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


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


**Food and Culture**


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


**Nutrition, Health and Food Safety**


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
- Mwiwata Arusha
- Ministry of Livestock - Livestock Training Institute
- Soil Conservation and Agroforestry Project (SCAPA)
- Traditional Irrigation Improvement Project
- Serengeti National Park
- Ngoro Ngoro Conservation Area
- Lake Manyara National Park
- Southern Agricultural Corridor of Tanzania (Sagcot)
- Pelum Tanzania (Morogoro)
- Mviwata Iringa
- Hifadhi Maziriga 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 Zooprofilatico 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 Permesso, 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

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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.