



Course Name: Food in American Culture

Course Number: ANTH 261

Credits: 3 Credits

Course Description

The purpose of this course is to foster understanding of the meanings of foods and foodways in American culture and Western contexts more broadly. In this survey course, students will use food as a lens to explore general topic areas such as work, family, ecology, identity, and politics, in historical and contemporary contexts. In the process, students will be asked to critically examine core issues in American culture. Learning will occur via student interaction with texts and film, with the instructor, and with classmates. There are no prerequisites for this course. Some prior knowledge of U.S. food and history is useful, but not necessary to succeed in this course.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

Include the number of hours the course meets per week/term in lecture, recitation, laboratory, etc. In the case of online courses, please comment on the number of hours on average that students will interact with course materials. For example, "This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits."

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support via chat, phone, or e-mail through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

Learning Resources

Kurlansky, Mark. 2009/ *The Food of a Younger Land: A portrait of American food—before the national highway system, before chain restaurants, and before frozen food, when the nation's food was seasonal, regional, and tradition.al—from the lost WPA files.* New York: Penguin Books.

Wallach, Jennifer Jensen. 2013. *How America Eats: A Social History of U.S. Food and Culture.* Rowman and Littlefield Publishers, Inc.

Additional readings available on Canvas.

Minimum technology required includes an Internet browser and word processor.

Students will also rent some video material via Amazon.com or similar.

Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Measurable Student Learning Outcomes

What will students learn in your course and how you will verify this learning? See Student Learning Outcomes for a definition and instructions.

Bacc Core

The Bacc Core Curriculum represents what the OSU faculty believes is the foundation for students' further understanding of the modern world. Informed by natural and social sciences, arts, and humanities, the Bacc Core requires students to think critically and creatively, and to synthesize ideas and information when evaluating major societal issues. Importantly, the Bacc Core promotes understanding of interrelationships among disciplines in order to increase students' capacities as ethical citizens of an ever-changing world.

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the Perspectives category under Western Culture, the rationale for which is as follows: Knowledge, understanding, and appreciation of Western culture are essential to a liberal education. Contemporary U.S. society in all its institutional, social, and cultural complexity is largely a product of Western culture. Understanding of Western culture and knowledge of its origin and evolution enable students to develop greater awareness of its past, present, and future.

Western Cultures Learning Outcomes

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Learning outcomes will be assessed through discussion, exams, and a formal writing assignment.

Evaluation of Student Performance

- *Discussions*: Students are expected to participate in weekly discussions. Full participation will entail completing preparatory activities *and* being an active participant in follow-up discussion. There will be one graded discussion in each of the ten regular weeks of class, each worth 10 points.
- *Exams*: Students in this course will complete three exams. These exams will check two things: student completion of assigned readings and comprehension of course ideals. Exams will be administered via Canvas and will be worth 50 points each.
- *Recipe Report & Visual Aid*: Students in this class will write a 5-page report about a recipe that is particularly favored or important in their family or household. To accompany this report (and share with the class) students will also produce a visual aid (e.g. a video, an online presentation, or an info-graphic). This report is worth 50 points and the visual aid is worth 25 points. Both are due Monday of Finals Week. Additional instructions are provided on the course Canvas site.

Item	Points
Discussions (10 x 10pts each)	100
Exams (3 x 50pts each)	150
Recipe Report & Visual Aid	75
Total	325

Grading Scale

Your final grade will be based on the total the points you earned divided by the total points possible. The class is not graded on a curve. The following grading scale will be used.

(93%-100%) A, (90%-92%) A-,
 (86%-89%) B+, (83%-85%) B, (80%-82%) B-
 (76%-79%) C+, (73%-75%) C, (70%-72%) C-
 (66%-69%) D+, (63%-65%) D, (60%-62%) D-
 (<60%) F

Course Content

Unless otherwise instructed, do your best to complete readings prior to making your initial discussion board post each week. For specific due dates please refer to the course Canvas site. Also, please note that while the Kurlansky readings seem long, they really aren't. There is often a lot of blank space on pages in that text and even when pages are full the material itself isn't dense.

Module	Topic	Reading	Assignments
Unit 1 –What is American food?			
1	Food at the Founding	Wallach Chs. 1 and 2	<i>Discussion: Introductions</i> Discussion: National Cuisine
2	The Nation Grows	Wallach Ch. 3	Discussion: Ethnic Restaurants <i>Choose Topic for Recipe Report</i>
3	Technological Developments	Wallach Ch. 4	Discussion: Timeline of American Food Exam #1
Unit 2 – Melting Pot or Salad Bowl?			
4	Food in the Northeast	Kurlansky "The Northeast Eats"	Discussion: Dinner for Out-of-State Guests <i>Pre-Writing for Recipe Report</i>
5	Food in the South and Midwest	Kurlansky "The South Eats" and "The Middle West Eats"	Discussion: BBQ
6	Food in the West	Kurlansky Pgs. "The West Eats"	Discussion: Have you ever eaten...? <i>Interview for Recipe Report</i>
7	Food in the Southwest	Kurlansky "The Southwest Eats"	Discussion: Food Map Exam #2
Unit 3 – Who does food say that we are?			
8	Food and Gender	Wallach Ch. 5 Kane (2002) "Who Deserves a Break Today?"	Discussion: Gender in Food Advertising <i>Analysis for Recipe Report</i>
9	Food is a Status Tool	Wallach Chs. 6 and 7	Discussion: Race and Ethnicity in US Food Production <i>Recipe Report Rough Draft</i>
10	Virtuous Eating	Wallach Ch. 8	Discussion: Good eaters, good Americans? Recipe Report Due
Finals Week			Exam #3

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Exams

Exams for this course do *not* require a proctor. Exams are timed such that you should treat them as closed-book/closed-note.

Makeup Exams

Makeup exams will be given only for missed exams excused in advance by the instructor. Excused absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students

and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course should be accessible. If you find that some material is not accessible for you, please let me know immediately. If you require accommodations please contact [Disability Access Services \(DAS\)](#). Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the [Student Conduct Code](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Student Conduct and Community Standards](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

- (i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.
- (ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
- (iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
- (iv) TAMPERING - altering or interfering with evaluation instruments or documents.
- (v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the [university's regulations regarding civility](#).

Tutoring

[NetTutor](#) is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.