

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Fall 2013**

**Discipline: Anthropology**

**ANTH 3240: Anthropology of Food**

**A day 1050-1205, Classroom 9**

**Faculty Name: Wenda Trevathan**

### **Pre-requisites:**

And introductory course in anthropology would be helpful but not necessary

### **COURSE DESCRIPTION**

In this course we will explore the numerous factors that influence what and how we eat. Topics to be discussed include human food needs in evolutionary perspective, hypothesized ancestral diets, population differences in food needs and utilization, and food in cultural and social contexts. We will examine changing nutritional needs in the life cycle and how cultures vary in their attitudes toward such things as infant feeding, foods to be consumed or avoided during pregnancy, and foods as they relate to gender. An evolutionary perspective will enhance understanding of how our nutritional requirements evolved and how they vary from population to population. One goal is to recognize that an individual's socioeconomic, cultural, and ethnic affiliations are often more important in determining food choices than are biological needs. Readings and projects will focus on cultures we will encounter on the voyage. Students will be required to visit a traditional market in every port and write a description following a suggested outline based on ethnographic inquiry. There may be no better way to investigate everyday life in another culture than to visit the markets. Students learn about the basic economic systems, family organization, the roles of women, and aspects of health, in addition to developing an understanding of traditional diets and cuisines

### **COURSE OBJECTIVES**

1. To develop an understanding of the basic biochemistry and physiology of human nutritional requirements.
2. To understand the evolution of human food needs and the consequences today of human evolved biology and its effect on contemporary health.
3. To develop an appreciation of world food staples, their nutritional content, and sociocultural factors that influence their use.
4. To survey ways of getting food in the world.
5. To examine the complex relationships among food and culture.
6. To recognize that an individual's socioeconomic, cultural, and ethnic affiliations are often more important in determining food choices than are biological needs.
7. To understand the significant problems that face our world today in terms of food shortages, globalization, sustainability, and poverty as they relate to food.

## REQUIRED TEXTBOOKS

**AUTHOR:** Dufour, Darna L., Alan H. Goodman, Gretel H. Pelto (DGP)  
**TITLE:** *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition, Second Edition*  
**PUBLISHER:** Oxford University Press  
**ISBN #:** 978-0-19-973814-4  
**DATE/EDITION:** 2013

**AUTHOR:** Dettwyler, K. A.  
**TITLE:** *Dancing Skeletons*  
**PUBLISHER:** Waveland Press  
**ISBN #:** 0-88133-748-X  
**DATE/EDITION:** 1994

## TOPICAL OUTLINE OF COURSE

**A1- August 26:** Introduction to the course and nutritional anthropology; developing a model for viewing nutrition in anthropological context;

- DGP 1-17

**A2-August 28:** Understanding traditional cuisines from an anthropological perspective.  
What is the “natural” diet of humans?

- (DGP 1-17)
- Boym, Constantin. 2001. My McDonald’s. *Gastronomica: The Journal of Food and Culture*, 1:6-8.

*Country Focus:* Foods of Russia.

August 29-September 1: St. Petersburg

**A3- September 3:** What is the “natural” diet of humans? Evidence from Primatology, paleontology and archaeology.

- DGP 28-36, 68-71.
- **Video: Chimpanzee feeding and food getting behaviors**

**QUIZ # 1 (covers all reading assignments and films since beginning of course: DGP 1-17, 28-36, 68-71; Boym; video clip on Russia.)**

*Country focus:* Germany

September 5-8: Hamburg

**A4- September 9:** Why fire was such a critical invention in human history.

- READINGS: DGP 47-50; 157-167; 204-214.

**A5- September 11:** Modern diets and ancient bodies: consequences for health;

- READING DGP 51-59

- **READING:** Scholliers, Peter and Anneke Geyzen. 2010. Upgrading the Local: Belgian Cuisine in Global Waves. *Gastronomica: The Journal of Food and Culture* 10:49-54.
- QUIZ #2 (covers all reading assignments since the last quiz: DGP 47-50, 157-167; 204-214, 51-59; chimpanzee film; Scholliers and Geyzen)**

Student report: chocolate

September 12-14: Antwerp  
September 15-16: Le Havre

**A6- September 18:** What happens to your lunch? Fundamentals of nutrition: protein, carbohydrates and fats: how they work in our bodies, how much we need, consequences of deficiencies.

- **READINGS:** DGP 218-230.
- **READING:** Iomaire, MMC and P.O. Gallagher. 2009. The Potato in Irish Cuisine and Culture. *Journal of Culinary Science and Technology* 7:152-167.
- **READING:** McKenna, John. 2002. The Emerald Isle. *Gastronomica: The Journal of Food and Culture* 2:94-96.

*Country Focus:* The Irish Potato and World History

Student report: potato

September 20-23: Dublin

**A7- September 24:** Food and health: obesity and diabetes  
(*Film: Diabetes and Desert Foods: Examples from O'odham Traditions*)

- **READINGS** DGP 463-488; 508-516.

*Country Focus:* Spaniards, Moors, and Native Americans: effects on cuisine

Student report: rice; sugar; foods of Spain and Portugal

**A8- September 26:** Fundamentals of nutrition: vitamins and minerals (how they work in our bodies, how much we need; consequences of deficiencies);

*Country Focus:* Student reports: Foods of Morocco and North Africa; wheat.

**QUIZ #3 (covers all reading assignments and student reports since the last quiz: DGP 218-230, 463-488, 508-516, 215-217, 273-286; Iomaire, McKenna, 2 films)**

September 27-29: Lisbon

September 30-Oct 1: Cadiz

October 3-6: Casablanca

**A9- October 8:** vitamins and minerals continued; Catch up and review for exam

- **READINGS:** DGP 215-217, 273-286

*Film: A-OK (SAS)*

**A10- October 11: EXAM #1 (covers everything since beginning of course, emphasis on lectures)**

**A11- October 13:** Fundamentals of nutrition: implications for health; vitamins and minerals  
Preparation for market visit in Ghana

- READING: Oseo-Asare, Fran. 2002. "We Eat First With Our Eyes": On Ghanaian Cuisine. *Gastronomica: The Journal of Food and Culture* 2:49-57.

*Country focus:* **Student Reports: Foods in Ghana and West Africa; millet, yams, plantain**

October 15-18: Tema/Takoradi

**A12- October 20:** Vitamins and minerals in human cultures

**A13- October 22:** Ways of getting food: hunting and gathering; horticulture, pastoralism, agriculture.

- READINGS DGP 37-46

(Video: Faces of Culture: Patterns of Subsistence: Food Foragers and Pastoralists; Patterns of Subsistence: The Food Producers; The Highland Maya: A Case Study in Economic Anthropology (excerpts from)

**A14- October 25:** Why agriculture has been called “the worst mistake” in human history.

- READINGS DGP 63-67; 72-81; 333-337.
- READING: Snyman, Iannice. 2004. South Africa’s Rainbow Cuisine. *Gastronomica: The Journal of Food and Culture* 4:91-93.

*Country Focus:* AIDS and the food crisis in southern Africa;

**Student Report: Foods of Southern Africa; maize/corn.**

**QUIZ #4 (covers all reading assignments and student reports since the last quiz/exam: DGP 37-46, 63-67, 72-81, 333-337, Oseo-Asare, Snyman, films)**

October 26-30: Cape Town

**A15- November 2:** Doing fieldwork in nutritional anthropology; Sociocultural perspectives on food: food metaphors, meals, and meanings.

- READINGS DGP 180-190.

**A16- November 5:** Sociocultural perspectives on food: religion, taboos, rituals, status and identity.

- READINGS DGP 134-138; 293-299.

**A17- November 7:** Cognitive aspects of food: good foods, bad foods. Foods as medicine.

- READINGS DGP 256-272; 287-292.

**QUIZ #5 (covers all reading assignments since the last quiz: DGP 180-190, 134-138, 293-299, 256-272, 287-292)**

**A18- November 10:** Designing a Field Project in Nutritional Anthropology

- READING: Dettwyler, Chapters 1-7;

*Country focus:* **Student Report: Foods of Argentina**

November 12-16: Buenos Aires

**A19- November 17:** Food in the life cycle: pregnancy and breastfeeding

- READING: Franklin, Sara B. 2012. Manioc: A Brazilian Chef Claims Her Roots. *Gastronomica: The Journal of Food and Culture* 12:40-45.
- READING: Miszputen, Milton. 2007. *Cachaça*, Simply Brazil. *Gastronomica: The Journal of Food and Culture* 7:90-93.

**QUIZ #6 (covers Dancing Skeletons 1-7; Franklin, Miszputen)**

**Country focus: Student Reports: Foods of Brazil; cassava**

November 20-27: Rio de Janeiro/Salvador

**A20- November 28:** Infancy and childhood growth and nutrition;

- READING: Dettwyler, Chapters 8-14. DGP 399-414.

**A21- November 30:** Childhood growth and nutrition (continued);

- READING: DGP 231-244; 321-326.

**A22- December 3:** Food and culture change; Globalization and Coca-Colonization.

- READINGS DGP: 349-366; 383-395

**A23- December 5:** Overnutrition and Hunger; Anthropology and the global food crisis

- READINGS DGP 82-93, 327-332; 338-348; 120-127; 489-507

*Country Focus:* tropical agriculture in the Amazon;

**Film: *The Global Banquet (SAS)***

**QUIZ #7 (covers all reading assignments and student reports since the last quiz: Dancing Skeletons 8-14; DGP 399-414; 231-244, 321-326, 82-93, 349-366, 383-395; 327-332; 338-348)**

**December 8: A Day Finals (Covers all material since mid-term exam, emphasis on lectures)**

December 9-11: Havana

\*\*\*\*ATTENDANCE is mandatory unless you have an excused illness. I will keep attendance and each unexcused absence beyond one will cost you 10 points.

## **METHODS OF EVALUATION / GRADING RUBRIC**

**GRADES.** You will have the opportunity to earn up to **500 points** during the semester, based on the following class assignments. Final grades will be determined by the number of points earned:

|         |   |
|---------|---|
| 450-500 | A |
| 400-449 | B |
| 350-399 | C |
| 300-349 | D |
| <300    | F |

A. **70 points** from 7 quizzes over the assigned chapters in the textbooks and student

presentations. Each quiz will cover the assigned material since the previous quiz and will include 10 multiple choice and true-false questions, each worth 1 point. Note that the quiz will cover material assigned for the day of the quiz.

**140 points** from two sets of in-class essays. These will cover material from lectures and discussions. They are not cumulative. Study guides will be given 2 classes before each essay exam.

- B. **40 points** from a short presentation on the foods and cuisine of one of the countries that we will visit (in italics on the topical outline) or on a major food staple (e.g., rice, millet, taro, yams). You will do this with another student and are encouraged to use powerpoint slides or handouts. For the country report, include information on staple foods, foods for special occasions, manners, and foods we may encounter in local restaurants, homes and food stalls. If you select this option, you will choose to deliver it in class or as an evening presentation to the shipboard community. More details about this assignment will be provided in class.
- C. **100 points** from the Field Lab market visit in Ghana (see details below).
- D. **50 points** from an additional market visit in a country of your choice.
- E. **50 points** for documenting a meal (see details below) **OR** McDonald's visits in 3 countries (below).
- F. **50 points** for 5 "new foods" tasting descriptions (see details below).

## **FIELD WORK**

### ***FIELD LAB: Market Visit in Accra, Ghana***

**(\*\*\*\*Attendance and participation in the Field Lab is MANDATORY – if you miss the field lab in Ghana, you will automatically lose 100 points.)**

### **C. and D. Market report (Field Lab for class and one independent field trip; *due following relevant port*)**

Describe the colors.

Describe the smells.

How is the market arranged physically? Are certain foods found in specific areas or are they scattered about (e.g., is there a meat area, a fish area, a vegetable area)

How big is it?

Describe the sellers (e.g., gender, age, how they are dressed, do they look prosperous or poor).

Describe the shoppers in the same way.

Note freshness of the food, how it is arranged, does it look clean? How is it packaged?

How do the prices seem to compare to another reference point (e.g., what you know from home, stores in this country)?

Are there spices? How are they sold?

Any evidence of food wastage?

How common are plastics and other containers?

What are the major sources of protein sold in this market?

Can you determine a typical meal based on what you see in the market?

What oils are sold?

How is sugar sold?

What is the major staple in the market and how is it sold? (grains, tubers, legumes)  
How much variety is in the market?  
Are there non-foods sold? What is the approximate ratio of foods to non-foods? What non-foods are common?  
Are cooking utensils sold?  
What seems to be the primary source of cooking fuel?  
Is there any “junk food” for sale?  
Do you recognize any US or international foods for sale here?  
Are there prepared foods for sale? What are they?  
What is your overall reaction to the market and your visit?

(There will also be questions about the farm and restaurant visits.)

### ***OTHER FIELD ASSIGNMENTS***

**E. Documenting a Meal:** In this project, you will be a participant observer and document the use, presentation, and symbolic communication of food in a family or celebratory meal. Ideally this will be a meal that you have in one of the countries that we visit during the voyage. A meal with a host family would be best, but a meal in a traditional restaurant will be acceptable. Take field notes as part of your detailed observations. You may include drawings and/or photographs (with permission). Then write your report from your notes and sketches. Your report should be 3-4 pages, double-spaced. It should include a map of the meal and some photographs or line drawings of food items and their arrangement. Artistic talent (or lack thereof) will not be assessed in the grade. *The report is due following the relevant port.*

#### **Your report should follow this guide:**

1. Introduction of the meal.

Include who is participating, kind of meal, context. Include any information that you think important to understanding the significance of the meal.

2. Identification and brief description of the major food items presented in this meal. Do they have a particular history? Do these foods have any symbolic significance or particular family meaning? Is there any reason these foods are consumed and not others?

3. Detailed description of the meal observed. The guide below identifies some of the features you may want to pay attention to. You do not need to include information on every single component.

a. How are the foods organized or laid out on the table?

b. Who serves? Who receives? Is there an age or gender hierarchy?

c. How is the meal initiated? How do you know the meal has started?

d. How is the food distributed?

e. How do the participants interact during the meal?

f. What sorts of things do the people talk about during the meal? Are certain topics more common?

g. What happens at the end of the meal? Who cleans up?

#### 4. Summary

- a. What meanings or symbolism do you see in the meal?
- b. How are social and family ties reinforced through meals?

5. Map out space in which event/events take place. (You may want to include a photograph of the table or people present). You may also want to include photographs and/or sketches of the food items and/or arrangements.

**E. (alternative) Globalization and foods:** McDonaldization of the world. Visit a McDonald's in 3 ports on 3 continents and describe similarities and differences between them and what you are familiar with at home. Consider menu items, most popular items, prices, décor, staff, seating layouts, parking lots, trash disposal, utensils, advertising, clientele. (Based on an internet search, there appear to be McDonalds in all of the ports and/or major cities we will be visiting, with the possible exception of Ghana. Maps are available online.) 40 points

**F. Five New Foods.** Imagine that you are an anthropologist doing ethnographic research in another culture where you encounter unfamiliar foods. For this assignment, you will try five new (to you) foods throughout the voyage (in ports) and describe them using a form that will be provided. You should describe each based on physical characteristics, taste, odor, and how it is prepared. Also note its role in the culture, whether it is a primary, secondary, or snack food. *You will hand these in following the relevant port* (10 points each).

#### **RESERVE LIBRARY LIST**

AUTHOR: Pilcher, Jeffrey  
TITLE: Food in World History  
PUBLISHER: Routledge  
ISBN #: **10:** 0415311462  
DATE/EDITION: 2005

AUTHOR: D'Aluisio and Menzel  
TITLE: What the World Eats  
PUBLISHER: Tricycle Press  
ISBN #: **10:** 1582462461  
DATE/EDITION: 2008

AUTHOR: National Geographic  
TITLE: Edible: An Illustrated Guide to the World's Food Plants  
PUBLISHER: National Geographic  
ISBN #: **10:** 1426203721  
DATE/EDITION: 2008

AUTHOR: Albala, Ken  
TITLE: Food Cultures of the World Encyclopedia (4 volumes)  
PUBLISHER: Greenwood Press

ISBN #: **10**: 0313376263

DATE/EDITION: 2011

## **ELECTRONIC COURSE MATERIALS**

**(copies of chapters from book)**

AUTHOR: Harris, Mark

ARTICLE/CHAPTER TITLE: the enchantment of food in the lower Amazon

JOURNAL/BOOK TITLE: Food: Ethnographic Encounters (Coleman)

VOLUME: ISBN-13: 9781847889072

DATE: 2011

PAGES: 39-47

AUTHOR: Nicholas, Claire

ARTICLE/CHAPTER TITLE: Keeping out of the Kitchen: Cooking and Power in a Moroccan Household

JOURNAL/BOOK TITLE: Food: Ethnographic Encounters (Coleman)

VOLUME: ISBN-13: 9781847889072

DATE: 2011

PAGES: 83-96

## **ADDITIONAL RESOURCES - None**

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."