

DEPARTMENT OF ANTHROPOLOGY
ST. FRANCIS XAVIER UNIVERSITY
Fall 2018

I would like to begin by acknowledging that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) Peoples first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

ANTH 425 Power and Change

Power and change can be volatile processes. This course allows students to understand and analyse them from an anthropological point of view. This version of the course focuses on the politics of food and the intersectional dynamics of gender, race, class, culture, nationality, and so on. The readings concentrate on consumption.

INSTRUCTOR: Dr. Susan Vincent [Office: JBB 335L; tel: 867- 5281; email: svincent@stfx.ca]

READINGS: All readings are available through the library's electronic database or on the internet.

EVALUATION:

Participation/assignments/links to current events:	15%
Paper proposal (due Oct. 10):	10%
Paper (due Nov. 23):	40%
Take home exam (due Dec. 7):	35%

RE TESTS, ASSIGNMENTS AND CLASS CONDUCT: the following rules have been designed to ensure fairness to all students, to facilitate your academic success, and to allow me to fulfill my responsibilities.

1. Assignment dates are fixed and cannot be changed.
2. Assignments must be submitted in **HARD COPY**. Electronic submissions will **NOT** be accepted.
3. Written assignments are due at the beginning of class on the day specified. **I WILL NOT ACCEPT LATE PAPERS UNLESS YOU HAVE A LEGITIMATE AND COMPELLING REASON FOR MISSING AN ASSIGNMENT OR TEST**; in that case, inform me **AS SOON AS POSSIBLE**, preferably ahead of time. I do not accept papers after I have returned those already submitted; in this situation you will be given an alternate assignment. Similarly, if you miss the test, you will be given an alternate assignment. Papers handed in after the last day of the term in which they are due will receive a mark of zero.
4. You are required to keep a copy of assignments when you hand them in. Keep the returned marked assignment until the end of the course.
5. **PLAGIARISM AND CHEATING WILL NOT BE TOLERATED:** Suspected cases of plagiarism will be reported to the appropriate authorities and proven cases will result in

a mark of zero for the assignment. See the University's policy on plagiarism and cheating (see <http://www2.mystfx.ca/registrar-office/academic-integrity>). Not intending to plagiarise is not a legitimate excuse. Know what is included in the definition and ensure that the paper you submit meets acceptable academic standards according to the policy. When in doubt, consult with me.

6. You are expected to attend all classes and are responsible for all in-class discussion and assigned material. **IF YOU MISS TWO CLASSES OR MORE, WHETHER FOR ILLNESS OR FOR ANY OTHER REASON, YOUR ABILITY TO PASS WILL BE SEVERELY COMPROMISED.** At the very least, make sure you get notes from a classmate.
7. **Technology in the Classroom Policy:** Cell phone use in class, unless the phone is being used explicitly for research or learning purposes permitted by the instructor, distracts from the learning of the student using the cell phone, the other students and inhibits the instructor's teaching. Therefore, cell phone use in class is prohibited unless the instructor asks that students use their cell phones for a specific exercise. Students may use computers or tablets in class to take notes. Students who are using computers or tablets for other purposes will be asked to close them.
8. **Class Materials Copyright Notification:** The materials from Department of Anthropology courses, including but not limited to the course syllabus, class notes or PowerPoint presentations provided by the instructor, lectures, or assignments and other materials authored by the instructor, are the property of the instructor, unless stated otherwise by the instructor. Sharing, posting or selling this material to third parties on-line or otherwise (for instance, through on-line sites or on social media sites) for distribution without permission is subject to Canadian Copyright law and is strictly prohibited. Students are required to request permission to record lectures or take images of any part thereof.
For more information, please visit the StFX copyright guide:
http://sites.stfx.ca/library/campus_copyright
9. My responsibility is to maintain the academic standards of St Francis Xavier University as well as of my discipline as I transmit knowledge about the course subject to the students and foster the development of critical academic reading, researching, analytical and writing skills. I will endeavour to do this in a way that recognizes that students have other demands on their time, and within the constraints presented by my other teaching, administrative and research duties. I will return marked assignments as quickly as I can and am happy to meet with students to discuss the course.

AS PER DEPARTMENT POLICY, STUDENTS WILL DEVELOP THE FOLLOWING KNOWLEDGE AND SKILLS IN THIS COURSE:

Content

- an ability to understand the advanced and focussed content of courses at this level
- an ability to understand and begin to apply first hand anthropological data-gathering techniques

Skills:

- an understanding of anthropological methods such that students can evaluate the appropriateness of different standard methods for solving problems;
- students should be able to justify the use of specific methods
- an ability to critique published research on the basis of its methodology and its analysis
- an ability to review, present and critically evaluate a range of anthropological and other information to:
 - a) frame an appropriate question for the purpose of solving a problem;
 - b) develop a clear hypothesis in response to the question;
 - c) articulate a sound and advanced theoretical framework to analyse the information in support of the argument;
 - d) conduct research to generate or locate relevant information;
 - e) critically review and analyse this information;
 - f) present the argument in a clear written format
- an ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences

EQUITABLE LEARNING ENVIRONMENT

Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity. These values and practices are in accord with the **StFX Discrimination and Harassment Policy** which can be found at <http://sites.stfx.ca/equity/>.

Please feel free to talk to me about your questions or concerns about equity in our classroom or in the StFX community in general. If I cannot answer your questions or help you address your concerns, I encourage you to talk to the Chair of the Department of Anthropology (Dr. L.J. McMillan, ljmcmill@stfx.ca), the Coordinator of the Women's and Gender Studies Program (Dr. Nancy Forestell, nforeste@stfx.ca) or the Human Rights and Equity Advisor (Megan Fogarty, mfogarty@stfx.ca).

TENTATIVE COURSE SCHEDULE

Setting the table: Anthropology, intersectionality and politics

Sept. 5 Introduction:

READ: Williams-Forson, P., & Wilkerson, A. (2011). Intersectionality and food studies. **Food, Culture & Society**, 14(1), 7-28.

Sept. 12 READ: Van Esterik, Penny (1999) Right to food; right to feed, right to be fed. The intersection of women's rights and the right to food. **Agriculture and Human Values** 16(2): 225-232.

Mintz, Sidney (1979/2008) Time, sugar and sweetness. In Carole Counihan and Penny van Esterik. **Food and Culture: A reader**, second edition.
<http://annhetzelgunkel.com/uj/food/image/Time,%20Sugar%20&%20Sweetness%20-%20Mintz.pdf>

Sept. 19 Home cooking

READ: Wilk, R. (2010). Power at the table: Food fights and happy meals. **Cultural Studies – Critical Methodologies**. 10(6): 428-436.

Parsons, Julie M. (2015) The joy of food play. Gender and class in men's auto/biographical accounts of everyday food-ways. **Women, Gender and Research**, no. 3-4: 35-47.

Sciocluna, Rachael (2015) Thinking through domestic pluralities. **Home Cultures**, 12(2): 169-191.

Sept. 26 Gender, institutions, food

READ: Deutsch, Jonathan (2005) "Please pass the chicken tits": Rethinking men and cooking at an urban firehouse. **Food and Foodways**, 13(1-2): 91-114, DOI: 10.1080/07409710590915382

Earle, R., and Phillips, C. (2012). Digesting men? Ethnicity, gender and food: Perspectives from a 'prison ethnography'. **Theoretical Criminology**, 16(2), 141-156.

Oct. 3 Dining out

READ: Kitcharoen, P. (2007). An ethnography of restaurant workers: Thai women in England. **Asian and Pacific Migration Journal**, 16(4): 555-577.

Gvion, Liora (2014) Intertwining tradition with modernity: The case of Palestinian restaurants in Israel. **Journal of Intercultural Studies**, 35(4): 366-384.

Erickson, Karla A. (2010) Talk, touch, and intolerance: Sexual harassment in an overtly sexualized work culture. **Gender and Sexuality in the Workplace. Research in the Sociology of Work** 20: 179-202.

Sutton, David (2007) Tipping: An anthropological meditation. In David Beriss and David Sutton, Eds. **The Restaurants Book**. New York: Berg, pp.191-204

Oct. 10 Essay proposals due. Field study day: visits to food locations in Antigonish (weather permitting). Questions to think about: What kind of clientele does this food establishment cater to, in terms of gender, class, etc.? How popular is it (how busy is it when we visit? What might be its busy times?) How can the food be categorized in cultural terms? Who works there? Etc.

- Oct. 17 Cookbooks
READ: Bagelman, Jen, Mariana Astrid Nunez Silva and Carly Bagelman (2017) Cookbooks: A tool for engaged research. **GeoHumanities**, 3(2): 371-395
- Garth, Hanna (2014) "They started to make variants." **Food, Culture & Society**, 17(3): 359-376.
- Oct. 24 Politics of eating, body size
READ: Holla, Sylvia (early view online) Food in fashion modelling: Eating as an aesthetic and moral practice. **Ethnography**.
- Thayer, Amy Nicole (2010) Community matters: The Exploration of Overweight and Obesity within the Lesbian Population. PhD Dissertation, Human nutrition, foods and exercise, Virginia Polytechnic Institute and University,
https://vtechworks.lib.vt.edu/bitstream/handle/10919/29551/Thayer_AN_D_2010.pdf?sequence=1, pp. 83-140.
- Oct. 31 Nationhood and food
READ: Leitch, Alison (2003) Slow food and the politics of pork fat: Italian food and European identity. **Ethnos**, 68:4, 437-462, DOI: 10.1080/0014184032000160514
- Mincyte, Diana (2011) Unusual ingredients: Gastronationalism, globalization, technology, and zeppelins in the Lithuanian Imagination. **Anthropology of East Europe Review**. 29(2): 1-21.
- Nov. 7 Gastronomy, gastropolitics
READ: García, María Elena (2013) The taste of conquest: Colonialism, cosmopolitics and the dark side of Peru's gastronomic boom. **Journal of Latin American and Caribbean Studies**. 18(3): 505-524.
- Matta, Raúl (2016) Food incursions into global heritage: Peruvian cuisine's slippery road to UNESCO. **Social Anthropology** 24(3): 338-352.
- Nov. 14 Famine
Maxwell, Daniel, et al (2016) Facing famine: Somali experiences in the famine of 2011. **Food Policy** 65: 63-73.
- Pottier, Johan (2014) Migration as hunger-coping strategy: Paying attention to gender and historical change. Occasional Paper, rossy.ruc.dk 201-236.
- Nov. 21 Aid
READ: Caplan, Pat (2017) Win-win? Food poverty, food aid and food surplus in the UK today. **Anthropology Today**. 33(3): 17-22.

Robert, Sarah and Heather Kellela McEntarfer (2014) Teachers' work, food policies, and gender in Argentina. *Anthropology and Education Quarterly*. 45(3): 260-275.

Nov. 28 Dessert: Course conclusion

EXPLANATION OF ASSIGNMENTS

Exam: The final exam will be composed of essay questions. It will be a take-home exam, due December 7.

Participation and assignments: Students are expected not only to attend class, but to participate in class discussion. This class will be run as a seminar, with input from everyone. Each student will be assigned a reading on which you will lead the discussion – present the key arguments and themes, and prepare discussion questions (open ended questions that invite students to contribute different ideas/experiences/reactions). Everyone will be expected to have prepared by reading the required readings before class and thought about them. Please think about how current events and experiences are linked to themes from the course. There will be various assignments to play with ideas from the material.

Term paper proposal: Due October 10. This is the first stage of the term essay. You must come up with your own topic; please feel free to discuss it with me to ensure it is appropriate. The outline MUST include:

- a) a **title** (one that lets the reader know what the paper is about);
- b) an introduction to the **topic** and why it is important to study;
- c) a **thesis statement** (one sentence of no more than 35 words stating what you will argue in your paper);
- d) an **outline** of the sections of your paper that makes it clear how you will structure your argument; include references to the sources you will use in each section and how they will be used (e.g. for theory, for comparative purposes, for ethnographic data, etc.);
- e) a list of the major **sources** that you plan to use in your essay. Note that you must use the proper bibliographic form for your list of sources. You MUST use ethnographic (based on first-hand, long-term research among people) sources to provide the data you will analyse. You MUST use at least one required reading from the course. You should have between 5 and 10 sources.

The whole assignment should be about 3 to 5 pages long. The major purpose of this assignment is to encourage you to identify the topic; develop a strategy for answering a question about it; and locate appropriate sources to assist you in the analysis.

Term paper: Write a paper which is 12-15 pages in length (around 3000 -3500 words; please put the word count on the title page). Style and format MUST follow the guidelines available at <http://stfx.libguides.com/content.php?pid=53968&sid=395159>. Use the AAA style of

referencing. See http://sites.stfx.ca/anthropology/writing_and_presentation_guide for further resources on writing.

You may NOT use more than three quotations, none of which may be more than 35 words. You MUST provide the page number from the source whenever you use information or ideas from a specific page in the source.

Objectives: This assignment builds critical reading, analytical and writing skills. The main objective is to give you experience with identifying appropriate evidence and applying advanced analytical skills to develop an independent, defensible argument. You will be marked on whether you have presented a clear, appropriate essay that presents and supports an argument about the material, following the guidelines.