

Food, Culture, and Power

ANTH 39200

T, R 1:30-2:45

CRN: 27365, 3 Credits

UNIV 103

Instructor: Andrew Flachs aflachs@purdue.edu

Fall 2022

Office hours Tuesday 11:00-1:00 or by appointment

Office: Stone 219B

Syllabus and Readings

The course website, including electronic access to requirements and supplemental readings, can be found online on the Brightspace system (<https://purdue.brightspace.com/>). The syllabus is subject to change during the semester. For assistance with Brightspace, click the Help tab on the top menu in Brightspace. This class meets Tuesdays and Thursdays 1:30-2:45.

Course Description

The foods we eat, the ways we produce them, the paths they take to our plates, and the meaning we make when we eat them lays bare our systems of ecological entanglement, cultural meaning, and power. No actions are more deserving of critical attention than those that we do regularly. This banality of food and farming masks ongoing social, economic, political, and ecological work to organize labor, taste, production, distribution, and satisfaction. Every morsel contains multitudes: ecological conditions, economic exchange, gendered and racialized work, historical relations influenced by colonialism and capitalism, and the culturally variable search for a good meal. Learning about the food and agriculture system illuminates both the profound, historical inequalities of contemporary life as well as the fierce commitment of communities working to nourish life on earth. In this class we'll explore the evolution of our food production and consumption systems, the world we've inherited, and thoughts about the future of food through weekly challenges, discussion, lecture, a creative project, and a research essay.

This course is divided into three parts and each week will have a thematic focus. We will begin at the beginning: domestication and the origins of agriculture, relations between humans and other species, nutritional systems, and notions of good meals across differing contexts. The second section of the class will introduce us to the global agrarian political economy, tracing the lingering impacts of colonialism, capitalism, commodity chains, farmer organizing, and industrialization in our contemporary food system. Given this context, we will conclude by imagining the future of food and farming, for whom that future is built, and the fight against ignorance and apathy in the food and agriculture system. Through discussions around agroecology, biotechnology, fermentation, food security, waste, and diverse economies, we'll explore the possibilities for eating, growing, and living well.

Learning Goals

This class is a mix of lectures, reflective exercises, and student-led discussion. A major goal of the course is to improve student communication through discussions, oral presentations, writing, and creative work. Here, we will think critically about the food we eat, the way it is produced, and the worlds that these relations create.

1. Apply the holistic biocultural perspective of anthropology to understanding the roots of contemporary issues with our food and agriculture systems
2. Learn to use food as a lens to understand ongoing processes of global change, including evolution, colonialism, expertise, identity, inequality, and global exchange
3. Develop and exercise tools to think critically about past, present, and future systems of agricultural production and consumption
4. Explore diverse ways to communicate the assumptions, advantages, drawbacks, and potentials of different food and agriculture systems over time and across space
5. Complete a research paper and gain an understanding for the process of either conducting research or developing an argument through academic scholarship

Course Objectives: After this class, students should be able to:

- Describe holistic anthropological perspectives on food and agriculture systems
- Recognize the deep ecological and social influence of food and agriculture that shape the experience of contemporary life
- Articulate issues, solutions, and conditions of the food and agriculture systems in which they live and want to see in the future

****Anthropology Majors**

Please remember to keep electronic copies of all of your papers and projects for online submission of your anthropology portfolio during your final semester. This digital portfolio will include your significant written work in anthropology, and other courses when relevant. The department's website provides further information about the portfolio requirement and exit interview.

Office Hours and Support

Office hours for the course are listed above. Students are encouraged to attend office hours, which are a good opportunity to ask questions not addressed in class, seek clarification about readings or further information on a topic, or discuss aspects of the course materials that are especially interesting. Office hours are on a first come, first served basis. If you are unable to attend office hours because of scheduling conflicts, please contact the instructor or the TAs directly to schedule a meeting. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. You can find answers to any questions you have about the course through: Brightspace web page, the instructor and TA email addresses, and the instructor office phone: 765-494-2774.

CAPS Information: Purdue University, the teaching assistants and professor Flachs care about your success. College can be stressful. We are committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact

Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours. CAPS can fill up – so consider using thrivingcampus, a Purdue service to connect students with telehealth mental health resources. Consider also attending mindfulness workshops at the CoRec: <https://www.purdue.edu/recwell/programs/wellnessPrograms/wellnessClasses-services/wellnessWorkshops/index.php>.

Accessibility: Students with disabilities must be registered with Disability Resource Center in the Office of the Dean of Students before classroom accommodations can be provided. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Behavior: I encourage students to interact with myself and one another during class; however, free speech does not mean we are not all entitled to express our opinions whenever we see fit without consequence. Purdue University and professor Flachs are committed to providing a safe and secure learning space. Sexist, racist, classist, violent, and otherwise offensive comments will result in disciplinary action. Any personal attacks on fellow students via class web platforms will also result in disciplinary action. If someone's behavior does not improve, they will be referred to the Student Conduct Coordinator. My classroom is a safe space for all. The free speech of *all* students is valued, and must be exercised in a way that is respectful to the experiences and identities of our community. Respectful and responsible behavior is expected in class, online, and in all of our assignments. Videos, photos, or other media used in our online classroom must similarly be respectful of our community and refrain from sexist, racist, classist, violent, and otherwise offensive content. If the teaching staff or students flag content as offensive, you may be asked to resubmit the assignment. Here are some tips to keep in mind:

1. Stay on topic! Be sure the links, comments, thoughts, or pictures you share are relevant.
2. Before posting to a discussion board, check if anyone has asked a similar question or thought and received a reply.
3. When the recipient can't hear your tone or see your facial expressions, it might not be received as a joke. Much of what we get from conversations is non-verbal, which is of course, lost in virtual spaces. Be careful when writing anything that sounds angry or sarcastic, even if you are joking. And remember, typing in ALL CAPS is read as yelling.
4. Respect the opinion of your peers. If you feel the need to disagree, do so respectfully.

and acknowledge the valid points in your peer's argument.

5. Dialogue, not debate. In a debate, the goal is to convince others that you are right. In a dialogue, the goal is to understand and expand each other's perspectives by sharing different viewpoints. Try to focus on dialoguing when you are engaged in the discussion boards.

6. Be brief. If you write a long dissertation in response to a simple question, it is unlikely that anyone will spend the time to read through all of it.

7. If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring to.

8. Run a spelling and grammar check before posting anything on a discussion board.

Academic Integrity

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest."

[University Senate Document 72-18, December 15, 1972]. All students are expected to adhere to high standards of academic integrity. In this class especially, that means that all work presented as original must, in fact, be original. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. **Plagiarism is a big deal.** If you copy someone else's work and pass it off as your own, you will be given a 0 for the assignment and you may be referred to Purdue's disciplinary boards. It is your duty to uphold the Purdue honors pledge. As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue. Learn more at:

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

Assignments and Grading

Grading will be based on posting responses to weekly Brightspace challenges that link to questions or comments on the week's readings (**25% of final grade**), a 9-12 page research paper (**25%**), an UnEssay project based on a creative project inspired by the class content (**25% of final grade**), and participation/attendance in class, including leading discussion for one week (**25%**). Assignments are subject to change and will all be discussed in class. **All written work should be size 12 font, times new roman, double spaced, with 1 inch margins, submitted as a PDF document. All assignments are due at 5 PM on the days that they are assigned. Late work will be marked down by 10% per day.**

Grades:	A	=	91-100	A-	=	90-91
	B+	=	89-90	B	=	81-88
	B-	=	80-81	C+	=	79-80

C	=	71-78	C-	=	70-71
D	=	60-69	F	=	Below 60

Assignment	Assignment date	Format	Points out of 100
Weekly challenges	Every week, due Friday at 5 PM	Complete weekly challenges as described in the syllabus	25
Participation and attendance	Every class	Taking attendance, participating in discussion, participating in book salon, leading discussion	25
UnEssay	By Nov. 17 th	Creative project + 2 page explanation	25
Final paper topic presentation	Sept. 29	~1 minute statement in class	1.25
Annotated bibliography	Oct. 20	10 source minimum	2.5
First draft	Dec. 1 st	9-12 page paper	5
Final draft	Dec. 13 th	9-12 page paper	16.25

Weekly Challenges (25% of final grade, graded on completion)

Fourteen times during the semester, you will be asked to complete and reflect upon a weekly challenge based on the content of that week, discussions in class, readings, and the responses of your fellow classmates. Responses should give your take on the discussions presented in class and reflect on the experience of completing the challenge. Specific directions are listed for each week, but **each post should include a picture and 1-2 paragraphs** of text. These challenges should be uploaded to Brightspace each week by **Friday at 5 PM**. Upload a challenge by navigating to the Brightspace tab labelled **“Post weekly Challenges here!”** and then clicking on the discussion forum for the appropriate week. In the subject line, give your last name and the week of the challenge (ex: Week 1 Challenge, Flachs). These postings are graded on completion, not content. If you do them, you get the credit. If you don’t do them, you don’t get the credit.

Participation and Attendance (25% of final grade, graded on participation in discussions and book salons)

This class is a mix of lectures, reflective exercises, and student-led discussion. Students will each take turns leading discussions and active participation and attendance during Thursday discussions will be required. Every student can miss one discussion section with no penalty, no questions asked, not counting weeks in which they are presenting at a book salon or leading discussion. This will be assessed by in-class attendance-taking, participation in the 3 book salons, and discussion-leading.

UnEssay (25% of final grade, graded according to rubric)

Creativity is a profound human skill ill-rewarded by much formal education. Creative and critical thinking are necessary to confront the grand challenges of the 21st century and build a better world. UnEssays provide a way to creatively interact with the themes of this class. For this project, pick a topic that interests you and then think of a way to produce something that touches on this theme, hopefully in a way that connects the class materials and topics to your own

evolving goals in your university education. You can choose your own topic, you can present it how you please, and you can work in groups or on your own. Sing. Dance. Draw. Visualize data. Make a zine. Knit. Create an interpretive and complex meal. Your creation must demonstrate thought and care, embrace the genre possibilities of the medium, have an argument or contribution around the themes of the course, and lead an audience to trust the creator and their findings. You must also include a short explanatory statement explaining what you did, why you did it, and how you produced it. Think of these like album notes or placards at a museum to give context to the weight of the project. This statement should be no longer than two pages. If you are working in a group, everyone should submit their own statement that reflects their own experiences. A rubric for the UnEssays is on Brightspace. Students are strongly encouraged to meet with me to discuss their project idea in advance. This UnEssay is due November 17.

Final paper (25% of final grade, graded according to rubric)

Use this as a chance to follow a particular subject from the course down the rabbit-hole. The topic and kind of paper are up to you. You can do a literature-based project that explores one of the themes from the class, discussing the role of fire in early human food ecology or the ways that the FDA is influencing our food choices; you can do an engaged study of a particular food commodity or technology; you can conduct your own hands-on work by learning about community gardens in Lafayette or analyzing your own food diary* with respect to ethics or food politics; or you can do something that I haven't thought of. The point is to write critically about an area of food anthropology that is interesting to you, going beyond the sources that we talk about in class. The final paper will be discussed in class but should be 9-12 pages and critically examine a topic from the course. Deadlines for the paper are staggered and will count as part of your total score: Topic and presentation (5%), ten source bibliography with paragraph length annotations (10%), first draft (20%) final paper (65%). Purdue University has a **world famous** writing lab to improve student writing. PLEASE go to the writing center at any stage of your writing process.

*If you have a history with eating disorders, think you might be predisposed to one, or have any kind of previous trauma with food, I don't recommend keeping a detailed, calorie-oriented food journal. Please stay psychologically healthy and write about other things.

Deadlines: The paper will be delivered in 4 parts.

1. Topic and presentation: Decide on a topic and tell us about it for ~1 minute in class on **September 29** (worth 5% of the paper grade)
 2. 10 source annotated bibliography: Hand in a minimum 10 source annotated bibliography with at least 5 sources from outside the class and paragraph-length annotations during class. Follow the Chicago citation style guide for your formatting. I strongly suggest managing these sources in Zotero, a free bibliography software. Due **October 20** (worth 10% of the paper grade).
 3. First draft of research paper due in class **December 1** (worth 20%).
 4. **Final Paper Due December 13**
- **Length:** 1 inch margins, size 12, times new roman, 9-12 pages not counting your bibliography, which should be formatted according to Chicago guidelines.

- **Style:** That's up to you and the kind of paper you write. If your paper is more analytic and science-y, stick with a more formal paper. If it is more based on experiences you have, feel free to insert yourself and your own perspective. This is anthropology, so there's wiggle room. Remember, make a clear argument and support it with specific evidence.
- **Sources:** Feel free to use all kinds of sources but be aware that different sources carry different levels of gravitas: don't cite news articles or blogs for scientific weight, in the same way that you wouldn't cite a scholarly book or article to show what regular people think about various topics. Use the library and academic search engines like Google Scholar or JSTOR for your academic sources but feel free to be creative (if appropriate) for non-academic sources. If you don't have experience tracking down sources for a research paper, ask a librarian or ask me. Start early, hit the deadlines, ask me if you're running into problems, and you'll be on the right track.

Readings: There are no required texts for this class. Instead, each unit will culminate in a book salon, in which students will read one of a selection of books applying anthropological concepts, theories, and methods to an analysis of food and agriculture systems. Students will join a small group in reading an ethnographic text together, develop detailed summaries and analyses of that text, and present (~15 minutes) that selected text to the class in lieu of discussion. Weekly readings will be made available online through the course website. Students are strongly encouraged to select books in advance so that they can order them from the library system in case they are not planning to buy them from Von's bookstore. To be clear: you do not need to read 12 books in this class (although, sure, go nuts). You are required to pick one per unit, read it, and present it along with your group to the others during the three book salon days.

Unit 1 Book Salon Options: Food and farming as ways of living in place

- Judith Carney and Richard Rosomoff, *In the shadow of slavery: Africa's botanical legacy in the Atlantic world*
- Gary Nabhan, *Food, genes, and culture: Eating right for your origins*
- Chie Sakakibara, *Whale Snow: Inupiat, climate change, and multispecies resilience in arctic Alaska*
- Robert Spengler, *Fruit from the sands: The silk road origins of the foods we eat*

Unit 2 Book Salon Options: Food and farming in the global political economy

- Alex Blanchette, *Porkopolis: American animality, standardized life, and the factory farm*
- Jennifer Gaddis, *The labor of lunch: Why we need real food and real jobs in American public schools*
- Julie Guthman, *Wilted: Pathogens, chemicals, and the fragile future of the strawberry industry*
- Teresa Mares, *Life on the other border: Farmworkers and food justice in Vermont*

Unit 3 Book Salon Options: Food and farming going forward

- M. Jahi Chappell, *Beginning to end hunger: Food and the environment in Belo Horizonte, Brazil, and beyond*
- Andrew Flachs, *Cultivating knowledge: Biotechnology, sustainability, and the human cost of cotton capitalism*
- David Giles, *A mass conspiracy to feed people: Food Not Bombs and the world-class waste of global cities*
- Ashante Reese, *Black food geographies: Race, self-reliance, and food access in Washington, D.C.*

Weekly Guide

Week 1, August 23: Course overview and introduction to food and agrarian studies.

Holmes, “*Because they’re lower to the ground: Naturalizing social suffering*”
 Crowther, *Setting the anthropological table*
 Oxfam, *Quick guide to power analysis*

Anthropology challenge! Welcome!

- 1) Tell us about yourself! We’d like to know who you are, why you’re taking this class, and what you’re hoping to learn about. That should take about a paragraph. Then, tell us your most formative experience with food and agriculture. What is your personal, lived stake in these issues?
- 2) Upload your two paragraphs along with a photo that captures something about that formative personal experience. This will help us get to know you, your unique cultural background, and the knowledge that you are bringing with you into the class.

Unit 1: Food and farming as ways of living in place

Week 2, August 30: Origins of agriculture and early food ecology

Hart and Sussman, *Man the hunted*
 Smith, *Niche construction and the behavioral context of plant and animal domestication*
 Scott, excerpts from *Against the grain*

Anthropology challenge! Domesticate

- 1) Humans have dramatically reshaped the world around us through the domestication of plants and animals. During this week, keep track of all of the plants and animals that you eat. Each day for five days, list the: common English name (what you would normally call the food), formal English name (if this is different from the common name), and the Latin species, genus, and family of the food. If you eat pasta and crackers and bread, that’s all wheat, (*Triticum aestivum*). Which were domesticated? Which were not?
- 2) Upload your list along with any insights, including the diversity of species or that surprised you, as well as your thoughts on this week’s readings.

Week 3, September 6: Eating well across time and space

Earle, *Diets and Bodies in Early Colonial Spanish America* (688-697)
Bhagavad-Gita, *Chapter 17:7-10*
Forage Blog, *Ethnobotanical cures for colds*
Yates-Doerr *Fat used to be celebrated in Guatemala*
Burnett et al, *Anthropologists respond to The Lancet EAT commission*

Anthropology challenge! Cook

- 1) Recipes are windows into the ingredients available to a community as well as the particular stories and knowledge we hold about the foods we eat. Find someone you know who is a good cook. This person can be a friend, a family member, a member of your religious community, or anyone else. Ask them to describe a food that is important to them, collecting the ingredients and the process involved in making this food. Ask them why this food is important to them, what connection it might have to their personal or community to history, what adaptations they've made to this meal, and why this food stands out among other foods that they might talk about.
- 2) Post a picture of this meal and, outline the process, ingredients, and significance of this food, and your reflections on this week's readings

Week 4, September 13: Food as a multispecies relationship

Barthel, Crumley, and Svedin, *Biocultural refugia*
Chao, *In the plantations*
Johnson, *Eating and existence on an island in southern Uganda*
Hollender *Understanding a flower*

Anthropology challenge! Forage

- 1) Edible plants are all around us. For the majority of the human experience, eating was a process of recognizing the edible world around you. Go to a park: Celery bog, Purdue Horticulture Park, Happy Hollow, the Wabash heritage trail, etc. Identify at least two edible plants using an app or field guide. Choose one of these plants and create a scientific botanical drawing in which you describe the plant's appearance, habitat, and taste.
- 2) Post a botanical drawing of the plant you have chosen, a description of the plant parts you have drawn, and its habitat along with your thoughts on this week's readings.

Week 5, September 20: Diet in context

Mt. Pleasant, *The paradox of plows* (460-476)
Contois, *Dudes, diners, and diets* (1-4, 16-18)
Lester, *What we get wrong about eating disorders*
Mintz, *Eating American*

Book Salon 1! Thursday, September 22

Unit 2: Food and farming in the global political economy

Week 6, September 27: Plantations and cheap food

Davis et al., *Anthropocene, capitalocene, ... plantationocene?*

Patel and Moore, *Cheap food*

The supermarket tour, *Aisle 5, Aisle 6 (61-80)*

Sbicca, Minkoff-Zern, and Coopwood *Because they are connected (266-272)*

Assignment due, September 29: Final paper topic

Anthropology challenge! Shop

- 1) Go to any supermarket. Step in the door. Use all your senses – what are you experiencing? Where are the foods coming from? What systems of management, labor, and transportation exist to bring these foods? What ingredients dominate the dry foods, which brands dominate the shelves, and to which parent companies do these belong? Refer to the supermarket tour guide on Brightspace.
- 2) Post a picture of the most visually enticing part of your store along with any thoughts on what could and should change about your observations in the grocery store, along with your thoughts on this week's readings.

Week 7, October 4: Smallholding farmers and the agrarian question

Brookfield, *Family farms are still around*

Nightingale and Harcourt, *Gender, nature, body*

van der Ploeg, *Peasant theory*

Anthropology challenge! Decide

- 1) Most scholarly research in agriculture follows assumptions of rational economic actors, working to maximize gains and profits. Yet most small farmers follow entirely different economic logic in which they try to maintain diversity, stability, and ownership while minimizing difficult work. Reflect on your own decisions around your education at Purdue, first following the rational actor model of optimizing monetary outcome, and then following a smallholder model of maximizing security. Does either feel correct? What is missing?
- 2) Explain what truly guides your Purdue education along with a reflection on this week's readings.

Week 8, October 11: Food and commodification

Bryant and Goodman, *Consuming narratives (347-361)*

Clark, *The raw and the rotten*

No class October 11, October “break.”

Anthropology challenge! Follow!

- 1) Take any food item or food technology in your home. Don't think too hard. Spin around in a circle with your eyes closed and point at something. What is it? How does that answer change for different groups of people and individuals? How is it situated in the world and how is the world situated in it? Consider aspects including, but not limited to its production, where it comes from, its raw material resources, who directs its creation and who are its imagined consumers, its unintended consequences, the local/national/international regulatory bodies that claim jurisdiction over it, and the living forces involved at each stage. How much did you pay for it? What was its true cost, and who paid it?
- 2) Post a picture of your thing, its true cost, and your reflection on this week's readings

Week 9, October 18: Industrial capitalism and food regimes

Jakobsen, *New food regime geographies*

Stock and Gardezi, *Make bloom and let wither* (1-4, 8-9)

Clapp, *Spoiled milk, rotten vegetables*

Salvador *Our food system is very much modeled on plantation economics*

Little, *Rural gender identity*

Assignment due, October 20: Annotated Bibliography

Anthropology challenge! Call

- 1) Choose any food product that comes in a container that you have around or see on a shelf. Call the 800 number on the back of that product. Wade through until you get to a representative. Say you're calling as part of class to learn more about the food, and have a conversation. When its finished, take a step back and consider what stories were being told and which were being missed in the representative's telling.
- 2) Along with your reflections on this week's readings, discuss anything you learned from the representatives and your conversation

Week 10, October 25: Feeding the world without destroying it

Prokopy et al. *The urgency of transforming the Midwestern US landscape*

Holt-Gimenez et al. *We already grow enough food*

Taylor *Ecological crises in the rural world* (5-8)

Guthman *Toward a critical political ecology of fat*

Book salon 3! Thursday, October 20

Unit 3: Food and farming going forward

Week 11, November 1: Food sovereignty and security

Holt-Gimenez, Shattuck, and Lammeren, *Thresholds of resistance* (715-724)

Clapp, *Food security and food sovereignty*

Montenegro de Wit, *What grows from a pandemic?* (118-127)

Anthropology challenge! Waste

- 1) This week, track everything food related (food waste, plastic wrappers, uneaten scraps or leftovers) that goes into your trash. Create some kind of visualization (hand drawings and excel charts are both fine) that accurately tracks and categorizes your waste.
- 2) Post a picture of your visualization, along with your reflection on this experience and on this week's readings.

Week 12, November 8: Biotechnology and other breeding for the future

Mueller and Flachs, *Domestication, crop breeding, and genetic modification are fundamentally different*

Belasco, *Meal in a pill (253-261)*

Anthropology challenge! Read

- 1) Narratives about the future of food abound. Return to a favorite from a work of fiction in literature, tv, or movies, or discover a new one. What assumptions about food and people underly this vision?
- 2) Post a photo of the source material and tell us the most striking example of food imagining and explain why it stuck out to you along with a reflection on this week's readings.

Week 13, November 15: Food work and solidarity

Sbicca, *Labor regeneration*

White, *Freedom's seeds*

Urbina, *Lawless ocean*

Anthropology challenge! Volunteer

- 1) Identify a local farm or food/hunger organization that seeks volunteers. Volunteer for at least 2 hours doing something useful.
- 2) Post a picture of this work along with a reflection on the experience and on this week's readings

Assignment due, November 17: UnEssay

Week 14, November 22: Diverse economies

Gibson-Graham, *Community economy*

Sutton, *The mindful kitchen*

Anthropology challenge! Connect

- 1) Interview someone significantly older than yourself (older than your parents) about how their experiences of food and, if applicable, agriculture, have changed over the course of their lives. If you get stuck, think about meal preparation, availability of foods, favorite foods, perspectives on healthy eating, what technologies have changed, and who was doing what kind of work.

- 2) Post a picture/screenshot with your interviewee, your favorite quote from the discussion, and reflection on this week's readings

No class November 24, Thanksgiving Holiday

Week 15, November 29: Reclaiming food

Flachs and Orkin, *Fermentation and the ethnobiology of microbial entanglement*

Maroney and Nash, *K is for kitchen*

Smith, *The perfect storm* (41-49)

Anguelovski *Urban gardening*

Assignment due, Dec 1: First Draft

Anthropology challenge! Pickle

- 1) Before cold refrigeration, preservation relied on creating the conditions to keep harmful bacteria at bay: salt, smoke, sugar, water, and alcohols all take advantage of microbial manipulations. This week, pickle some vegetables. The easiest home ferment is probably Sauerkraut (my recipe will be distributed during class) but feel free to branch out.
- 2) Post a picture of your ferment along with your thoughts on the experience and this week's readings

Week 16, December 6: Food justice

Loh and Agymean, *Urban food sharing*

Gudynas, *Buen Vivir*

Sbicca and Myers *Food justice racial projects* (30-33, 37-38)

Reese, *We will not perish* (409-421)

Book salon 3! Thursday, December 8

Anthropology challenge! Potluck

- 1) *Potluck*: Like all gifts, food takes on special meanings when it is shared. Bring in food that you have personally prepared to share with the rest of the class, along with a story about this food. It does not have to be large, extravagant, complicated, or expensive, but you are required to have personally prepared or assembled it in some way – no pre-made foods from the store or vending machine. You can, however, smuggle it out of a dining hall. It is both appropriate and reasonable to spend \$0 on this. This food is a piece of yourself, and it carries a bit of the spirit of you as the giver when you share it.
- 2) Come to class with a reflection on the knowledge you put to use and the sociocultural world behind the food you have brought in as you reflect on this final week of coursework

Final Paper Due: December 13