

ANTH E400/600 Food and the Body, Spring 2022



(image from the University of Minnesota Community-University Healthcare Center, by [Goodspace Murals](#))

Each day, we fuel our existence with food. How does a simple thing like what we eat become steeped in politics? In this class we will learn about the journey food makes from the land into our bodies, and all the political twists and turns in between. Through the interweaving narratives of Indigenous North American, African-American, and immigrant experiences, we will read from scientific papers, creative writing and journalism to understand the history of food inequality in the United States, and its intergenerational health impacts.

This course is organized around the questions:

Why does what we eat matter? How can food be used to reveal structures of inequality? How can food be a site of impactful social change?

This course will provide you with a historical background and biological understanding of current food security and food sovereignty issues. In addition, the course is closely linked to food activism currently taking place in Bloomington, IN and other US cities allowing you the opportunity to visualize solutions to some of the city's, and nation's most pressing problems. Through semester-long analysis of community food stories, your final project will be a contribution to the "[Restorative Foodways Project](#)" producing a final piece that highlights a particular recipe that aligns with course discussions about food inequity in the US and the work being done to center multivocal approaches to health and foodways.

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Course Expectations and Requirements

The goal of this course is to highlight the many sociocultural, political, historical and biological factors that influence our understanding of what it means to be “healthy” – particularly with regards to diet. To do this, the course is divided into 4 modules:

- Module I: **The Soil:** humans as bioecological beings
- Module II: **The Roots:** an incomplete history of colonial impacts to indigenous foodways
- Module III: **The Stem:** sociocultural lenses – understanding the construction of the “unhealthy” body
- Module IV: **The Bloom:** social movements in food sovereignty, past and present

Tuesday classes will be heavily lecture-focused, while Thursdays will lean towards discussion of readings/class material. Please complete all weekly readings by Tuesday's class.

ASSIGNMENTS

Participation (15%) Weekly: This class will be driven by the conversations that you bring into the classroom. This course is heavily based on your participation, as we all learn best when we are invested in learning as a community, and when you find ways to link learning to your own interests. Because we each bring unique perspectives and experiences to our understanding of the world, everyone who is in attendance will be asked to share throughout our seminar period. I highly suggest taking notes while reading, highlighting points that stick out to you, questions you still have, relevant experiences etc. If this type of participation is something that you struggle with, please reach out during office hours to brainstorm some solutions and alternative ways of including your voice in our discussions.

Journal (10%) Weekly: Please designate a notebook specifically for this class. When you arrive to class, you will be presented with a prompt or reflection related to the weeks’ topic. These journals will not be submitted to the instructor- they are a private space for you to engage with materials and topics without fear of judgment. Although the entries are not graded, I will ask you to submit summaries and reflections about the evolution of your perspectives at the end of each module .

Annotated Bibliography (10%) End of Modules 1,3,4: At three points during the semester, you will be asked to choose 5 readings to annotate. These annotations will serve both as accountability for engaging with class materials, and will serve to guide you in writing your midterm essay. Aim about least 3-4 sentences in length, noting the

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key points made in the reading, and your reaction to the reading (eg. what stood out? What questions do you have? Does it relate to a particular theme we've discussed?).

Discussion Lead (15%): You will be tasked with co-leading discussion once during the semester. You may choose to lead in any way that you think will spark critical thought and engagement with the readings (a short presentation, activities, questions, etc).

Your responsibility during assigned weeks will be to:

- 1) Submit a 1 page summary of the main points of each reading and questions for discussion, to be loaded to Canvas by 9 am on the Tuesday morning of class. Your classmates can consult this document ahead of time to prepare for your discussion.
- 2) engage classmates for 30-45 minutes of class time (When co-leading, Grads aim for ~25 mins of leading, undergrads aim for 15-20 mins)
- 3) Do a thorough read of assigned materials and be ready to lead targeted conversations linking the materials to the day's theme, and to the class at large and
- 4) Bring in new, relevant materials (a short clip, instagram post, meme, article, art piece) to help expand discussion.

You may use office hours to discuss the details of your discussion lead.

Midterm (20%) In-class Thurs, March 3rd:

Undergrad: The midterm will consist of short-answer questions relating to terms and themes from Parts 1 & 2.

Grad: In addition to the in-class exam, you will be asked to write a short (5 page, double spaced) term paper. The prompt will be given Thursday Feb. 24th, with the paper due **Friday March 4th**.

Final - Community Cookbook (30%): This is a project that will take place in different phases throughout the semester, culminating in a "Food Story" blog essay + recipe, in lieu of a final exam. The focus of this project is to think critically about semester-long themes such as coloniality, homogeneity, and cultural definitions of "health", linking them to a particular food story + recipe you wish to share (eg. how a family tradition came to be,

Components of your Grade:

- In-class participation: 15%
- Annotated Bibliography: 10%
- Journal: 10%
- Discussion Lead: 15%
- Midterm: 20%
- Final - Community Ethnography: 30%

The grade scale is as follows:

A, 94-100	A-, 90-93
B+, 86-89	B, 83-85
B-, 80-82	C+, 76-79
C, 73-75	C-, 70-72
D, 65-69	F, below 65

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COURSE EXPECTATIONS AND REQUIREMENTS:

Practice flexibility: This is a unique moment to be engaging in group learning. As a course that will be meeting during the COVID pandemic, we are navigating quickly changing schedules, meeting contexts, and personal capacities. The syllabus presented on the first day of class is a loose guide, rather than a concrete schedule, and will adapt with whatever this semester brings. Updated syllabi can be found on CANVAS. Of you, I ask for *patience* as we figure out how best to structure the class to meet everyone's needs, *clear and timely communication* about what needs you may have (eg. assignment extensions, access needs, etc.), and *feedback* so that we can find a balance about what works best.

Be Present

Although much of the course will be online, I ask that you respect your learning space and that of your classmates by removing distractions if possible (cell phones, open browser tabs, etc.). If there are barriers that limit your ability to be fully present (eg. a shared room, children, pets) please communicate this to the professor so that course materials can be designed around distractions.

Use your own words and experiences

This course relies on the [IU Code of Student Rights, Responsibilities, & Conduct](#). No plagiarism, cheating, or copying are permitted (as defined [here](#)).

You are responsible for understanding plagiarism and how to avoid it.

Late assignment policy

Any assignment turned in after the due date will decline by a grade-rank PER DAY (A+ to A, A to A-, A- to B+, etc.) unless a valid exception is cleared with the instructor PRIOR TO the due date. Extensions are readily available but will only be granted if you communicate the need to me beforehand.

Incomplete Policy

If you are falling behind at any point in the course, please talk with me about your situation as soon as possible. This is a particularly unique semester, and I will work closely with you to ensure that we reach your personal goals for the class. Students requesting an incomplete must provide a timetable for completion of the course requirements before the incomplete is approved.

Accessibility

Students are expected to keep the classroom a place that is welcoming, safe, mutually respectful, and which allows everyone to exist as their full selves. If you are uncomfortable attending class due to the behavior of another member of our community, please communicate with the instructor or the department about the issue.

Students with disabilities may receive assistance and accommodation of

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various sorts to enable them to participate fully. To establish the accommodations appropriate for each student, please alert your instructor to

your needs. [The Disability Services Program](#) provides a wide range of support services.

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Course Schedule

Required: *A journal or notebook for daily class reflection. If you are unable to purchase a journal or notebook, one will be provided for you.*

All reading/listening/watching materials can be found on Canvas under each week's module. **Always bring the readings with you to class.**

This course revolves around a "living syllabus", which may shift and adapt as the semester goes on. Any changes to the syllabus will be announced a week in advance via the "Announcements" feature on canvas. The most recent syllabi can always be found on the canvas homepage.

Date	Readings
Part I: The soil	
Wk 1- Introduction	
Tuesday Jan. 11 th	READ - Syllabus
Thursday Jan. 13 th	- La Cerva. Feasting Wild. Ch.1: Herbs and Insects - Kimmerer. Braiding Sweetgrass. "The Council of the Pecans" p. 11-21
Wk 2 What do we mean when we say "healthy"?	
Tuesday Jan. 18 th	READ: - Wolder Levin and Browner. 2005. "The Social Production of Health"
Thursday Jan. 20 th	- Bowen et al. Pressure Cooker. Ch1. Grad: - Kimura et al. 2010. "Nutrition as Project"
Wk 3 - Raw foods- the body as an energy machine	
Tuesday	<i>Cooking Day: Raw Foods</i>

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Jan. 25 th		
Thursday Jan. 27 th	<p>Read:</p> <ul style="list-style-type: none"> - Pacific NW Forest Gardens were Deliberately Planted By Indigenous People - Schaal. 2018. Plants and People <p>Grad:</p> <ul style="list-style-type: none"> - Purugganan.2018. Evolutionary Insights into the Nature of Plant Domestication. 	
Wk 4 - The Evolution of an Intelligent Gut		
Tuesday Feb. 1st	<p>READ:</p> <ul style="list-style-type: none"> - Ungar et al. 2006. Diet in Early Homo - Gibbons. 2013. The Evolution of Diet. <p>Grad:</p> <p>Mailer and Hale. 2019. Decolonizing the Diet. Ch. 1: The Evolution of Nutrition and Immunity (Undergrad read through page 23, Grad, read all).</p>	
Thursday Feb. 3 rd	SNOW DAY: Watch Gather	
Part 2: The Roots		
Wk 5 Colonial impacts to diet - indigenous food sovereignty movements in the US		
Tuesday Feb. 8 th	<p>READ:</p> <ul style="list-style-type: none"> - Bodirsky and Johnson 2008. Decolonizing Diet: Healing by Reclaiming Traditional Indigenous Foodways. - Op-Ed : An Afro-Indigenous Approach to Agriculture and Food Security - O'Brien and Wogahn. 2021. Ch. 6: Bringing a Berry Back from the Land of the Dead (Grad read all, undergrad skim, with specific attention to p.145-158) <p>Grad:</p> <ul style="list-style-type: none"> - Czyzewski, Karina. 2011. Colonialism as a Broader Social Determinant of Health. 	
Thursday Feb. 10 th	How do indigenous food sovereignty movements connect to contemporary conversations on food equity?	

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Wk 6 Colonial Impacts to Diet : indigenous food sovereignty globally	
Tuesday Feb. 15 th	COOKING DAY: Regional Indigenous Food Traditions
	<p>Guest Lecture Tara Rodríguez Besosa, El Departamento de la Comida</p> <p>For Cooking Day Browse: https://www.icollectiveinc.org/gathering-basket https://www.nytimes.com/2021/10/11/dining/indigenous-people-food-cookbook.html</p> <p>For Guest Lecture, Watch: The Young Puerto Ricans Returning to the Land (15 mins)</p>
Thursday Feb. 17 th	<p>Grad: Whyte. 2015. Indigenous Food Systems, Environmental Justice, and Settler-Industrial States</p>
Part 3: The Stem	
Wk 7 Racializing the body and diet	
Tuesday Feb. 22 nd	<p>Student-led discussion #2 How do Indigenous Food Sovereignty Movements connect to food inequity</p> <p>LISTEN:</p> <ul style="list-style-type: none"> - NPR clip. Fat phobia and its racist past and present (12 min) <p>READ:</p> <ul style="list-style-type: none"> - Sonya Renee Taylor. Ch.1 in The Body Is not an Apology. - Aubrey Gordon. "The Bizarre and Racist History of the BMI" <p>Grad:</p> <ul style="list-style-type: none"> - The Body Is Not an Apology Ch. 2 -
Thursday Feb. 24 th	<p>Student-led Discussion #3 (Danny Rivera + Joseph Pickett): In what ways have do we "normalize" certain bodies, or ways of existing in our bodies?</p>
Wk 8 Contemporary food inequities	
Tuesday March 1 st	<p>What are some of the common goals for contemporary food sovereignty movements?</p> <p>Read:</p> <ul style="list-style-type: none"> - The Color of Food - Intro & pick one chapter

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	<ul style="list-style-type: none"> - Brones, Anna “Food Apartheid: the root of the problem with America’s groceries”. The Guardian May 18, 2018. <p>Grad: Pick 2 additional chapters in The Color of Food</p>	
Thursday March 3 rd	IN-CLASS MIDTERM	
Wk 9 The politics of Fatness		
Tuesday March 8 th	<p>WATCH/Listen:</p> <ul style="list-style-type: none"> - Tommy Tomlinson “Labor Inheritances”. Southern Food Symposium. (24 mins) - Maintenance Phase Ep. 1 “What’s Our Deal?” (56 mins) <p>READ (these are all short):</p> <ul style="list-style-type: none"> - Luna, Caleb. “The Natural History of the World” <ul style="list-style-type: none"> o Explore Laura Aguilar’s work Luna, Caleb. “On Being Fat, Brown, Femme, Ugly and Unloveable” <p>Grad: What we Don’t talk about When We Talk About Fat Ch Intro + Ch. 2</p>	
Thursday March 10 th	How does anti-fatness relate to discussions about food sovereignty?	
Week 10: SPRING BREAK		
Part 4: The Bloom		
Wk 11 Cookbooks as Resistance		
Tuesday March 22 nd	<p>Read:</p> <p>Choose 3 to focus on:</p> <ul style="list-style-type: none"> - The Comfort Rebellion Cookbook - Coconuts and Collards Introduction - Chicano Eats Introduction - Decolonize Your Diet Introduction - Sioux Chef Introduction 	-

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	<ul style="list-style-type: none"> - The Cooking Genne Introduction <p>Grad:</p> <ul style="list-style-type: none"> - Bejarano et al. 2019. Introduction. Decolonizing Ethnography: Undocumented Immigrants and New Directions in Social Science 	
Thursday March 24 th	<ul style="list-style-type: none"> - Student Led Discussion #4 Cookbooks as Resistance 	
Wk 12 Dreaming new ways of being		
Tuesday March 29 th	OUTDOOR CLASS AT HILLTOP GARDEN	
Thursday March 31 st	<p>LISTEN</p> <ul style="list-style-type: none"> - Edible Activist Podcast: <p>READ:</p> <ul style="list-style-type: none"> - Braiding Sweetgrass - The Gift of Strawberries - This plant medicine teacher is reclaiming Anishnaabe names for species 	
Wk 13 Black Community + Farm Activism, a history		
Tuesday April 5 th	<p>READ:</p> <ul style="list-style-type: none"> - Black Farmers Embrace African Practices as Empowering - White, Monica M. 2018. Freedom Farmers“Introduction” - Farming While Black: Introduction - Remembering the Forgotten Farmers of Lyle Station <p>Visit: http://indianablackfarmers.com/</p> <p>Grad: White, Monica M. Freedom Farmers. Ch 1 + Ch5</p>	
Thursday April 7 th	<p>Student Led Discussion #5:- Farm Activism</p>	
Wk 14 Food as Medicine		

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Tuesday April 12 th	OUTDOOR CLASS AT HILLTOP GARDEN: Soil Curriculum In-Garden "Cooking" Day No readings, this class will be experiential only
Thursday April 14 th	In-class peer review and check-in
Wk 15 A Healing Meals - the role of community food activism in Indiana	
Tuesday April 19 th	Read: <ul style="list-style-type: none"> - The Long History of Community Gardens in Indianapolis - Black Farmers Come Together for the Good of the Community - Gardening and Outreach to New Americans in Indianapolis
Thursday April 21 st	Student Led Discussion #6 : Community Food Activism
Wk 16 Wrapping it Up	
Tuesday April 26 th	Food Story check-ins - 5 min presentations
Thursday April 28 th	Community Meal (and any leftover presentations!)
The final is scheduled for Thursday May 5th (Final Food Story Project submission)	