

Foodways, Power and the Production of Meaning*
Ethnic Studies 189-A00
MWF 2-2:50pm
Pepper Canyon Hall, Room 120
Spring 2014

Instructor: Marilisa C. Navarro

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Office Hours: M&W 12-1pm & by appointment, Social Science Building, room 251

This course offers a survey of various theoretical and methodological approaches to how the study of food & foodways intersects with race, gender, and class. We will explore how food has been a mechanism of power as well as an important component of meaning-making. Examining a variety of scales, our analysis will range from the intimate site of the body to the home to the community to the nation to the global. We will explore questions such as: how do the state and everyday people produce meanings and subjectivity in relation to food? Texts will include, but are not limited to, analyses of everyday food practices, food justice movements, hunger strikes, and forced feedings. We will analyze how race and gender are mutually constituted and relational through different food practices. By the end of this course, students will have developed analytical tools necessary to examine how foodways are a site through which knowledge is produced and subjectivity is formed.

Evaluation:

Attendance and Participation: 20%

Assignment #1: (mapping of grocery stores): 20%

Assignment #2: (film analysis): 20%

Assignment #3: (proposal of final paper): 15%

Assignment #4: (final paper): 25%

Attendance & Participation:

Students enrolled in this course are expected to attend every section. Students should arrive to class on time and be prepared to engage in the course at the beginning of class time (2pm) and remain in class until its end (2:50pm). More than 2 absences will be grounds for failure in the course, barring emergencies that have been discussed with the instructor. Absences from class, arriving to class late or leaving class early will result in lower attendance/participation grade. Participation constitutes a vital component of this course in the form of thoughtful questions, critical analyses, and informed contributions. Because these cannot be replicated, if a student is absent it is the student's responsibility to learn what was missed from a fellow student first, then students may visit the instructor in office hours for further clarification if necessary. If the instructor has the impression

* Please note that any and all contents of the syllabus may change at any point during the quarter at the discretion of the instructor.

that students are not reading or there is a repetitive lack of classroom participation, pop quizzes will be given and course evaluations will be recalculated to account for them.

Assignments & Readings:

Students should have completed all assignments & readings by the due dates outlined on the syllabus. The required book for the course *Cultivating Food Justice: Race, Class, and Sustainability* (2011) is on reserve at Geisel Library and can be purchased through the UCSD Bookstore. All other required readings can be accessed in one of two ways: e-reserves through UCSD Libraries or from online journals via UCSD Libraries. Please note that you MUST have VPN (virtual proxy network) access in order to access the UCSD Libraries if you are not on campus. This is something that must be worked out through the library or computing services, not the instructor.

To access e-reserves: <http://libraries.ucsd.edu>→Reserves→Get Your Course Reserves→Search for course by department or instructor. Password for e-reserves: **mn189**.

To access journals through UCSD Libraries:
<http://libraries.ucsd.edu>→Catalogs→Select “Journal Title” and input journal name listed on syllabus→Go to Electronic Version→Select the appropriate database based on the years available→Find the article based on year, volume, and issue.

As a general rule, all readings MUST be printed out and brought to class; not on laptop or other electronic device, unless approved by instructor. The only exceptions are the readings that are on e-reserves as web links. Laptops and iPads may be brought to class those days in order to access those readings.

Instructions, requirements, and expectations for assignments will be distributed in writing with sufficient time for assignment due date. Late assignments will not be accepted, except in case of emergencies with the instructor’s approval.

Special arrangements:

I wish to make this class as accessible as possible to all students. If you require an accommodation, please inform me via email or during my office hours within one week of the start of the course. If you have a note from the Office for Students with Disabilities (OSD), please present your note to me within one week of the start of the course. For further information on OSD: <http://disabilities.ucsd.edu> or 858.534.4382. If you are a student athlete and anticipate missing class because of games, matches, or tournaments, please present a written note from your coach within one week of the start of the course.

Email policy

I aim to respond to student emails within 48 hours. While I am happy to address brief inquiries via email, questions that require a longer response should be addressed during office hours. In order to accommodate as many students as possible, individual student appointments during my scheduled office hours will be 10-15 minutes in length.

Respect for classroom space & one another:

This course will engage many challenging but worthwhile ideas. Interdisciplinary by design, our reading list includes authors from a number of fields, some of which you may be familiar with, others of which will require patient attention. Please note that our goal in this class will not be to memorize or master a series of clear-cut answers; rather, by engaging in lively debate and learning from fellow colleagues, we aim to hone our ability to ask critical questions so as to further develop our skills as writers, readers, and thinkers. In order to create a classroom space of learning and camaraderie, students should speak to each other and the instructor with respect. Abusive or harsh language will not be tolerated. Please see the UCSD Principles of Community for further clarification: <https://ucsd.edu/explore/about/principles.html>.

Students may not use cell phones or electronic devices to access anything other than course readings while in class (during the allowed days). Doing so will result in a lower participation grade.

Cheating and plagiarism will not be tolerated. If students are caught cheating and/or plagiarizing, it will result in a failing grade and the infraction will be reported to the dean of the student's college for appropriate disciplinary action.

Course Schedule:**Week 1: Food as Politics****Monday, March 31, 2014**

Introduction to the course

Wednesday, April 2, 2014

Gramsci, Antonio. The Art and Science of Politics: Introduction and sections 1-3 *An Antonio Gramsci Reader: Selected Writings, 1916-1935*. Ed. David Forgacs. New York: New York University Press, 2000, pp. 222-230.

2011. Introduction: The Food Movement as Polyculture. *Cultivating Food Justice: Race, Class and Sustainability*. Eds Alison Hope Alkon and Julian Agyeman. Cambridge, MA: MIT Press, pp. 1-20

Friday, April 4, 2014*Cultivating Food Justice: Race, Class and Sustainability*.

Chapter 14: Food Security, Food Justice or Food Sovereignty? Crises, Food Movements, and Regime Change, pp. 309-330.

Pellow, David. 'We Didn't Get the First 500 Years Right, So Let's Work on the Next 500 Years': A Call for Transformative Analysis and Action. *Environmental Justice* 2009 2(1): 3-6.

Week 2: Food, Power, & Confinement**Monday, April 7, 2014**

Foucault, Michel and Ed. Paul Rabinow. 2010. "Docile Bodies." *The Foucault Reader*. New York: Pantheon Book, pp. 179-187.

Carney, Megan A. 2013. Border Meals: Detention Center Feeding Practices, Migrant Subjectivity, and Questions on Trauma. *Gastronomica: The Journal of Critical Food Studies* 13(04): 32 - 46.

Wednesday, April 9, 2014

Kim, Heidi Kathleen. 2013. Incarceration, Cafeteria Style: The Politics of the Mess Hall in Japanese American Incarceration. *Eating Asian America: A Food Studies Reader*. Eds. Robert Ji-Song Ku, Martin F. Manalansan IV, and Anita Mannur. New York: NYU Press, pp. 126-146.

Friday, April 11, 2014

TBA

Review Assignment #1 due in one week.

Week 3: Political Geographies

Monday, April 14, 2014

Smith, Neil. 1992. Contours of a Spatialized Politics: Homeless Vehicles and the Production of Geographical Scale. *Social Text* 33: 54-81.

Shiva, Vandana. 2000. Introduction and Chapter 1: The Hijacking of the Global Food Supply. *Stolen Harvest: The Hijacking of the Global Food Supply*. Cambridge, MA: South End Press, pp. 1-20.

Wednesday, April 16, 2014

Cultivating Food Justice: Race, Class and Sustainability.

Chapter 9: Toward Local, Slow, and Deep Food Systems, pp. 197-219

Friday, April 18, 2014

Whitaker, Jan. 2005. Domesticating the Restaurant: Marketing the Anglo-American Home. *From Betty Crocker to Feminist Food Studies*. Eds Arlene Voski Avakian and Barbara Haber. Boston: University of Massachusetts Press, pp. 89-105.

***Assignment due Friday, April 18th:** Students will be required to draw a map of the locations of grocery stores, supermarkets, corner stores and other stores that sell food (of any kind) within a one mile radius of their residence. They should create a key on their maps indicating the types, quality, and cost of food sold. They should be prepared to discuss with their classmates and submit the map on this day. Students will analyze the map in relation to two course readings in an analytic paper. Paper requirements: 1.5-2 pages, double-spaced, 12-point font, 1.25-inch margins.

Week 4: Popular Culture, Representation, & Cultural Products

Monday, April 21, 2014

Storey, John. 2001. Chapter 1: What is Popular Culture? *Cultural Theory and Popular Culture: An Introduction* Third Edition, pp. 1-16.

Slocum, Rachel and Jerry Shannon, Kirsten Valentine Cadieux, and Matthew Beckman
“Properly, with love, from scratch”: Jamie Oliver's Food Revolution. *Radical History Review* Spring 2011 (110): 178-191.

Wednesday, April 23, 2014

Deck, Alice E. 2000. “Now Then—Who Said Biscuits?” The Black Woman Cook as Fetish in American Advertising, 1905-1953. *Kitchen Culture in America: Popular Representations of Food, Gender and Race*. Ed. Sherrie A. Inness, pp. 69-94.

Friday, April 25, 2014

Lee Perez, Ramona and Babette Audant. 2009. “Livin’ *la Vida Sabrosa*: Savoring Latino New York.” *Gastropolitics: Food and New York City*. Eds. Annie Hauck-Lawson and Jonathan Deutsch. New York: Columbia University Press, pp.209-229.

Week 5: Embodiment**Monday, April 28, 2014**

Crenshaw, Kimberle. Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review* 43 (1241): 1241-1299.

Wednesday, April 30, 2014

Kirkland, Anna. Winter 2011. The Environmental Account of Obesity: A Case for Feminist Skepticism. *Signs* 36(2): 463-485.

*In class analysis of 2012 UCSD Compton Cookout Facebook Invitation

Friday, May 2, 2014

Cultivating Food Justice: Race, Class and Sustainability.

Chapter 10: Vegans of Color, Racialized Embodiment, and the Problematics of the “Exotic” by A. Breeze Harper, pp. 221-238.

*Review Assignment #2 due in one week.

Week 6: Hunger**Monday, May 5, 2014**

Cultivating Food Justice: Race, Class and Sustainability.

Chapter 6: Farmworker Food Insecurity and the Production of Hunger in California by Sandy Brown and Christy Getz, pp. 121-146

Wednesday, May 7, 2014

Heynen, Nik. Bending the Bars of Empire from Every Ghetto for Survival: The Black Panther Party's Radical Antihunger Politics of Social Reproduction and Scale. *Annals of the Association of American Geographers* 2009 99(2): 406-422

Friday, May 9, 2014

Vernon, James. 2007. Hunger as Political Critique. *Hunger: A Modern History*.
Cambridge: The Belknap Press of Harvard University Press, pp. 41-80.

***Assignment due Friday, May 9th:** Students will be asked to analyze a cultural product on food and foodways in relation to three course readings of their choice in an analytic paper. The selected readings should be different from the one chosen for Assignment #1. Paper requirements: 3 pages, double-spaced, 12-point font, 1.25-inch margins. Further instructions for this assignment will be provided.

Week 7: The Colonial, Empire and Diaspora
(Guest speaker Lila Sharif, PhD candidate in Sociology and Ethnic Studies, UCSD)
Monday, May 12, 2014

Radical History Review: Radical Foodways Spring 2011 (110): 59-82
Wise, Michael. Colonial Beef and the Blackfeet Reservation Slaughterhouse,
1879–1895

Wednesday, May 14, 2014

Radical History Review: Radical Foodways Spring 2011 (110): 83-108
Too Hot to Handle: Food, Empire, and Race in Thai Los Angeles by Tanachai
Mark Padoongpatt

Friday, May 16, 2014

Appadurai, Arjun. How to Make a National Cuisine: Cookbooks in Contemporary India.
Comparative Studies in Society and History 30(1): 1988, pp. 3-24.

*Prompt for final paper/project handed out & reviewed.

Week 8: The Senses and Memory

Meet at Library one session this week for review on conducting library research

Monday, May 19, 2014

2005. Introduction: Empire of the Senses. *Empire of the Senses*. Ed. David Howes. New
York: Berg Publishing, pp. 1-17.

Law, Lisa. 2005. Home Cooking: Filipino Women and Geographies of the Senses in
Hong Kong. *Empire of the Senses* Ed. Davis Howes, pp. 224-241

Wednesday, May 21, 2014

Begin, Camille. Partaking of Choice Poultry Cooked a la Southern Style. *Radical
History Review* Spring 2011 (110): 127-153.

Friday, May 23, 2014

The Cultural Politics of Food and Eating: A Reader
Chapter 12: “India Shopping”: Indian Grocery Stores and Transnational
Configurations of Belonging by Purnima Mankekar, pp. 197-214.

*Review assignment #3 due in one week.

Week 9: Consumption, Abstinence and Excess

Monday, May 26, 2014

NO CLASS IN OBSERVANCE OF MEMORIAL DAY HOLIDAY

Wednesday, May 28, 2014

Probyn, Elspeth. 2000. Chapter 4: Cannibal hunger, restraint in excess *Carnal Appetites: FoodSexIdentities*. New York: Routledge, pp. 79-100.

Friday, May 30, 2014

Anderson, Patrick. 2010. Chapter 4: To Lie Down to Death for Days. *So Much Wasted*. Durham, NC: Duke University Press, pp. 111-137.

*In class analysis of the song “Monster” by La Gaga from *The Fame Monster*, Interscope Records, 2009.

***Assignment due: Proposal for final paper+2-3 journals articles. One page. Peer-revisions this day.**

Week 10: Cultivating Food Justice

Monday, June 2, 2014

Cultivating Food Justice: Race, Class and Sustainability.

Conclusion: Cultivating the Fertile Field of Food Justice by Alison Hope Alkon and Julian Agyeman, pp. 331-347.

Wednesday, June 4, 2014

Tribe, Amy B. Radical Taste: What Is Our Future? *Radical History Review* Spring 2011 (110): 192-196.

Madison, D. Soyini. 2005. Introduction to Critical Ethnography: Theory and Method *Critical Ethnography: Method, Ethics and Performance*. Thousand Oaks, CA: Sage Publications, pp. 1-16.

Friday, June 6, 2014

*No reading assignment due. Reflection on the course & discussion of final projects.

*Final projects due Friday, June 13th 3-6pm in my office, SSB 251.

Majoring or Minorin in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu