal of Clinical Nutrition* 2013;97(5):1151-2.

Heller MC, Keoleian GA, Willett WC. Toward a life cycle-based, diet-level framework for food environmental impact and nutritional quality assessment: a critical review. *Environmental Science & Technology* 2013;47(22):12632-47.

Macdiarmid JI, Kyle J, Horgan GW, Loe J, Fyfe C, Johnstone A, et al. Sustainable diets for the future: can we contribute to reducing greenhouse gas emissions by eating a healthy diet? *American Journal of Clinical Nutrition* 2012;96(3):632-9.

Pinstrup-Andersen P. Food systems and human health and nutrition: An economic policy perspective with a focus on Africa. *Stanford Symposium Series on Global Food Policy and Food Security in the 21st Century*. Stanford University: Center on Food Security and the Environment, 2012.

Popkin BM, Adair LS, Ng SW. Global nutrition transition and the pandemic of obesity in developing countries. *Nutrition Reviews* 2012; 70(1):3-21.

Gillespie S, Harris J, Kadiyala S. The Agriculture-Nutrition Disconnect in India. What Do We Know? IFPRI Discussion Paper 01187. Washington, DC: International Food Policy Research Institute, 2012.

Masset E, Haddad L, Cornelius A, Isaza-Castro J. Effectiveness of agricultural interventions that aim to improve nutritional status of children: systematic review. *British Medical Journal* 2012; 344: d8222.

David Stuckler, et al., *Manufacturing Epidemics: The Role of Global Producers in Increased Consumption of Unhealthy Commodities Including Processed Foods, Alcohol, and Tobacco* (2012). Available online at: [www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001235](http://www.plosmedicine.org/article/info%3Adoi%2F10.1371%2Fjournal.pmed.1001235)

Smith-Spangler C, Brandeau ML, Hunter GE, Bavinger JC, Pearson M, Eschbach PJ, et al. Are Organic Foods Safer or Healthier Than Conventional Alternatives? A Systematic Review. *Annals of Internal Medicine* 2012; 157(5): 348-66.

Remans R, Fanzo J, Palm CA, DeClerck F. “Ecology and Human Nutrition”. In: *Integrating Ecology and Poverty Reduction* (Carter Ingram J, DeClerck F, Rumbaitis del Rio C, eds.), pp. 53-76. New York: Springer, 2012.

Brandt K, Leifert C, Sanderson R, Seal CJ. Agroecosystem Management and Nutritional Quality of Plant Foods: The Case of Organic Fruits and Vegetables. *Critical Reviews in Plant Sciences*. 2011;30(1-2):177-97.

Robert Paarlberg, *Governing the Dietary Transition: Linking Agriculture, Nutrition, and Health* (IFPRI, February 2011). Available online at: <http://www.ifpri.org/sites/default/files/publications/2020anhconfpaper08.pdf>

Marc Ambinder, *Beating Obesity* (The Atlantic, May 2010). Available online at: <http://www.theatlantic.com/magazine/archive/2010/05/beating-obesity/80171/>

Lisa Young and Marion Nestle, *Portion Sizes and Obesity: Responses of Fast-Food Companies* (Journal of Public Health Policy, 2007).

Hawkes C. Uneven dietary development: linking the policies and processes of globalization with the nutrition transition, obesity and diet-related chronic diseases. *Globalization and Health* 2006;2:4.

Subramanian SV, Smith GD. Patterns, distribution, and determinants of under- and overnutrition: a population-based study of women in India. *American Journal of Clinical Nutrition* 2006;84(3):633-40.

Kelly D. Brownell, *Food Fight: The Inside Story of the Food Industry, America's Obesity Crisis, & What We Can Do About It* (Mc-Graw Hill: 2004).

### **Examples of Field Study Sites and Resources**

*The following list includes organizations and sites that may be included in the program. Due to IHP Rethinking Food Security's interdisciplinary nature, –study sites and guest lecturers will correspond to multiple courses. This list is preliminary and represents many contacts that have been made to help inform the program development. The final schedule of contacts will evolve.*

#### **United States**

- Food First Institute for Food and Development Policy, Oakland
- Berkeley Food Policy Institute
- California Certified Organic Farmers, Santa Cruz
- Roots of Change, Oakland
- Oakland Food Policy Council, Oakland
- Chez Panisse Foundation, The Edible Schoolyard Project, Berkeley
- The Trust for Public Land, San Francisco
- Gill Tract Farm Coalition, Gill Tract, Albany
- AG Innovations Network, Sebastopol
- Center for Ecoliteracy, Berkeley
- Berkeley Bowl Market Place, Berkeley
- Ecology Center Farmers' Markets, Berkeley
- People's Grocery, Oakland
- California Fresh Works Fund
- Migration and labor rights organizations

#### **Tanzania**

- Ministry of Agriculture, Food Security and Cooperatives
- Ministry of Livestock and Fisheries Development
- SWIOFish Project
- Tanzania Investment Centre
- Tanzania Food and Nutrition Centre
- Tanzania Association of Microfinance Institutions
- Sugar Board of Tanzania
- International Crops Research Institute for the Semi-Arid Tropics (Nairobi)
- Tanganyika Farmers Association
- Mviwata Arusha
- Ministry of Livestock - Livestock Training Insititute
- Soil Conservation and Agroforestry Project (SCAPA)

- Traditional Irrigation Improvement Project
- Serengeti National Park
- Ngorongoro Conservation Area
- Lake Manyara National Park
- Southern Agricultural Corridor of Tanzania (Sagcot)
- Pelum Tanzania (Morogoro)
- Mviwata Iringa
- Hifadhi Maziringa Project (HIMA)
- Concern Tanzania
- Savings and Credit Cooperative
- Marti-Uyole Ag Center
- Indigenous Soil and Water Conservation Program
- Tanzania Media Women's Association
- Darajani and Forodhani food markets
- Jozani Chwaka Bay National Park

#### India

- International Food Policy Research Institute, New Delhi
- Center for Environmental Planning and Technology, Ahmadabad
- Research Foundation for Science, Technology and Ecology
- National Commission on Agriculture, Food and Nutrition Security of India
- Institute of Rural Management
- Right to Food Campaign
- Junagadh Agricultural University
- Siddi communities
- Gir Forest National Park
- International Crops Research Institute for the Semi-Arid Tropics (CGIAR), Patancheru

#### Italy

- Committee on World Food Security, United Nations, Rome
- International Food Security & Nutrition Civil Society Mechanism, UN, Rome
- World Food Program, United Nations, Rome
- Food and Agriculture Organization of the United Nations, Rome
- International Fund for Agriculture and Development, United Nations, Rome
- Codex Alimentarius International Food Standards, United Nations, Rome
- Italian Ministry for Agriculture, Food and Forestry, Rome
- Slow Food Foundation for Biodiversity, Bra
- Eataly Alti Cibi, Torino
- University of Gastronomic Sciences, Pollenzo, Torino
- Turin Metropolitan Food Commission
- University of Torino
- Coldiretti, Torino
- Laboratorio Chimico della Camera di Commercio di Torino
- Istituto Zooprofilattico Sperimentale del Piemonte, Torino
- Centro Agro Alimentari di Torino, Torino
- Gruppi di Acquisto Solidale, Torino
- Movimento Consumatori, Torino
- Ristorazione Collettiva Sostenibile, Torino
- Cooperativa Agricola Il Frutto Permeso, Bibiana

## Evaluation and Grading Criteria

### Description of Assignments:

Student assessment will be comprehensive and include a variety of individual and group assignments and evaluation methods.

### **Participation**

Participation in the course activities is evaluated based on punctual attendance at all activities; informed participation in all activities, including group discussions, field trips, and lectures; and encouragement and support of group members in their studies and contribution to maintaining a positive learning atmosphere in the group.

### Assessment:

Ethnographies	30%
Reflective Journals	20%
Discussion Papers	20%
Participation	30%

### Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

## Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.



**Please refer to the SIT Study Abroad Student Handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.