

Folk Studies/Anthro 388-700 Foodways (3 cr.)
Web Course
Spring 2020

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Course Description:

Food touches nearly every aspect of our lives, and is one of the most important symbolic aspects of our everyday lives. This course explores the preparation, presentation, and performance of food in a variety of cultures and contexts. This includes how food shapes our understanding of our environment, our performance of gender and class, our ethnicities and families, and our social values, informal economics, and politics.

This course is arranged into thematic weekly modules. Some themes stretch out over two weeks. Each weekly module ends Saturday at 11:59 pm, and you will be expected to get your weekly work done by that time.

Each week, you will be expected to 1) complete the weekly readings (each containing ~3-4 readings and my own lecture notes); 2) and take a weekly reading quiz based on the readings; and 3) participate in a weekly discussion forum. In addition to this, students will 4) write two discussion prompts for the forums during the semester. Finally, you will 5) write one short essay, and take 6) a midterm and 7) final exam for the course.

Colonnade Goals and Connections Outcomes:

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

Course Requirements:

Weekly Discussion Forums (14 discussion forums x 5 points = 70 points)

The most effective way to learn in the humanities is through conversation, and through connecting the readings to your own life experiences. Because we can't do this in person, we will do it online.

We will have 14 discussion forums that are open through the course of the semester—each covering the week's course content. Students will generate discussion prompts for the forums (see below). Discussion prompts will be designed to reflect on the readings and/or connect them to one's own personal life experiences. The first discussion forum (Discussion Forum 0) is different—it will involve posting a photo and bio of yourself. Week 6 Discussion will involve sharing your paper for feedback.

All students are expected to write 3 posts of ~200 words in each forum. At least one of these posts must be an initial reply to a discussion prompt. The others may be of your own design. You may also choose to do more than 3 posts, so long as your word-count total for the forum is still ~600 words.

Your entire performance in the weekly discussion will be graded out of 5 points. To earn the full 5 points, be sure you're meeting the word count, be sure you're responding thoughtfully to the discussion prompts, be sure you're actually discussing multiple readings from the course in your posts. Three versions of the same post, not discussing the readings, posting exclusively inside one thread, etc., will reduce your grade.

Discussion Prompts are expected to be posted the Tuesday before the discussion closes at 11:59 pm. Students will have until Saturday at 11:59 pm to complete their three posts.

Discussion Prompts (2 x 15 points = 30 points)

For each discussion forum, a subset of students will create separate discussion prompts based on the readings, which they will post to the Discussion Forums. Each student will write two prompts through the course of the semester. For the sake of simplicity, I will be assigning these dates.

Each week will have ~6 students posting discussion prompts for students to respond to. When it is your turn to write a discussion prompt, please be aware that you will need to prepare in advance of the other students to write your second prompt. Please budget your time accordingly.

The best discussion questions will promote open-ended discussion. It is required that your questions invite critical reflection on some component of the readings. I encourage you, if possible, to ask questions that also invite personal reflection on your own food culture. I also encourage you to think creatively about these prompts: "go out and find a meme that reflects food and class," "draw Kentucky's food regions on this map," "watch this 3 minute video, and comment," etc.

Also, please note I ask that your prompts be original, and not too closely related to a previously asked question. Scan the message board before you post, and post your questions early, if you want to get dibs on a question or reading.

Discussion Prompts are expected to be posted on Tuesday night, 11:59 pm, the week of discussion. In addition to posting your prompt, you will be expected to complete your three regular discussion posts for the forum.

Reading Quizzes (10 quizzes x 10 points = 100 points)

Almost every week (beginning in Week 2), we will have a short, open-book, multiple-choice quiz. If you are unhappy with your grade, you may repeat the quiz one time to try for a higher score. Your highest score will be entered into the grade book. Please note the quizzes are randomized from a pool of questions, so you will not receive the same questions during your retake. Quizzes are limited to 20 minutes, and must be completed by Saturdays at 11:59 pm.

Food History Essay (100 points; due Saturday, March 7)

According to Bill Westerman, the history of the Philippines can be seen in the dessert halo halo. In this 5 page double-spaced essay, you will explain what history you see in a dish of your own choice.

Choose a food of cultural importance to you (or of interest to you), and choose one specific recipe as your primary recipe of study. Using online and library resources, research the history of the dish and the history of the ingredients in the dish. Learn all you can. You are required to turn in a short bibliography of all your sources, and to clearly use in-text citations.

In your essay, you should 1) explain the dish and share your recipe; 2) explain to the best of your ability the history of the dish; 3) report out on the history of the ingredients in the recipe; 4) explain how history can be seen in the dish; and 5) offer analytical conclusions from your findings (i.e., what does your research suggest? why does it matter? what can we learn from it?).

You will upload your completed essay to both the Week 6 Discussion Forum for peer review no later than Wednesday, March 4, and your final draft to “Food History Essay” (under Content) before Saturday, March 7, at 11:59 pm.

Midterm Exam (100 points; Saturday, March 28)

The midterm exam will be a mixture of multiple choice, short answer, and essay questions, focused on in-class readings, and held during finals week. The exam will cover the first 7 weeks of the course. It is open book, and a study guide will be provided in advance of the exam. It must be completed before Saturday, March 28, at 11:59 pm.

Final Exam (100 points; Wednesday, May 13)

The final exam will be a mixture of multiple choice, short answer, and essay questions, focused on in-class readings, and held during finals week. The exam will cover the last 7 weeks of the course. It is open book, and a study guide will be provided in advance of the exam. It must be completed before Wednesday, May 13, at 11:59 pm.

Total: 500 points

A: 500-450 points; B: 400-449; C: 350-399; D: 300-349; F: 0-299

Other Important Policies & Information

Checking Email & Blackboard

Please check your campus email account daily, and Blackboard approximately every other day. Essential information about the course, about assignments, and upcoming deadlines will be sent to your WKU email account. It's your responsibility to ensure you read communications about the course carefully.

Late Work

Because this is an online course, it is of particular importance that you stay on task and meet weekly deadlines. If you are having problems meeting deadlines for major assignments, please communicate with me as soon as possible, and we can try to come up with a solution. These are conversations to have before missing a deadline, not after it.

Asking for Help

Students often forget that we're all on the same team. I want you to do well in the class. You want to do well in the class. Let's work together to make it happen. If you're struggling, unclear about my expectations of you, or unsure how to do better, the time to ask for help is now. The class in general will only be as successful as we can make it together.

Accommodations

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 or via email at 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.

Academic Integrity

Please note WKU's policies on academic integrity, academic dishonesty, plagiarism, and cheating at <https://www.wku.edu/handbook/academic-dishonesty.php/>. Students guilty of plagiarism or academic dishonesty will fail the course.

WKU Center for Literacy Assistance

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. More information about the WKU Center for Literacy can be found on the website: <http://www.wku.edu/literacycenter/>

Discrimination & Harassment

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 Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.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.

Semester Overview

Week	Date	Topic	Important Dates
1	1/27-2/1	Intro to Folklore & Foodways	Bio & Pic (Discussion 0); Discussion 1
2	2/2- 2/8	Preparation, Presentation, Performance	Discussion 2; Week 2 Quiz
3	2/9-2/15	Food and Gender I	Discussion 3; Week 3 Quiz
4	2/16-2/22	Food and Gender II	Discussion 4; Week 4 Quiz
5	2/23-2/29	Food and Identity I	Discussion 5; Week 5 Quiz
6	3/1-3/7	<i>Food History Essays</i>	Food History Essays ; Discussion 6
	3/8-3/15	Spring Break	n/a
7	3/16-3/21	Food and Identity II	Discussion 7; Week 7 Quiz
8	3/22-3/28	<i>Midterm Exam</i>	Midterm Exam
9	3/29- 4/4	Food and Politics	Discussion 9; Week 9 Quiz
10	4/5- 4/11	Food and Belief	Discussion 10; Week 10 Quiz
11	4/12- 4/18	Food and Harvesting	Discussion 11; Week 11 Quiz
12	4/19- 4/25	Food, Class, & Mass Culture	Discussion 12; Week 12 Quiz
13	4/26-5/2	Food and Transgression	Discussion 13; Week 13 Quiz
14	5/3-5/9	Food and Public Humanities; Review	Discussion 14
Finals	5/10-5/13	<i>Final Exam</i>	Final Exam

Folk Studies/Anthro 388 Reading List

Week 1 (Jan 27- Feb 1)

Introduction to Folklore and Food

Bowman, Paddy, Amanda Dargan, & Steve Zeitlin. "You are What You Eat: Foodways in Education." *The Food and Folklore Reader*: 406-408.

Week 2 (Feb 2-8)

Preparation, Presentation, & Performance

Jones, Michael Owen. 2007. "Food Choice, Symbolism, and Identity: Bread-and-Butter Issues for Folkloristics and Nutrition Studies (American Folklore Society Presidential Address, October 2005)." *The Journal of American Folklore* 120: 129-177.

Adler, Elizabeth Mosby. 1981. "Creative Eating: The Oreo Syndrome." *Western Folklore* 40.1: 4-10.

Shuman, Amy. "The Rhetoric of Portions." *The Food and Folklore Reader*: 300-305.

Week 3 (Feb 9-15)

Food and Gender I

Meah, Angela. 2014. "Reconceptualizing Power and Gendered Subjectivities in Domestic Cooking Spaces." *Progress in Human Geography* 38.5: 671-90.

Adler, Thomas A. 1981. "Making Pancakes on Sunday: The Male Cook in Family Tradition." *Western Folklore* 40.1: 45-54.

"Are the men of the African Aka tribe the best fathers in the world?" 2005. *The Guardian*.

<https://www.theguardian.com/society/2005/jun/15/childrensservices.familyandrelationships>

Week 4 (Feb 16-22)

Food and Gender II

Vester, Katharina. 2015. "The Difference is Spreading: Recipes for Lesbian Living." In *A Taste of Power: Food and American Identities*, 1st ed., University of California Press: 169-195. [selection]

Mechling, Jay. "Boy Scouts and the Manly Art of Cooking." *The Food and Folklore Reader*: 146-156.

Week 5 (Feb 23-29)

Food and Identity I

Lloyd, Timothy. 1981. "The Cincinnati Chili Culinary Complex." *Western Folklore* 40.1: 28-40.

Van Willigen, John. "Iconic Recipes and Kentucky Foodways: The Bicentennials and Beyond." *Kentucky's Cookbook Heritage: Two Hundred Years of Southern Cuisine and Culture*. University Press of Kentucky, 2014, pp. 149-180.

Lewis, George H. "Shell Games in Vacationland: Homarus Americanus and the State of Maine." *Usable Pasts: Traditions and Group Expressions in North America*, edited by Tad Tuleja, University Press of Colorado, 1997, pp. 249-273.

Week 6 (Mar 2-6)

Food History Essays—No Readings Due

Spring Break (Mar 9-13)

Week 7 (Mar 16-20)

Food and Identity II

Bock, Sheila. 2017. "'I Know You Got Soul': Traditionalizing a Contested Cuisine." In *Comfort Food: Meanings and Memories*, eds. Michael Owen Jones and Lucy M. Long. Jackson: University Press of Mississippi. 163-77.

Hurt, Byron. 2012. *Soul Food Junkies*. Film. <https://vimeo.com/46694893>

Montaño, Mario. "Appropriation and Counterhegemony in South Texas: Food Slurs, Offal Meats, and Blood." *The Food and Folklore Reader*: 327-336.

Week 8 (Mar 23-28)

Midterm Exam—No Readings Due

Week 9 (Mar 29-Apr 4)

Food and Politics

- Roberts, Christina. 2010. "Treaty Rights Ignored: Neocolonialism and the Makah Whale Hunt." *Kenyon Review* 32.1: 78-90.
- LaDuke, Winona. 1994. "Traditional Ecological Knowledge and Environmental Futures." *Colorado Journal of International Environmental Law and Policy* 5: 127-48.
- Turner, Nancy J., Mark Plotkin, & Harriet V. Kuhnlein. 2013. "Global Environmental Challenges to the Integrity of Indigenous Peoples' Food Systems." In Ed. H. V. Kuhnlein, B. Erasmus, D. Spigelski, & B. Burlingame, *Indigenous Peoples' Food Systems and Well-Being: Interventions and Policies for Healthy Communities*. 23-38.
- Frandy, Tim. 2009. "Ecology and Identity in the Northwoods: Finnish-American Poaching Techniques and Narratives." In *Wild Games: Interdisciplinary Approaches to Hunting and Fishing in North America*. Ed. Eric Eliason & Dennis Cutchins. University of Tennessee Press: 166-82.

Week 10 (Apr 5-11)

Food and Belief

- Kaplan, Anne, Marjorie Hoover, and Willard Moore. "The Jews." In *The Minnesota Ethnic Cookbook*. St. Paul: Minnesota Historical Society Press. 196-213; 386-401.
- Kaplan, Anne, Marjorie Hoover, and Willard Moore. "The Hmong." In *The Minnesota Ethnic Cookbook*. St. Paul: Minnesota Historical Society Press. 235-260; 420-428.
- Siegel, Taggart. *Split Horn*. Film. <https://wku.kanopy.com/video/split-horn-life-hmong-shaman-america>
- Gill, Sam D. 1982. "The Vision Quest." *Native American Religions: An Introduction*. Belmont, CA: Wadsworth: 97-101.
- Kegg, Maude. *Portage Lake: Memories of an Ojibwe Childhood*. Excerpts. 22-25.
- Lysaght, Patricia. "Women, Milk, and Magic at the Boundary Festival of May." *The Food and Folklore Reader*: 245-256.

Week 11 (Apr 12-18)

Food and the Harvest

- Gage, Cully. *A Northwoods Reader*. Excerpts. Marquette: Avery Color Studios.
- Cowley, Mert. 1993. *Camp Foolishness*. In *Camps of Orange: Poetic Tales of Deer Hunting from the Pearly Swamp Camp*. Chetek, WI: Banksiana Publishing Co. 97-125.
- Hufford, Mary. "American Ginseng and the Idea of the Commons." *The Food and Folklore Reader*: 409-419.
- Hoover, Elizabeth M. "Tsyunhehkwa, Oneida Nation, Wisconsin." <https://gardenwarriorsgoodseeds.com/2015/01/19/tsyunhehkwa-oneida-nation-wisconsin/>
- Wisconsin Public Television. "Indian Summer & Wild Rice Harvest." *Wisconsin Foodie*. <http://wisconsinfoodie.com/2016/03/03/indian-summer-wild-rice-harvest/>

Week 12 (Apr 19- 25)

Food, Class, and Mass Culture

- Newton, Sarah. 1992. "'The Jell-O Syndrome': Investigating Popular Culture/Foodways." *Western Folklore* 51.3/4: 249-267.
- Long, Lucy. "Green Bean Casserole and Midwestern Identity: A Regional Foodways Aesthetic and Ethos." *The Food and Folklore Reader*: 191-204.
- Vantrease, Dana. 2013. "Commod Bods and Frybread Power: Government Food Aid in American Indian Culture." *Journal of American Folklore* 126: 55-69.

Rao, Tejal. 2016. "The Movement to Define Native American Cuisine." *New York Times*.
http://www.nytimes.com/2016/08/17/dining/new-native-american-cuisine.html?smid=tw-share&_r=0

Week 13 (Apr 26- May2)

Food and Transgression

Ferguson, Priscilla Parkhurst. 2014. "Inside the Extreme Sport of Competitive Eating." *Contexts* 13.3, 2014: 26-31.

Barnard, Alex V. 2011. "'Waving the Banana' at Capitalism: Political Theater and Social Movement Strategy among New York's 'Freegan' Dumpster Divers." *Ethnography* 12.4: 419-444.

Potter, Abby. *Trash to Table*. Film. <https://vimeo.com/233607744>

Jones, Michael Owen. 2000. "What's Disgusting, Why, and What Does It Matter?" *Journal of Folklore Research* 37.1: 53-71.

Week 14 (May 3-9)

6B: Food and Public Humanities

Iwasaki-Goodman, Masami. 2013. "Tasty Tonoto and Not-so-Tasty Tonoto: Fostering Traditional Food Culture Among the Ainu People in the Saru River Region, Japan." In Ed. H.V. Kuhnlein, B. Erasmus, D. Spigelski, & B. Burlingame, *Indigenous Peoples' Food Systems and Well-Being: Interventions and Policies for Healthy Communities*. 221-33.

Lam, Patrick. 2018. "Paula Johnson collects and shares the story of American food."

<https://www.splendidtable.org/story/paula-johnson-collects-and-shares-the-story-of-american-food>

National Museum of American History. *Food: Transforming the American Table: 1950-2000*.

<https://americanhistory.si.edu/food>

Finals Week (May 10-13)

FINAL EXAM DUE BEFORE WEDNESDAY, May 13, 11:59 PM