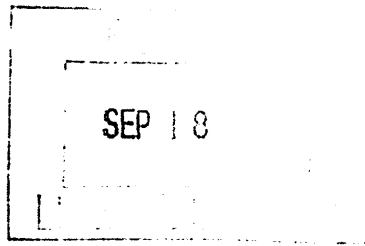


LSC Use Only Number: 15221

Submission Date: _____

Action-Date: _____



UWUCC USE Only Number: 01-28d

Submission Date: _____

Action-Date: UWUCC App 2/19/02

Senate App 4/2/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

CONTACT

Contact Person Miriam Chaiken / Phil Neusius Phone 357-3932 / 2841

Department Anthropology

PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Anthropology of Food
Suggested 20 character title

New Course* ANTH 430 - Anthropology of Food
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ ANTH 430 - Anthropology of Food
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

Miriam Chaiken
Department Curriculum Committee

Phil Neusius
Department Chair

James Kim
College Curriculum Committee

James Kim 9/12/001
College Dean

Michael S. Lewis 3-20-02
+Director of Liberal Studies (where applicable)

[Signature]
*Provost (where applicable)

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FEB - 7 2002
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MAR 13 2002
LIBERAL STUDIES

Rev

Rev

**ANTH 430 - ANTHROPOLOGY OF FOOD
SYLLABUS OF RECORD**

I. Catalog Description:

ANTH 430 Anthropology of Food

**3 lecture hours
0 lab hours
3 credit hours
(3c-0l-3sh)**

All humans must obtain food in order to ensure their subsistence, but the ways in which we satisfy this basic physiological need is not the same for everyone. This course will examine how human evolutionary history influences contemporary consumption patterns. We will discuss how patterns of human migration influenced the development of cuisines, and how what we eat is often determined by historical patterns of colonization and contemporary political struggles. We will discuss the cultural basis for definitions of what is edible and what is prohibited. Finally, we will examine patterns of food use in our culture, and discuss how science may influence our patterns in years to come.

II. Course Objectives:

1. To gain an appreciation of the ways in which culture contact have affected food consumption and production practices globally.
2. To gain an understanding of the evolutionary forces that shaped human consumption patterns.
3. To understand the relationship between contemporary geopolitical issues such as recurrent famine, food insecurity, food surfeit, and the social factors of inequality, colonialism, and neocolonialism.
4. To learn about contemporary food consumption practices and norms cross culturally.
5. To gain a deeper understanding of the promise and pitfalls of scientific advances in agriculture and food science.
6. To enhance students' writing, speaking, and analytical skills
7. To gain an appreciate for the position of privilege that Americans typically enjoy, and an understanding of our obligations as global citizens.

III. Course Outline

Week 1 (3 hours)	<p>Introduction - distribution of syllabus, discussion of course objectives, review of reading assignments</p> <p>Film: <i>Babette's Feast</i> (1.5 hours)</p>
Week 2 (3 hours)	<p>Biological Bases of Human Nutrition, Evolution of Foodways - how do evolutionary patterns affect food preferences? What are the responses to food stress and surfeit, and impact on human development? How do humans compare with non-human primates?</p> <p><i>Reading Assignment:</i> Shipman - The Scavenger Hunt Lee - What Hunters Do for a Living (NW Africa) Milton - Diet and Primate Evolution Eaton & Konner - Paleolithic Nutrition Sapolsky - Junk Food Monkeys Brown & Konner - An Anthropological Perspective on Obesity</p>
Week 3 (3 hours)	<p>Nutritional Deficiencies & Malnutrition - Beriberi, Pellagra, Scurvy, Kwashiorkor and other plagues. When have these problems been major forces in human societies, and how do we deal with contemporary issues of malnutrition? Why are women and children more vulnerable to malnutritional disease?</p> <p>Film: <i>NHANES III Anthropometric Procedures</i></p> <p>Group One Book Review Presentations - 1.5 hours</p> <p><i>Reading Assignment:</i> Edmonds - The Magic Bullet (NW Indonesia) Bogin - The Tall and the Short of It (NW Philippines) Goodman, Dufour & Peltó - Introduction, pages 221 - 226 Chavez, Martinez & Soberanes - The Effect of Malnutrition on Human Devel. (NW Mexico) Martorell - Body Size, Adaptation and Function (NW Third World) Peltó - Perspectives on Infant Feeding (NW Third World) Dettwyler - More than Nutrition: Breastfeeding in Urban Mali (NW W. Africa) Appendices A and B</p>
Week 4 (3 hours)	<p>Nutritional Pathologies and Adaptations - Pica and geophagia, lactose intolerance, poisonous plants and deficient diets, how have humans evolved these patterns? Why are women more likely to practice geophagia and be iron deficient, but also more likely to be knowledgeable of plant-based medicine?</p> <p>Group Two Book Review Presentations (1.5 hours)</p> <p><i>Reading Assignment:</i> Johns - Well-Grouped Diet (NW W. Africa) Kretchmer - Genetic Variability & Lactose Intolerance (NW Asia & Africa) Katz, Hediger & Valleroy - Traditional Maize Processing Techniques... (NW Latin America) Scrimshaw - Iron Deficiency (NW Third World)</p>

Week 5 (3 hours)	<p>Agriculture, Food Production, and Human Health: Was it the worst mistake in the history of humans? How did a shift away from foraging increase malnutrition? Gender and social inequality? Affect the division of labor?</p> <p><i>Reading Assignment:</i> Goodman & Armelagos - Disease and Death at Dr. Dickson's Mounds (NW Native Americans) Dufour - Use of Tropical Rainforests by Native Amazonians (NW Latin Am.) Galvin, Coppock & Leslie - Diet, Nutrition & the Pastoral Strategy (NW Africa) Pelto - Social Class & Diet in Contemporary Mexico (NW Latin America)</p>
Week 6 (3 hours)	<p>First Examination (1.5 hours)</p> <p>Film: <i>Like Water for Chocolate</i> (1.5 hours)</p>
Week 7 (3 hours)	<p>Dietary Delocalization, the Columbian Exchange, and Migration of People and Foods - How tomatoes, potatoes, chilies, corn, and chocolate transformed the European world. How sugar cane, tea, and trade permitted colonization and the hegemony of Europe over the globe.</p> <p>Group Three Book Review Presentations (1.5 hours)</p> <p><i>Reading Assignment:</i> Weismantel - The Children Cry for Bread (NW Ecuador) Pelto & Pelto - Diet and Delocalization: Dietary Changes since 1750 (NW Third World) Mintz - Time, Sugar, and Sweetness (NW Caribbean)</p>
Week 8 & 9 (6 hours)	<p>Cultural Practices and Food Patterns: Taboos, Preferences and Beliefs - why do we eat what we eat? Why are some foods prohibited for women and children? How do customs and the symbolism of food shape the roles of food preparers?</p> <p>Discussion: Cookbook Assignment (1.5 hours)</p> <p>Discussion: Guest panel of international cooks from Sri Lanka, Egypt, Mali, Ecuador, and Japan (1.5 hours)</p> <p><i>Reading Assignment:</i> Lee - Eating Christmas in the Kalahari (NW Africa) Harris - India's Sacred Cow (NW India) Anderson - Chinese Nutritional Therapy (NW China) Allison - Mothers and <i>Obentos</i> (NW Japan) Darfour - A Closer Look at the Nutritional Implications of Bitter Cassava Use (NW Amazonia) Gladwell - The Pima Paradox (NW Native Americans)</p>

<p>Week 10 (3 hours)</p>	<p>Food Sales and Wholesale trade. Where do our foods come from? What do we export? Who makes the profits? What are the roles of multinational corporations in the production, distribution, and marketing of food commodities?</p> <p>Group Four Book Review Presentations (1.5 hours)</p> <p>Strip District Field trip this week - tours of wholesale and retail grocers (all day optional trip)</p>
<p>Week 11 & 12 (6 hours)</p>	<p>Food Marketing and Packaging in America, and the prospects of Bioengineering. How does bioengineering affect food safety and the nutritional content of foods? Will this solve global hunger? What is the impact of the "McDonaldization" of food globally? What is really in a "Lunchable" and should our kids be eating it?</p> <p>Class Activity: A Scavenger hunt in Local Grocery Stores (1.5 hours)</p> <p>Reading Assignment: Kottak - Rituals at McDonalds Dubisch - You are what You Eat: Religious Aspects of the Health Food Movement Mack - Food for All (NW Third World)</p>
<p>Week 13 (3 hours)</p>	<p>Food Security at Home & Abroad. Why are there still hungry people? How does this affect transmission of disease and degenerative illness? Is anyone making money from hunger?</p> <p>Film: <i>Avoidable Famine</i></p> <p>Reading Assignments: Pelletier - The Potentiating Effects of Malnutrition (NW Third World) Fitchen - Hunger, Malnutrition and Poverty in the Contemporary U.S.</p>
<p>Week 14 (3 hours)</p>	<p>Student final presentations</p>
<p>Week 15 (2 hours)</p>	<p>Final Exam</p>

IV. Evaluation Methods - It is my hope that this will be a class in which all participants are active players, who participate in discussions, come to class well prepared, and who contribute as much as they gain from the class. It is important that you attend class consistently, and that you complete the assigned readings before coming to class on the due date, you will find that you will gain much more from the process if you do. I do not have an attendance policy, but I will take your attendance into consideration when assigning the class participation grade -- because those who are chronically absent cannot effectively participate.

There are two examinations, each of which are expected to last only an hour and a half, and two short papers in the course of the semester. There will also be a major project, one that can be done individually or as part of a collaborative group.

<u>Assignment</u>	<u>% of final grade</u>
First examination	15%
Final examination	15%
Cookbook review from Nonwestern culture	10%
Book review paper	10%
Book review oral presentation	10%
Final project oral presentation	10%
Final project written paper	20%
Class participation	10%

For the book reviews, the due date will depend on the title selected in the topical groupings:

Group One - Evolution of Human Food Patterns (week 3)

Group Two - Nutritional Anomalies and Adaptations (week 4)

Group Three - Cross Cultural Food Patterns (week 7)

Group Four - Global Food Problems (week 10)

Grading Scale:

A = 90% of points or better

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = below 60%

V. Required Reading:

Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. edited by Alan H. Goodman, Darna L. Dufour, and Gretel H. Pelto. Mayfield Press (2000) available at the co-op bookstore

additional required reading assignments may be put on electronic reserve in the library

each student will be required to read one additional book and review one cookbook from a nonwestern culture for class writing assignments

each student will do a substantial amount of additional reading to prepare their term paper, the titles will vary depending upon the topic selected

VI. Special Resource Requirements:

As this is a course about "food" as well as "culture" there will be occasions on which we will have food to sample, you may be asked to come prepared with a plate and a fork on occasion.

VII. Select Bibliography

Adams, C.

1990 *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. NY: Continuum Press (G)

Arnold, David

1988 *Famine: Social Crisis and Historical Change*. London: Basil Blackwell Press (NW Africa)

Babb, F.

1989 *Between Field and Cooking Pot: the Political Economy of Market Women in Peru*. Austin: University of Texas Press (G & NW Latin America)

Bell, Rudolph

1985 *Holy Anorexia*. Chicago: University of Chicago Press (G)

Bordo, Susan

1993 *Unbearable Weight*. Berkeley: University of California Press (G)

Brunberg, Joan

1988 *Fasting Girls*. Cambridge: Harvard University Press (G)

Brown, C.

1993 *Consuming Passions: Feminist Approaches to Weight Preoccupation and Eating Disorders*. Toronto: Second Story Press (G)

Carpenter, Kenneth J.

2000 *Beriberi, White Rice, and Vitamin B: A Disease, a Cause and a Cure*. Berkeley: University of California Press (NW Asia)

Cohen, Mark Nathan

1977 *The Food Crisis in Prehistory*. New Haven: Yale University Press

Cohen, Mark Nathan

1989 *Health and the Rise of Human Civilization*. New Haven: Yale University Press

Counihan, Carole

1999 *Anthropology of Food and the Body*. New York: Routledge Press (G & NW Third World)

Cowan, R.S.

1983 *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. New York: Basic Books (G)

Dreze, Jean & Amartya Sen

1989 *Hunger and Public Action*. Oxford: Oxford University Press (NW Third World)

Erhlich, Elizabeth

1997 *Miriam's Kitchen*. New York: Viking Books (G)

Etkin, Nina, ed.

1994 *Eating on the Wild Side: The Pharmacologic, Ecological, and Social Implications of Using Noncultigens*. Tucson: University of Arizona Press (NW Third World)

Farb, Peter & George Amerlagos

1980 *Consuming Passions: The Anthropology of Eating*. New York: Washington Square Press

Fleagle, John G.

1988 *Primate Adaptation and Evolution*. New York: Academic Press

Foster, Nelson & Linda Cordell

1992 *Chilies to Chocolate: Food the Americas gave the World*. Tucson: University of Arizona Press (NW Latin America)

Fuller, Robert C.

1996 *Religion and Wine: A Cultural History of Wine Drinking in the United States*. Knoxville: University of Tennessee Press

Franke, Richard and Barbara Chasin

1980 *Seeds of Famine: Ecological Destruction and the Development Dilemma in the West African Sahel*. New Jersey: Osmun Books (NW Africa)

Frisch, Rose

1974 "Menstrual Cycles: Fatness as a Determinant of minimum Weight for Height" in *Science* 185: 949-951 (G)

1980 "Fatness, puberty, and fertility" in *Natural History* 89: 16-27 (G)

1984 "Body fat, puberty, and fertility" in *Biological Review* 59: 161-88 (G)

1988 "Fatness and fertility" in *Scientific American* 258: 88-95 (G)

Gabaccia, Donna

1998 *Why we Eat What We Eat*. Cambridge: Harvard University Press

Glasser, Irene

1988 *More than Bread: Ethnography of a Soup Kitchen*. Tuscaloosa: University of Alabama Press

Goody, Jack

1982 *Cooking, Cuisine, and Class*. Cambridge: Cambridge University Press (G & NW Africa)

Harris, Marvin

1985 *Good to Eat: Riddles of Food and Culture*. New York: Waveland Press (NW Asia and Middle East)

Hobhouse, Henry

1985 *Seeds of Change: Five Plants that Transformed Mankind*. London: Sidgwick and Jackson (NW Asia & Africa)

Howard, Mary & Ann Ferguson

1997 *Hunger and Shame*. New York: Routledge Press (G & NW Africa)

Inness, Sherrie

2001 *Kitchen Culture in America*. Philadelphia: University of Pennsylvania Press

Kahn, Miriam

1986 *Always Hungry, Never Greedy: Food and the Expression of Gender in a Melanesian Society*. Cambridge: Cambridge University Press (G & NW New Guinea)

Lappe, Frances Moore & Joseph Collins

1978 *Food First: Beyond the Myth of Scarcity*. New York: Ballantine Books (G & NW Third World)

Levenstein, Harvey

1993 *Paradox of Plenty: A Social History of Eating in Modern America*. London: Oxford University Books

McMillen, Della, ed.

1991 *Anthropology and Food Policy*. Athens: University of Georgia Press (G & NW Third World)

Mintz, Sidney

1985 *Sweetness and Power: The Place of Sugar in Modern History*. New York: Viking Books (NW Caribbean)

Morgan, Dan

1979 *Merchants of Grain*. New York: Viking Books

Newman, Lucile et al.

1990 *Hunger in History: Food Shortage, Poverty, and Deprivation*. London: Basil Blackwell Books (NW Africa)

Richards, Audrey

1948 *Hunger and Work in a Savage Tribe*. Glencoe, IL: Free Press (NW Africa)

Roe, Daphne A.

1973 *A Plague of Corn: The Social History of Pellagra*. Cornell: Cornell University Press (NW Africa and US poverty among African Americans in south)

Schlosser, Eric

2001 *Fast Food Nation*. Boston: Houghton-Mifflin

Schwartz, Hillel

1986 *Never Satisfied: A Cultural History of Diets, Fantasies, and Fat*. New York: Free Press

Sokolov, Raymond

1991 *Why we Eat What We Eat*. New York: Simon and Schuster

Tannahill, Reay

1973 *Food in History*. New York: Stein and Day

van Esterik, Penny

1989 *Beyond the Breast-Bottle Controversy*. New Brunswick, NJ: Rutgers University Press (G & NW Asia)

Vaughn, Megan

The Story of an African Famine: Gender and Famine in 20th Century Malawi. Cambridge: Cambridge University Press (G & NW Africa)

Visser, Margaret
1991 *The Rituals of Dinner*. Penguin Books

Zuckerman, Larry
1998 *The Potato: How the Humble Spud Rescued the Western World*. New York: North Point Press

In this bibliography and on the assigned reading on the syllabus of record, I have marked a number of references with the designation NW in order to clarify that these sources refer to non-western cultures. On the bibliography above I have additionally indicated some references with the letter G indicating that gender issues are a substantial component of these works. I hope this helps to clarify the appropriateness of this course for inclusion with a nonwestern designation.

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

___ First Composition Course ___ Second Composition Course
 ___ Mathematics

KNOWLEDGE AREAS:

___	Humanities: History	___	Fine Arts
___	Humanities: Philos/Rel Studies	___	Social Sciences
___	Humanities: Literature	<u>X</u>	Non-Western Cultures
___	Natural Sci: Laboratory	___	Health & Wellness
___	Natural Sci: Non-laboratory	<u>X</u>	Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A	
				A. Intellectual Skills and Modes of Thinking:
<u>X</u>				1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
<u>X</u>				2. Literacy--writing, reading, speaking, listening.
	<u>X</u>			3. Understanding numerical data.
<u>X</u>				4. Historical consciousness.
<u>X</u>				5. Scientific Inquiry.
<u>X</u>				6. Values (Ethical mode of thinking or application of ethical perception).
		<u>X</u>		7. Aesthetic mode of thinking.
<u>X</u>				B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
	<u>X</u>			C. Understanding the Physical Nature of Human Beings
				D. Collateral Skills:
	<u>X</u>			1. Use of the library.
		<u>X</u>		2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

X 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

Liberal Studies Course Approval Parts 4 - 6

IV. A. This will not be a multi-section or multiple-instructor course.

IV. B. There are many topics that will be addressed in this course that are specific to issues of women and minorities. For example, concerning women, we will examine the role of breastfeeding in promoting optimal human development, and as part of that discussion, we will investigate the social and economic support cross-culturally for women as lactating mothers, the controversy over marketing of baby formulas, and the current dilemma about the transmission of HIV through lactation in populations in developing nations. We will discuss women as the source of transmission of important cultural knowledge about food production and preparation, and we will examine the ways in which their behaviors and responsibilities put them at particular nutritional risk in many cultures.

Concerning minorities, we will examine the ways in which the dominant cultures have often ignored the ways in which diversity influences food patterns. For example, we will look at the cross-cultural incidence of lactose intolerance (far more common among people of Asian and African origin) and the way in which marketing of food products and health care systems often ignores this reality. We will discuss how the global trade in food products and the development of plantation agriculture and production of inexpensive sugar helped cement European hegemony and colonial expansion, resulting in the formation of working underclass populations and the proliferation of the slave trade. We will examine contemporary global issues of food insecurity and famine, and the prospects for economic development and bioengineering in agriculture, and the ways in which cultural contacts have shaped national culinary patterns -- all issues that focus on nonwestern and minority populations.

IV.C. The primary reading assignment indicated in the syllabus is an edited volume of articles, that will correspond to the topics assigned each week. While this volume is published by a major textbook press, the articles included in the work draw from a variety of very important sources; nutritional, medical, and social science journals, and articles published uniquely for this volume. The works included are not distillations and summaries repackaged by a textbook writer for a general audience, but rather significant pieces by notable authors including Gretel Pelto, Nevin Scrimshaw, Darna Dufour, Marvin Harris, and Sidney Mintz -- all of whom are world renowned experts in the field of nutritional anthropology. In addition, for their writing assignments, students will draw on additional resources for their mandatory book review, their term paper, and their cookbook review, all of which represent non-text reading exposure.

IV. D. This is not an introductory course, but a special upper division course in a sub-field of Anthropology, it is not intended as a survey course.

V. Liberal Studies Criteria

CHECK LIST -- NON-WESTERN CULTURES**Knowledge Area Criteria which the course must meet:**

Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand and Australia.

Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.

Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.

Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about culture.

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

Although a course may deal with a single culture,...

... comparative courses addressing relationships among cultures are encouraged.

A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.

A variety of perspectives or methodologies--anthropological, geographical, historical, sociological, and so forth--may be employed so long as the course emphasizes the cultural phenomena, issues and values in contemporary society.

Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms and issues.

An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.

An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.

Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand and Australian cultures are encouraged.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.

Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.

Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

Meet the "General Criteria Which Apply to All Liberal Studies Courses."

Not be a technical, professional or pre-professional course.

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A1 - This course is intended for majors and minors in anthropology as well as students who have an interest in the subject matter, regardless of major. When the course was run on a trial basis the enrollment drew students from disciplinary backgrounds as diverse as Hotel, Restaurant and Institutional Management, Theater, Criminology, Dietetics, and Psychology, in addition to Anthropology majors. For students who are not utilizing the course as credit toward the major, the Liberal Studies Elective and Non-western designations will help them fulfill requirements in those areas of the Liberal Studies package. For Anthropology majors, this will be one of the upper division electives that will count towards the degree. In the future we hope to develop an additional "track" in Anthropology focusing on biocultural behavior, and this course would be a suitable elective for that track.

A2 - The addition of this course will not necessitate changes in any existing courses or requirements in Anthropology or in other programs.

A3 - This course was offered in Spring 2001 on a trial basis as ANTH 481/581 and those experiences helped shape the proposal submitted here. The course experienced robust enrollments and the professor and students seemed to find it a positive experience.

A4 - This course is being proposed as a dual level course, a proposal will be submitted to the graduate curriculum committee upon approval of the undergraduate course.

A5 - This course is not being proposed for variable credit.

A6 - Comparable courses are offered at many universities nation wide. The Council on Nutritional Anthropology compiled "SNAC II: Syllabi for Nutritional Anthropology Courses" in 1997 and included syllabi for 45 comparable courses offered in American universities. A topical analysis matrix of themes explored in these courses (e.g. belief systems and food consumption practices, global food insecurity, paleonutrition) indicates that the emphasis in this proposed course is consistent with the approach taken by colleagues at other universities.

A7 - No accrediting agency requires this course.

Section B: Interdisciplinary Implications

B1 - The course will not be team taught.

B2 - The department outside of Anthropology that has the most obvious link to this course is the Department of Food and Nutrition. The course proposal was reviewed by the Department of Food and Nutrition and some modifications were made, notably in the title of the course (they already offer a course entitled Food and Culture, and we wanted to avoid the appearance of repetition). It is our understanding that their courses focus more on the technical aspects of food and nutrition, whereas this course focuses more on how food and food production and preparation are embedded in a cultural and economic context. The courses are arguably complementary rather than redundant.

B3 - This course is being proposed as a 400 level course. Students in Continuing Education typically matriculate into disciplinary majors by the time they consider enrolling in upper division courses, so we do not believe there will be a need for seats to be reserved for Continuing Education students.

Section C: Implementation

C1 - Faculty resources are adequate to offer this course as part of the routine roster for the department. The faculty in Anthropology typically teach three preparations per term, and most teach six to eight different courses, this new course will be one additional course option offered as part of the regular rotation for one faculty member.

C2 - Existing resources and the routine upgrades of resources such as library collections will be adequate.

Space - the course does not require any specialized space, it can be scheduled in the department's classrooms as part of the regular schedule.

Equipment - no special equipment is required.

Laboratory - there is no lab associated with this course, and no specific consumable products required.

Library materials - the library holdings in this area are actually rather good, because both Anthropology and the Department of Food and Nutrition have regularly been making appropriate purchase recommendations for this area. We will continue to recommend relevant titles in routine library orders, but no special acquisitions are needed.

Travel - students will be taken on a field trip as part of the course, but it is a day trip and university motor pool vehicles will be sufficient support for this excursion. No special travel funds will be required.

C3 - No part of this course has been grant funded.

C4 - This course will be offered approximately every fourth semester (once every two years), unless the demand is sufficient to offer it more frequently, which might permit it to be offered once annually. It could be offered in either spring or fall semesters.

C5 - We anticipate offering one section.

C6 - We typically offer a total of 20-24 seats for courses of this nature, which is indicated by the size of our usual classroom. If the graduate section of the course is approved, we would likely offer 18-20 seats at the undergraduate level, and 4-6 seats at the graduate level.

C7 - There is no professional society that recommends specific attributes for a course of this nature, but the proposer has reviewed many syllabi from comparable courses in the "SNAC II: Syllabi for Nutritional Anthropology Courses" to insure some comparability with colleagues in other institutions.

Section D: Miscellaneous

20 November 2001

To: The University Wide Curriculum Committee
Liberal Studies Curriculum Committee

From: Miriam Chaiken, Chair
Curriculum Committee
Dept. of Anthropology

Re: Proposed course ANTH 430

I have received comments from both the University Wide Curriculum Committee and the Liberal Studies Curriculum Committee concerning the course proposal I submitted, ANTH 430, Anthropology of Food. I have attempted to address the concerns of both committees in this revision. I would like to clarify several points:

1. I have *not* deleted the reading assignments specified as per the request of the UWCC as the LS Committee wished for greater evidence that this course is appropriate for inclusion in the nonwestern course offerings. I have added notations to the assigned readings to illustrate how the topics and readings for nearly every week of the course are related to issues and lives of people in nonwestern cultures.

2. I have modified the Select Bibliography to reflect the citation styles of my discipline, altering it from the style that I copied from the sample proposal in the Curriculum Handbook. As a point of courtesy to people preparing proposals, it might be appropriate to revisit the models that are presented that we are instructed to emulate.

Additionally, in order to reinforce to the LS Committee that the material used to develop this course draws heavily on literature pertaining to the situations of women, minorities, and nonwestern cultures, I have annotated this bibliography with notations to indicate whether the work is related to these important themes.

3. I have tried to include additional information about how time is spent in the course of the semester, which I believe was the concern underlying the UWCC comments under bullets three and four. I have indicated when students are to be presenting their research and the time for panel discussions, films, etc. While it is impossible to give an absolute accounting of how time is spent in the course of the semester, I think this partial representation is accurate. I have taught this course once before and I am confident that the time I have allocated for presentations will be adequate for the tasks. As one who takes student-centered teaching seriously, I feel it is important to make students partially responsible for the course material and class discussion — by putting them in a position to summarize complex literature for their peers I find that they take the topic more seriously than if they simply hand in a paper to me. Given that this course enrolled students from widely divergent backgrounds, it also provided an opportunity for students to share their knowledge and differing perspectives. This is the motivation for my inclusion of times for student presentations throughout the semester.

4. I have tried to expand and clarify the course objectives, as both committees felt they were inadequate. I sense both committees were expressing an underlying feeling that the course materials are not sufficiently rigorous for a 400 level class. I can assure you that the reading materials are weighty and lengthy, the amount of work required is comparable to other 400 level courses in our department, and that the students indicated that while they enjoyed the course,

they felt like they had worked very hard. Just because the topic of the course is ostensibly "food", it does not mean that we don't examine issues of significance. If you read the syllabus of record closely, you will see that we use "food" as an entrée to examining global and intracommunity social inequality, pernicious poverty, the political relations between First and Third World nations, the ramifications of scientific discoveries such as bioengineering, and the social and physical nature of humans cross culturally. The required reading includes complex articles originally published in journals in the fields of anthropology, medicine, economic development, nutrition, and represents more challenging assignments than I believe most students expect.

I hope these points clarify my rationale and my modifications of the proposal. Thank you for your review of this proposal.