
THE ANTHROPOLOGY OF FOOD in Spring 2019 (AN3060)

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| Course Code | AN3060 | Professor(s) | Christy Shields |
| Prerequisites | None | Office Number | G, 3rd floor |
| Class Schedule | MR: 09:00-10:20 in G-L21 | Office Hours | M/TH, 1:15-2:00, or by appointment |
| Credits | 4 | Email | cshields@aup.edu |
| Semester | Spring 2019 | Office Tel. Ext. | 824 |

Course Description

In this course, students examine food and the senses from an anthropological perspective. Students gain familiarity with key theoretical and ethnographic texts as well as key research methods (participant observation, in-depth interviewing). A series of short writing assignments ask students to link fieldwork experiences with analytical concepts and perspectives, thus undertaking a hands-on approach ethnographic research.

A focus on food and the senses allows us to explore the construction and maintenance of social boundaries between inside and outside, private and public, individual and collective. The topic also offers an excellent window into questions of power, and the expression and maintenance of social hierarchies and inequalities. At the same time, food is a key component in ritual, which involves the heightening of sensory experience, and can act as symbol of self and other. In such contexts, food is central to instilling social values and creating a sense of individual and shared identity. Taste, cuisine and commensality are also privileged forms of inter-cultural communication. Finally, food is at the heart of many of current debates and transformations. As such, studying food and the senses allows us to examine the processes association with modernization and globalization.

Course Learning Outcomes

Identify and apply anthropological concepts and approaches to the study of culture, power, identity, food and sensory perception.

Demonstrate a critical understanding of French food culture. (In other words, an understanding of French food culture that goes beyond well-worn stereotypes.).

Define and implement key ethnographic methodologies, especially participant observation and interviewing.

Develop critical reading, writing and research skills, especially for the social sciences.

Mobilise intercultural competencies in relationships with others (and thus in class discussions

and research assignments as well). These include: a critical awareness of one's own social and cultural positions and identities; recognition of multiple perspectives; and, empathy and openness towards others and their points of view.

General Education

Course Outline

CLASS OUTLINE:

NOTE: This outline may be slightly revised by midterm. Please note that there are some make-up classes to be scheduled outside of class also.

Foundations

Week 1

Mon, Jan 21: Introductions

Thur, Jan 24: Introduction to Food Anthropology

Crowther, Introduction from *Eating Culture: An Anthropological Guide to Food*

Sutton, The Vegetarian Anthropologist

Sunday, Jan. 21st: Last day to drop/add courses online

Week 2

Mon, Jan 28: Methodology Workshop: Participant-Observation and Fieldnotes

Spradley, Making an Ethnographic Record (excerpt from *Participant Observation*)

Emerson et al, Creating Scenes, p 79-89 (excerpt from *Writing Ethnographic Fieldnotes*)

Pink, Sensory Subjectivity and Intersubjectivity (excerpt from *Sensory Ethnography*)

Assignment Given: Food Journal

Thurs, Jan 31: Food as Code

Barthes, Toward a Psychosociology of Contemporary Food Consumption

Douglas, Deciphering a Meal (p 61-70, end of first paragraph)

Week 3

Mon. Feb 4: Our Omnivorous Nature

Rozin and Rozin, Culinary Themes and Variations

Fischler, Food, Self and Identity

Pollan, Our National Eating Disorder

Thurs., Feb 7: Ritual and Symbol

Buitelaar, Living Ramadan: Fasting and Feasting in Morocco

Reed-Danahay, Champagne and Chocolate: Taste and Inversion in a French Wedding Ritual

Week 4

Mon., Feb. 11: Food and Power: The Political Economy

Mintz, Sweetness and Meaning

Fantasia, Everything and Nothing: The Meaning of Fast-Food (...) in France

Assign due: Food Journal

Thurs., Feb 14: Taste, Power and Class

Bourdieu, Taste of Necessity, Taste of Luxury

Terrio, Tasting Grand Cru Chocolate in France

Week 5

Mon., Feb 18: And the Senses?

Classen, Howes and Synott, Artificial Flavors

Stoller and Okles, Thick Sauce: Remarks on the Social Relations of the Songhay

Assign given : Food journal analysis

Thurs, Feb 21: Commensality

Fischler, Commensality, Society and Culture

Sutton, Revivifying Commensality

Week 6:

Mon., Feb 25: Writing Workshop

Thurs., Feb 22: No class (Professor absence, make-up class Apr 3rd in evening – lecture by

Amy Trubek)

Assignment due: Food Journal Analysis (upload to blackboard)

***** MIDSEMESTER BREAK*****

Week 7

Mon., Mar 18: Journal Analysis Flash Presentations

Our Foods, our Senses and our Identities

Thurs., Mar 21: The Senses, Memory and Change

Proust, *The Madeline*

Sutton, *Synesthesia, Memory and the Taste of Home*

Seremetakis, *The Memory of the Senses, Part II*

Assignment Given: Sensory Interview Assignment

Week 8

Mon., Mar 25: Methodology Workshop: Sensory Interviews

Benjamin et al, eds., *Stories on our Plates* (2018), *excerpts*

Madison, *Critical Ethnography*, *excerpts* (p 25-41)

Pink, *Doing Sensory Ethnography*, *excerpts*

Thurs., Mar 28: Food without Borders

No readings

In-class viewing and discussion

Week 9

Mon., Apr 1: No class (Professor absent; make-up class will be chocolate walk)

Required make-up class: Thurs April 3rd in the evening: guest lecture by Amy Trubek

Taste and Place

Thur., Apr 4: *Terroir: The Taste of Place*

Trubek, *The Taste of Place*

In-class tasting

Week 10:

Mon., Apr 8: *Terroir* and transmission

Leynse, *Journey through Ingestible Topography: Socializing the Situated Eater in France*,

Shields-Argeles, *Tasting Comté Cheese, Returning to the Whole: The Jury *Terroir* as Ritual*, 2018

Note: Students should have finished their interviews by this day, and start transcriptions

Thurs. Apr 11: Food, tourism and authenticity

Heldke, But is it Authentic? Culinary Travel and the Search for the Other

Other readings TBA

****To be scheduled outside of class btw April 12th and 19th: Chocolate Walk (2 hours and 40 minutes / 2 classes)****

Week 11

Mon, Apr 15: Walking and eating together in the city

Pink, An Urban Tour: The Sensory Sociality of Ethnographic Place-Making

Other readings TBA

Assign. Given: Chocolate Walk Analysis

Thurs., Apr 18: Writing Workshop

Readings TBA

Note: Students should have finished transcriptions of interviews by this day.

Week 12

Mon., Apr 22: No class (Easter Monday)

Thurs., Apr 23: No class (Professor absent, make-up class is chocolate walk)

Week 13

Mon., Apr 29: TBA

Thurs., May 2: TBA

Assignment due: Interview assignments

Week 14

Mon, Apr 6thth : Conclusions

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Final Exam Session: Thursday, May 16th, 2019: 8:30-11am

Final presentations and portfolios

Textbooks

This course doesn't have any textbook.

Attendance Policy

ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse

an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

In all cases of missed classes, the responsibility for communication with the professor and for arranging to make-up missed work, rests solely with the student.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level. Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

GRADING:

Grade Breakdown:

- 20% Attendance and Informed Participation
- 30% Auto-Ethnography Project (10% Food journal + 20% Analysis).
- 30% Interview Project (10% Guide and transcription + 20% Creative document w/recipe)
- 10% Chocolate Walk Analysis
- 10% Wrapping it up: Final presentation (5%) and final portfolio (5%)

Assignment Details:

Attendance and Informed Participation:

Active participation and regular attendance is required for this class. This grade will therefore

be based on your attendance record as well as the professor's subjective appreciation of your class participation. You are expected to be prepared for, and engaged in, class discussion. This means paying attention to what is said (by professor and other students), responding thoughtfully (and in a manner that is informed by class readings) and respectfully. Students should refrain from text messaging (or using cell phones in any way), surfing the internet, arriving to class late or leaving early (you get the idea....)

In terms of attendance, I begin deducting from your grade once you miss more than three classes (for any reason, excused or not). If you know you are going to miss a class, please let me know ahead of time. If you do miss a class, doing the readings, obtaining notes and catching up on assignments is entirely the student's responsibility. See "Attendance Policy" below for additional information.

Auto-ethnography Project:

This is your midterm project. Additional details will be given in class, and detailed assignments sheets will be handed out.

First, in the early weeks of the semester you will be asked to take detailed fieldnotes of your daily interactions and experiences involving food. (Note: this is not at all a nutritional journal – it is not about "what" you eat and whether this is healthy, etc. – it is about keeping track of social relations around food in some of your daily interactions – where you get food, how is it eaten alone, how is it eaten with others, etc.). The assignment is about practicing fieldnote writing. It is a lengthy assignment (18 pages), that you write over the course of nine days.

Second, in lieu of a midterm exam, I will ask you to return to your notes and apply concepts that we learned in the first half of the semester in order to write an anthropological analysis using your notes. I ask that your analysis be 6-7 pages in length. (Though don't let the page numbers fool you, the analysis is more difficult to write than the notes, precisely because it is analytical).

Interview Project:

In the second half of the semester, students will choose and then interview a person about memorable foods. Additional details will be given in class, and detailed assignment sheets will be handed out.

Students will need to turn in their interview guide and a full transcription of the interview. They will also write short 2 to 3 page creative summary of their interview, introducing their interviewee to an outside public, and accompany this document with pictures and a recipe (from their interviewee).

Chocolate Walk:

Towards the end of the semester, the class will go on a “chocolate walk” in Paris with an American tour guide (Iris). Using class readings, students will write a brief (3 to 4 page) analysis of their walking (and tasting) experience.

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Final Presentation and Portfolio:

At the end of the semester, students will need to gather all their work from the semester into a “portfolio”. They will write a short introduction and conclusion (details to be discussed in class). They will present a portion of this summary in a brief and informal in-class presentation (during the final exam period).

Grading Scale:

| Letter Grade | Quantitative | Qualitative |
|--------------|--------------|---|
| A | 94-100 | Superior (uniformly excellent in creativity, thoughtfulness and preparation) |
| A- | 90-93 | |
| B+ | 87-89 | Very Good (exceeds the expected level of competence/preparation) |
| B | 83-86 | |
| B- | 80-82 | Satisfactory (fulfills requirements at an average level) |
| C+ | 77-79 | |
| C | 73-76 | |
| C- | 70-72 | Needs improvement (falls short of average level of competence and preparation) |
| D | 60-69 | |
| F | Below 60 | Fails/Unsatisfactory (fails to engage with components of the assignment/course) |

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Other

EMAIL ETIQUETTE:

A few basic emailing rules apply to this class:

- Please know that I generally do not respond to emails during the weekend or on weekdays after 5. (In other words, writing to me at 10pm on a Sunday evening to ask a question about an assignment due in-class on the following day is unacceptable and does NOT excuse you from completing that assignment on time).
- Please look at the syllabus BEFORE you send me an email. (In other words, do NOT send me an email to ask what the readings are for the next class, this information is available on the syllabus and I reserve the right to NOT respond to the email).
- We see each other twice a week. So for routine questions, please ask me before or after class. (For example, you want to make an appointment to see me? Great. Let's schedule a meeting together after class).
- Also there are confidential questions that I will not answer over email (e.g. What is my current grade in your class?) If you have such questions, please schedule an appointment.
- If you do send an email, please make sure it is respectful (and that is a rule that should really hold for all your classes). I reserve the right to not answer emails that are disrespectful in any way. For a respectful email:
 - Always start with a greeting (ex. Dear Professor Shields; Hello; Good Afternoon);
 - Do not write in CAPITALS (as this indicates shouting) and beware of repetitive use of "!" and "?";
 - Keep emails short, professional and to the point. If you have a question or comment which I cannot answer in 3 to 5 sentences, I will advise you to come see me after class or during office hours;

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- End your email with an appropriate salutation (e.g. Thank you; Best; Sincerely)