

**People, Identity, and Food**

ANTH3010 (4 credits / 60 hours)

International Honors Program (IHP)

**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. In addition, considerations of student safety may change some course content.**

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?

## Course Goals

- Cultivate a community of respect, curiosity, and mutual support.
- Honor every member of our learning community as a whole human.
- Realize the ways in which we are all teachers *and* learners.
- Introduce students to capitalist processes which shape agrifood systems.
- Encourage students to embrace and grapple with uncertainty and complexity.
- Promote empathy, self-reflection, and critical thinking as complementary and mutually reinforcing learning skills.
- Ask questions that genuinely interest you.

## Learning Outcomes

- 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 AND READINGS

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.

### Module 1: USA (12 hours)

Discuss in broad terms the foundations of the US food systems and compare modes of agricultural production (industrial -small scale, conventional-agroecological)

#### SESSION 1: INTRODUCTION TO ANTHROPOLOGICAL METHODS

DeWalt, K. M., & DeWalt, B. R. (2011). *Participant observation: A guide for fieldworkers*. Rowman Altamira.

Ferraro, Gary, and Susan Andreatta. *Cultural anthropology: An applied perspective*. Nelson Education, 2011. (Chapter 2)

#### SESSION 2: CULTURAL ADAPTATIONS TO HUNGER AND FOOD INSECURITY

Ellis, Frank. *Rural livelihoods and diversity in developing countries*. Oxford university press, 2000. (Chapter 2)

Messer, E., & Shipton, P. (2002). *Hunger in Africa: untangling its human roots*. (Chapter 12)

## **Module 2: Ecuador (16 hours)**

### **SESSION 1: INTRODUCTION OF ECUADORIAN CULTURES AND ANTHROPOLOGICAL METHODS**

Walmsley, E. (2005) Race, place and taste: Making identities through sensory experience in Ecuador. *Etnofor* 18: 43-60.

### **SESSION 2: GENDER AND RACIALIZATION IN MARKET SPACES: ANDEAN CASE STUDY**

David McMurray & Joan Gross (2007) Teaching about Globalization and Food in Ecuador. *Food, Culture & Society*, 10:3, 472-489, DOI: 10.2752/155280107X239890  
Corr, Rachel (2016). "We make them give more": Women's roles in the exchange and redistribution of food across ethnic boundaries, *Food and Foodways*, 24:3-4, 173-193, DOI: 10.1080/07409710.2016.1210897

### **SESSION 3: RITUALS AND FOOD CONSUMPTION: THE INTERSECTION OF FOOD, IDENTITY, AND MEMORY**

Ferraro, Emilia. (2008) Kneading life: Woman and the celebration of the dead in the Ecuadorian Andes. *Journal of the Royal Anthropological Institute* 14: 262-277.

## **Module 3: Malawi (16 hours)**

### **SESSION 1: SMALLHOLDER LIVELIHOODS AND CULTURE**

Diamond, J. (1987). The worst mistake in the history of the human race. *Discover* 1987.  
Netting, Robert McC. *Smallholders, Householders: Farm Families and the Ecology of Intensive, Sustainable Agriculture*. Stanford: Stanford University Press, 1993.  
Selected pages (subsection, not a whole chapter): "Demography and Technology as Modeled by Malthus, Marx, and Boserup" pp. 276-285.

### **SESSION 2: AGRICULTURAL AND ECOLOGICAL ANTHROPOLOGY: RESEARCH METHODS**

Crane, J. and M. Angrosino. (1992) *Field Projects in Anthropology*. Waveland Press: Illinois. (Projects 2, 4, and 6: Making Maps, Interviewing informants, and Collecting Life Histories)

### **SESSION 3: APPLIED ANTHROPOLOGY AND INTERNATIONAL/AGRICULTURAL DEVELOPMENT**

Rodney, W. (1997). How Europe underdeveloped Africa. In R. R. Grinker & C. B. Stiener (Eds.), *Perspectives on Africa: A reader in Culture, History, & Representation* (pp. 585-596). Oxford: Blackwell Publishing.  
Ferguson, J. (1994). The anti-politics machine: "Development" and bureaucratic power in Lesotho. *The Ecologist* 24: 176-181.  
Clapp, Jennifer. "The Political Economy of Food Aid in an Era of Agricultural Biotechnology." *Food and Culture: A Reader*, Second Edition. Eds. Counihan, Carole and Penny Van Esterik. New York: Routledge, 2008. 539-53.

## **Module 4: Italy (16 hours)**

### **SESSION 1: A GEOGRAPHICAL AND SPATIAL PERSPECTIVE ON FOOD**

Born, B., & Purcell, M. (2006). "Avoiding the local trap scale and food systems in planning research" *Journal of planning education and research*, 26(2), 195-207.  
Donald, B., & Blay-Palmer, A. (2006). "The urban creative-food economy: producing food for the urban elite or social inclusion opportunity?". *Environment and planning A*, 38(10), 1901-1920.  
Sonnino R. e Marsden T. (2006), "Beyond the divide: rethinking relationships between

alternative and conventional food networks in Europe”, *Journal of Economic Geography*, n.6, vol. 2, pp. 181-199.

Wiskerke, J.S.C. (2009), “On Places Lost and Places Regained: Reflections on the Food Geography and Sustainable Regional Development”, *International Planning Studies*, n. 14, vol. 4, pp. 369–387

## **SESSION 2: FOOD AND THE CITY: WHY FOOD IS (ALSO) AN URBAN ISSUE**

Morgan, Kevin. "Nourishing the city: The rise of the urban food question in the Global North." *Urban Studies* 52.8 (2015): 1379-1394.

Pothukuchi K. e Kaufman J. (1999), “Placing the Food System on the Urban Agenda: The Role of Municipal Insitutions in Food Systems Planning”, *Agriculture and Human Values*, n. 16, pp. 213-224.

## **SESSION 3: CULTURAL GEOGRPAHY OF FOOD OF THE PIEDMONT**

Susanne Freidberg (2003) Editorial Not all sweetness and light: New cultural geographies of food, *Social & Cultural Geography*, 4:1, 3-6

Grasseni, Cristina. "Re-inventing food: Alpine cheese in the age of global heritage." *Anthropology of food* 8 (2011).

## **SESSION 4: STUDENT PRESENTATIONS**

# **Evaluation and Grading Criteria**

## **ASSESSMENT TASKS**

### **Reading, preparation, and participation**

This course depends on you being prepared for class discussion. For each class, you should read the assigned readings, prepare one or two questions, and raise them in class. These may be clarifying, reflective, or provocative questions about the readings, and can relate to your experiences outside the classroom. You will be assessed based on your contribution to group discussions, including your questions and responses to peers’ questions, as well as your active listening and sharing of air-time.

### **Country-Specific Assingment**

In each loation the relevant local faculty member will assign coursework integrating readings, excursions/sitevisits/ and in-class lectures.

## **ASSESSMENT**

20% Reading, preparation, participation

80% Country assingments as assigned by local faculty each term

### **Grading Scale**

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

## Expectations and Policies

- Show up prepared.
- Complete assignments on time.
- Be attentive, engaged, and respectful with hosts, lecturers, and everyone else you meet.
- Do not cheat or plagiarize.
- Respect difference.
- Take ownership of your own learning as an individual and as a group.

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

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disability\\_services@sit.edu](mailto:disability_services@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at: [www.studyabroad.edu/disabilityservices](http://www.studyabroad.edu/disabilityservices).