ANTH 4389 Anthropology of Food
Class Location: Online, Webex (Tues 11:30am-12:45pm)
Fall 2020–16 weeks

Maya Mural at Calakmul, Campeche, Mexico, depicting chocolate consumption. Photo from http://www.latinamericanstudies.org/calakmul-2.htm

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Christine Jones, PhD
Office: HH 204C
• Contact me via Canvas message or email: Bioarchjones@tamuct.edu
• Office hours: By webex or phone appointment. Email me to set up a virtual meeting!

Student-instructor interaction
During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you have questions or concerns about the class and need to talk about them, please email me to request a webex or phone appointment.

Mode of instruction and course access
This is an online blended course which meets 90 to 95% online, and the rest of the course takes place over synchronous webex meetings. Students will attend a total of TWO webex class meetings online (spread out over the semester) held only on Tuesdays 11:30am -12:45 pm. The rest of the class will be held fully online (asynchronous).

This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. Since this is an online class, most communication between the instructor and students will be electronic in nature.
COURSE DESCRIPTION
Everyone needs to eat! The practice of cooking, our food choices, and food rituals, are all a major part of what it means to be human. But what is considered good food and how to cook it, varies greatly between human societies. Anthropology of food is an introductory level anthropology course designed to explore the many ways anthropologists study the central role of food in human culture. Students in “Anthropology of Food” will explore the relationship between humans and their food using an anthropological perspective—integrating language, biology, archaeology, and cultural studies.

Expanded Description:
In this course, students will consider big questions in the realm of anthropology and food studies: How flexible is the human diet? What did our ancestors eat over the course of human evolution to support our large brains? Why do human cultures regularly include feasting rituals? How did human behavior in the past shape our food choices today? What kind of patterns are there in the different ways people all around the world perceive, cook, and eat food? Does food play a role in the creation and maintenance of inequality?

Technology Requirements
- This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.
- Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.
- Username: Your MyCT email address. Password: Your MyCT password
  - Canvas Support. Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.
- For Other Technology Support. For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: helpdesk@tamu.edu, Phone: (254) 519-5466 Web Chat: [http://hdc.tamu.edu] Please let the support technician know you are an A&M-Central Texas student.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.
LEARNING OBJECTIVES
Students will:
1. Explore evolutionary influences on human diet, eating practices, and cuisines
2. Identify the cultural construction of edibility and how food conveys value and meaning
3. Recognize the localized nature of ingredients and their transformation into the cuisines of settled populations, and discuss possible reasons for the shift to domestication
4. Examine the consequences of food-getting strategies for cooking techniques and gender roles
5. Explore the origins of recipes, cooking traditions, ritual uses of food, and domestication using archaeological case studies
6. Identify and explain the different types of feasts employed by societies
7. Trace the social consequences of the intensification of production, including the use of surpluses and how the food system connects humans globally
8. Assess the attainment of food security through the four pillars approach: availability, access, stability, and utilization
9. Submit acceptable book reviews consistent with graduate level scholarship. To be accepted, the student shall discuss all aspects of a selected book, using standard English prose and grammatical construction.

REQUIRED TEXTBOOK:


Note: This textbook is also available through the university library as an ebook. Please be aware that there are limited copies through our library and others may need to view the book as well. Please print or save a copy of the chapter you are reading to reduce checkout times.

Course Requirements

1. Readings. Specific readings from the textbooks will be listed in the Canvas modules by week, but students are also expected to consult their textbook as needed throughout the course.
   - Some course readings will also be located online on our E-RESERVES page at: [https://tamuct.libguides.com/er.php?course_id=64135](https://tamuct.libguides.com/er.php?course_id=64135)
   - You may need to sign in using your student ID to access e-reserves. If a password is needed to access a specific reading our class password is: food

2. Book reviews (600 pts)
   - Graduate students will complete THREE book reviews, worth 200 points each. Students will select outside scholarly books (not the textbook) relevant to the
course topic of Food studies to complete their reviews. Book reviews should not be conducted on cookbooks.

- Suggested readings are given at the end of each chapter of “Eating Culture” which may help students to find an appropriate book.
- Students must have their selected books approved by the instructor before submitting each review. If a student needs assistance in finding an appropriate book, they should contact the instructor.
- Students will use the following template to construct all book reviews: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html
- **Format:** Book reviews should be 3 to 5 pages in length, 12 pt font, double spaced, and written in third person, with a reference page listing the full reference of the selected book. Instead of a cover page, the student should list their name, date, and the title of the assignment at the top of the first page.
- **How to submit:** Completed book reviews will be emailed directly to the instructor by the listed deadlines in the course schedule. The template listed above and the following rubric will guide the instructor:

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Not objective and poorly addresses the issues. Information is unnecessary or insufficient to discuss the issues.</td>
<td>Mostly objective and addresses most of the issues. Information is mostly necessary and sufficient to discuss the issues.</td>
<td>Objective and addresses all the issues. Information is necessary and sufficient to discuss the issues.</td>
</tr>
<tr>
<td>- Elements of topics to be addressed</td>
<td>(0-109 pts)</td>
<td>(110-131 pts)</td>
<td>(132-140 pts)</td>
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<tr>
<td>- Information is correct</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Coherency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Weight: 70%)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Quality of Writing</strong></td>
<td>Poorly written and contains flagrant spelling and grammatical errors. Poorly organized, lacks clarity, and is incoherent.</td>
<td>Mostly well-written, without egregious spelling or grammatical errors. Organized, clear, and ideas are presented in coherent ways.</td>
<td>Well-written, without egregious spelling or grammatical errors. Well organized, clear, and ideas are presented in coherent ways.</td>
</tr>
<tr>
<td>- Clarity</td>
<td>(0-40 pts)</td>
<td>(41-55 pts)</td>
<td>(56-60 pts)</td>
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<tr>
<td>- Grammar and English usage</td>
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<td>- Organization and coherence</td>
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<td>(Weight: 30%)</td>
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**NOTE:** Graduate students are expected to have adequate knowledge of the essentials of grammar, writing style, and essay organization in accordance with writing manuals. If the student does not have adequate knowledge in these areas, then the purchase and use of additional books are highly recommended. The University Writing Center is also available to students. Instructor feedback will be provided on completed book reviews.
3. **Assignments (12 @0-25 points each, 300 points total)**

There will be twelve (12) assignments over the course of the semester. Some of these assignments will be in the form of discussion boards; others will be brief individual written assignments. The assignment topics are provided in the course calendar and assignment details will be provided in Canvas in the weekly modules. The grades for these assignments are participation grades--complete participation earns full points.

4. **Class Discussion WEBEX (100 pts)**

- There will be 2 scheduled class discussions (day/time below) via WebEx, worth 75 points each. The Webex link will be shared via canvas and a reminder announcement will be posted.
- WebEx discussions will run during the assigned class time. The first 5 minutes will be used to take attendance.
- Students must complete the readings before each discussion. Students earn some points for simply attending a scheduled discussion. Students earn full points for participating meaningfully. Meaningful participation includes sharing TQEs: Thoughts, Questions, and Epiphanies about class materials.
  - EX: What did you like? Dislike? What surprised you? What interested you and why? What lingering questions do you have about this chapter? What notes did you take on the chapter? What themes and symbols are prominent?

<table>
<thead>
<tr>
<th>Scheduled Discussion</th>
<th>Points for attendance (on time and did not leave early)</th>
<th>Points for meaningful participation</th>
<th>Total points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT 15 Tues 11:30am-12:45pm</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>OCT 20 Tues 11:30am-12:45pm</td>
<td>25</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

**NOTE:** If students are **tardy** (appear in the session after roll is called), it is their responsibility to notify the instructor at the conclusion of class (before leaving the session that day), that they arrived in class and would like to receive some credit for class participation. Failure to notify the instructor **may** result no participation points for that session.

**Coursework Points**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignments (12 @ 25 each)</td>
<td>300</td>
</tr>
<tr>
<td>Webex meetings (2 @ 50 each)</td>
<td>100</td>
</tr>
<tr>
<td>Book reviews (3 @200 each)</td>
<td>600</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**Points % Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1000</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799</td>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699</td>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 – 599</td>
<td>0 – 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grade posting:** All grades will be posted online; it takes about 1-2 weeks for the instructor to grade written work. Be assured that she is grading classwork as fast as she possibly can. Feedback on writing assignments will be provided within the Canvas grading system.
**COURSE SCHEDULE (Topics listed by week)**

Subject to revision, if necessary, during the semester. The final due date for the last week of classes is 11:59 on Friday, Dec 11. All assignments must be completed and/or submitted in Canvas. No other forms of submission will be accepted. **READINGS: EC= Eating Culture textbook, ERES=E-reserves reading**

**Week 1: Setting the Anthropological Table—Introduction & Syllabus (Week of AUG 24)**
Readings: EC Prologue, Syllabus
Assignment 1: Smartphone food record DUE 8/30

**Week 2: Omnivorousness and Classifying food (Week of AUG 31)**
Readings: EC Ch. 1
Assignment 2: Food classification DUE 9/6

**Week 3: Food-getting strategies (Week of SEP 7)**
HAPPY LABOR DAY!
Readings: EC Ch. 2
Assignment 3: Food storage DUE 9/13

**Week 4: Mobile Ingredients & Industrialized agriculture (Week of SEP 14)**
Readings: EC Ch. 3 (READ BEFORE THE DISCUSSION)
***Join Webex Discussion 1 this Tuesday SEPTEMBER 15@ 11:30am***

**Week 5: FIRST BOOK REVIEW DUE (Week of SEP 21)**
Readings: Prepare your review for submission
***BOOK REVIEW 1 DUE SUNDAY 9/27 by 11:59pm***

**Week 6: Cooks and Kitchens (Week of SEP 28)**
Readings: EC Ch. 4
Assignment 4: Kitchen DUE 10/4

**Week 7: Archaeological perspectives: Cooking (Week of OCT 5)**
Readings: ERES: Ch. 7 of Baking, Bourbon, and Black Drink (Walls and Ketih) and “The fire stones carry” (Thoms)
Assignment 5: Earth rock ovens DUE 10/11

**Week 8: Recipes and Dishes (Week of OCT 12)**
Readings: EC Ch. 5, ERES: Favored Plants of the Maya (McNeil)
You might want to get started on readings for next week too!
Assignment 6: Recipes DUE 10/18
Week 9: Eating in and Feasting! (Week of OCT 19)
Readings: EC ch. 6 and ERES: Fabulous Feasts (Hayden) and (READ BEFORE THE DISCUSSION)

*** Join Webex Discussion 2 this Tuesday OCTOBER 20 @ 11:30am ***

Week 10: Archaeological perspectives: Ritual (Week of OCT 26)
Readings: ERES: The role of cult and feasting (Dietrich et al), Analysis of a coprolite from Conejo shelter (Sonderman et al.), Fasting in Antiquity (Bynum)
Assignment 7: Myth and Ritual DUE 11/1

Week 11: Eating out and Gastronomy (Week of NOV 2)
Readings: EC Ch. 7
Assignment 8: Archaeology of a Meal DUE 11/8

*** BOOK REVIEW 2 DUE SUNDAY 11/8 by 11:59PM ***

Week 12: Global Indigestion (Week of NOV 9)
Readings: EC Ch. 8
HAPPY VETERAN’S DAY
Assignment 9: Food Security DUE 11/15

Week 13: Local Indigestion (Week of NOV 16)
Readings: EC Ch. 9
Assignment 10: Cookbook project draft DUE 11/22

Week 14: Presentation about your family food traditions (Week of NOV 23)
THANKSGIVING WEEK
Assignment 11: Video presentations DUE by 12/6@ 11:59pm

Week 15: Leftovers to Takeaway (Week of NOV 30)
Readings: EC Epilogue
Assignment 12: Cookbook project final version DUE 12/6

Week 16: Finals book review due (Week of DEC 7)
Readings: No readings

*** BOOK REVIEW 3 DUE FRIDAY DEC 11 @ 11:59PM ***

** COURSE PROCEDURES AND POLICIES **

Diversity in the Classroom
Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses,
genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

**Late Work**
Canvas deadlines on assignments are suggested deadlines, excepting the book reviews. **Late submissions are not accepted for book reviews.** Class assignments that are not book reviews or webex discussions will be accepted late without penalty. Late work submitted after the suggested deadline may not receive instructor feedback. No late assignments will be accepted past Dec 11 at 11:59 pm.

If you miss a webex meeting, you can **request a makeup** within 1 week of the missed discussion. The instructor will evaluate makeup requests for missed webex discussions on a case-by-case basis. Simply making a request does not mean that you will be permitted to makeup the missed discussion. For this class the makeup assignment for a missed webex discussion is a 3-5 page paper assignment due within 2 weeks of the missed discussion.

**Academic dishonesty**
Academic dishonesty will not be tolerated. Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**
All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/] in the modules section.

**Copyright Notice.** Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

The word cocoa (cacao) comes from the Maya word KaKaWa. This is the Maya hieroglyph for the word cacao, the bean used to make chocolate. Information from: [https://mayaarchaeologist.co.uk/2016/02/01/1373/](https://mayaarchaeologist.co.uk/2016/02/01/1373/)

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