

# HONORS Foodways

Course Syllabus

Dr. Ashley Stinnett

**NOTE: The course syllabus that is distributed on Blackboard is the ultimate authority for this class and supersedes information posted elsewhere. The online syllabus posted to TOPNET (“schedule of classes”) is only a draft.**

## I. Course Description

This honors course offers a critical investigation of the various intersections between food and culture. Students will examine local and global foodways topics, issues, and debates within the context of an increasingly interconnected world. Students will apply discipline specific knowledge, theories, and research methods in their analysis of course content, including the origins and dynamics of our expanding global food system, the significance of local and regional foodways practices on an international scale, and the contemporary cultural and ethical ramifications of food practices and traditions around the world. Understanding the various connections between culture, food traditions, and our food consumption habits helps prepare students for an active and engaged role as socially and environmentally conscious citizens.

This class satisfies the following Colonnade general education goals:

- An appreciation of the complexity and variety in the world's cultures
- Analyze the development of self in relation to others in society
- The capacity for critical and logical thinking
- Evaluate solutions to real-world social and cultural problems

This class satisfies each the Colonnade Connections "Local to Global" student learning outcomes. Students will:

- Analyze food customs and traditions in a variety of social and cultural contexts, locally and globally.
- Examine various ways that local food practices interrelate with global ones.
- Evaluate the consequences of food traditions and practices on global cultures, local communities, the environment, and the world economy. Students will reflect on and evaluate the consequences of

### Course Information

**Days:** Online, asynchronous

**Section:** 707

**CRN:** 47246

### Instructor Contact Information

**Email:** ashley.stinnett@wku.edu

**Office:** ONLINE

**Office Hours:** Monday's 1-2PM (Zoom)

Wednesday's 2-3PM (Zoom)

or by appointment

### Technology Support & Resources

**WKU computer helpdesk:** (270) 745-7000

**WKU CITL Learning Remotely**

<https://www.wku.edu/citl/teaching-remotely/tipsforonlinelearning.php>

**Student Services webpage:**

<https://www.wku.edu/its/services/students.php>

**WKU Blackboard Course Site Login**

<https://wku.blackboard.com/>

**WKU Zoom Webpage Information and Support:**

<https://www.wku.edu/citl/services/tools/zoom/zoom-students/zoom-students.php>

**Zoom Help Center:**

<https://support.zoom.us/hc/en-us>

personal food choices in these areas, emphasizing social and cultural factors in these decisions and outcomes.

## II. Course Materials

There is no required textbook for this class. ALL readings and materials are located on the course Blackboard site via WKU: <https://wku.blackboard.com/>

## III. Course Policies

I reserve the right to make changes to the course and syllabus as I deem necessary.

### Recording the class:

Students may not record this course in any fashion for any reason. This prohibition includes but is not limited to audio recording, video recording, and transcription aids. Learning how to take good lecture notes is important. If you have a disability that prevents you from taking notes, see the “disability accommodation” section below.

### Incomplete:

I will not consider granting an incomplete for the course or a withdrawal after the deadline without written documentation of serious and severe personal problem(s).

### Late Work Policy:

As a rule, work will not be accepted late, except in case of documented emergency or illness. You may petition the professor in writing for an exception if you feel you have a compelling reason for turning work in late.

### Academic Dishonesty:

Students are expected to adhere to the honor code and plagiarism rules of WKU.

See <http://www.wku.edu/csa/policies/plagiarism.php>

Evidence of academic dishonesty may result in a failing grade for the class and will be reported to the office of student conduct.

“The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature” (WKU 2015-2016 Undergraduate Catalog, p. 33).

The instructor will deal with academic dishonesty, including cheating and plagiarism, in accordance with University policy. “Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal” (p. 33-34). **The instructor will bring sanctions against any student who perpetrates academic dishonesty.** Students are responsible for understanding what constitutes cheating and plagiarism; I provide the University descriptions below.

Regarding **cheating**, “no student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project that is submitted for purposes of grade determination” (p. 34). Cheating includes the use of assignments completed by other students in this class during current or previous semesters.

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“To represent written work taken from another source [book, journal, web site, lecture, lab, or other source whether it is prepared by the instructor, a guest speaker, or a classmate] as one’s own is **plagiarism**. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism” (p. 33).

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

Title IX Misconduct/Assault Statement

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and the Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA Accommodation Statement:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Writing Center Assistance:

Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. Please see <https://www.wku.edu/writingcenter/> for hours and more information about how to access these resources. Students may also get short writing questions answered via email; just put “Quick question” in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

Notification of Objectionable Materials:

Although course content may be deemed offensive by some students, such materials are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express those objections and their reasons for them.

#### IV. Determination of Course Grade

Activity	Points	%
Discussion Posts (5 total, 5 pts ea.)	25	25
Exploratory Food Blog Essay	15	15
Draft Personal Food Blog	5	5
Food Blog Peer Reviews (4 total, 2.5 pts ea.)	10	10
Final Personal Food Blog	20	20
Food & Culture Presentation	25	25
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

Grades will be determined as	
<b>A range</b>	90-100%
<b>B range</b>	80-89%
<b>C range</b>	70-79%
<b>D range</b>	60-69%
<b>F range</b>	0-59%

#### Readings

Students are expected to complete the readings by the assigned date, and to read each assignment thoroughly and critically. *Required readings* will cover concepts that are essential to your understanding of anthropology and foodways. *Recommended readings* review concepts that will be covered in lecture and will be helpful to you in preparing your assignments.

#### Attendance

There are no synchronous classes, therefore attendance will not be taken. However, you are expected to engage with the materials and lectures provided on Blackboard, and adhere to the due dates listed. This class is NOT self-paced; the course also adheres to the University schedule.

#### **Assignment Overview**

Each assignment will be discussed in lecture and thorough instructions for the requirements will be posted to the course Blackboard.

#### Discussion Posts

For the honors section of this course, you will be expected to interact with your peers by contributing to 5 discussion posts, each worth 5 points. Below is a list of readings to review with specific due dates. Your initial posts should be no less than 500 words and no more than 750 words in length and submitted to the course Blackboard site. Your responses should demonstrate familiarity with the readings and course material, be well written (with no spelling or grammatical errors), and I encourage you to make strong use of examples (cited), from outside resources, including weblinks, images, memes, news articles, etc. (also cited). You will also be required to participate with and comment on 4 other posts from your classmates. I expect Further instructions and a grading rubric are available on the course Blackboard site.

#### Discussion Post #1 Reading

Diamond, J. (1987). *The Worst Mistake in the History of the Human Race. Discover.*

- Initial Post Due: Wednesday, September 1st, 2021; 11:59 PM (CST)
- Peer Discussion Due: Friday, September 3rd, 2021; 11:59 PM (CST)

#### Discussion Post #2 Reading

Mintz, S. W. (1996). "Eating American." *Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past.* Boston: Beacon.

- Initial Post Due: Wednesday, September 8th, 2021; 11:59 PM (CST)
- Peer Discussion Due: Friday, September 10<sup>th</sup>, 2021; 11:59 PM (CST)

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**Discussion Post #3 Reading**

Holmes, S. (2013). "Introduction: "Worth Risking Your Life?" *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California Press.

- Initial Post Due: Wednesday, September 15th, 2021; 11:59 PM (CST)
- Peer Discussion Due: Friday September 17th, 2021; 11:59 PM (CST)

**Discussion Post #4 Reading**

Mead, M. (1970). The Changing Significance of Food. *American Scientist*. 58(2): 176–81.

- Initial Post Due: Wednesday, September 22nd, 2021; 11:59 PM (CST)
- Peer Discussion Due: Friday September 24th, 2021; 11:59 PM (CST)

**Discussion Post #5 Reading**

Dubick, James, Brandon Mathews and Clare Cady. (2016). Hunger on Campus: The Challenge of Food Insecurity for College Students.

- Initial Post Due: Wednesday, September 29th, 2021; 11:59 PM (CST)
- Peer Discussion Due: Friday October 1st, 2021; 11:59 PM (CST)

**Exploratory Food Blog Essay**

You are required to select 2 food blogs from a list I provide and write a review-style exploratory essay. This assignment is designed to expose you to food blog styles, formats, and content as you prepare to create your own food blog. Your review should be no less than 1250 words and no more than 2000 words in length and submitted to the course Blackboard site. Your responses should demonstrate familiarity with the readings and course material, be well written (with no spelling or grammatical errors). Further instructions will be available on the course Blackboard site.

- Due Wednesday October 13<sup>th</sup>, 2021; 11:59 PM (CST)

**Draft Personal Food Blog**

Drawing on your food blog review investigation, you will be required to create a draft food blog, which will essentially be an autoethnographic account of food, chronicling one meal or food item. Your blog will address why the food was chosen (including factors such as cost, availability, tools and equipment, etc.); when and with whom your meal was consumed, and a photograph of your meal/food item. Your blog will also address a specific concept/topic we address in the course. Further instructions will be available on the course Blackboard site.

- Due Friday October 22<sup>nd</sup>, 2021; 11:59 PM (CST)

**Food Blog Peer Reviews**

You will be required to give constructive feedback on 4 classmates draft food blogs. Further instructions and a peer review guide will be available on the course Blackboard site.

- Due October 29<sup>th</sup>, 2021; 11:59 PM (CST)

**Final Personal Food Blog**

You will be required to revise and edit your personal food blog post, taking into consideration your peer reviews. Further instructions will be available on the course Blackboard site.

- Due November 5<sup>th</sup>, 2021; 11:59 PM (CST)

**Food and Culture Presentation**

You will construct a short presentation utilizing one of the core concepts we have addressed in class and investigate a food item and related cultural group. Further instructions will be available on the course Blackboard site.

- Due December 7<sup>th</sup>, 2021; 11:59 PM (CST)

**Semester Schedule**

The course is divided into 3 units: 1) Foundations and Theory, 2) Food Systems (Local and Global), and 3) Intersections. There are lectures, readings, videos, individual and collaborative assignments throughout the semester. The recommended readings are also available on the course website.

Please come to office hours (see Zoom links). If for some reason you cannot come to my regular office hours, schedule another appointment. One-on-one consultation on confusing points is always helpful.

**V. SCHEDULE**

Topics	Readings	Assignments
<b>WEEK 1</b>		
<b>Foundations</b>	<u>Required readings:</u> <ul style="list-style-type: none"> <li>Syllabus, Course Policies and Content</li> <li>Bittman, M. (2011, February 1) "A Food Manifesto for the Future," <i>The New York Times</i>.</li> </ul>	<i>Introduction Post Due Friday 11:59PM</i>

Topics	Readings	Assignments
<b>WEEK 2</b>		
<b>Foundations</b>	<u>Required readings:</u> <ul style="list-style-type: none"> <li>Diamond, J. (1987). <i>The Worst Mistake in the History of the Human Race</i>. Discover.</li> <li>Zeder, M.A. et al. (2006). Documenting Domestication: Bringing Together Plants, Animals, Archaeology, and Genetics. In: <i>Documenting Domestication: New Genetic and Archaeological Paradigms</i>. Berkeley: UC Press. pp. 1- 13.</li> </ul> <u>Required Screening:</u> <ul style="list-style-type: none"> <li><i>The Hadza: The Last of the First</i> (Kanopy and BB)</li> </ul>	<i>Initial Post #1 Due Wednesday 11:59 PM</i>  <i>Peer Discussion Post Due Friday 11:59 PM</i>

Topics	Readings	Assignments
<b>WEEK 3</b>		
<b>Foundations</b>	<u>Required readings:</u> <ul style="list-style-type: none"> <li>Mintz, S. W. (1996). "Eating American." <i>Tasting Food, Tasting Freedom: Excursions into Eating, Culture, and the Past</i>. Boston: Beacon.</li> <li>Wilk, R. (2012). "Real Belizean Food": Building Local Identity in the Transnational Caribbean. <i>Food and Culture: A Reader</i>, 3rd Edition. Routledge.</li> </ul>	<i>Initial Post #2 Due Wednesday 11:59 PM</i>  <i>Peer Discussion Post Due Friday 11:59 PM</i>

Topics	Readings	Assignments
<b>WEEK 4</b>		
<b>Foundations</b>	<u>Required readings:</u> <ul style="list-style-type: none"> <li>Holmes, S. (2013). "Introduction: "Worth Risking Your Life?" <i>Fresh fruit, broken bodies: Migrant farmworkers in the United States</i>. University of California Press.</li> </ul> <u>Required Screening:</u>	<i>Initial Post #3 Due Wednesday 11:59 PM</i>

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	<ul style="list-style-type: none"><li>• <i>Harvest of Dignity</i></li></ul>	<i>Peer Discussion Post Due Friday 11:59 PM</i>
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