

Eating Cultures
Spanish 0837 Section 001
Spring Semester 2025
Day/Hours: MWF 1:00 PM -1:50 PM
Mazur Hall 024

Instructor Information

Instructor: Camila Franco-Rodriguez
Email: maria.franco@temple.edu
(Please allow 24 hours for response M-F
and 48 hours on weekends)

Office Hours: MF 2-3 pm or by
appointment
Mazur Hall 445 or via Zoom
<https://temple.zoom.us/j/9876919621>

Course Overview

In our current world, we can access multiple sources of nutrition. But has it always been this way? We must ask the question of what, precisely, determines our eating habits and what, exactly, do they say about us. The history and names behind food and dishes. How do these habits influence our relations with others in our communities and beyond? Eating is an activity common to all human beings, but the particularities and meanings attributed to this activity vary across different times and places. Using literature, linguistics, visual media, cookbooks, food-based art, and advertisements as our starting point, we will examine how food perception, production, preparation, consumption, exchange, and representation structure individual and communal identities, as well as relations among individuals and communities around the globe. Our focus on this most basic of needs will allow us to analyze how food conveys and limits self-expression and creates relationships as well as delimits boundaries between individuals and groups. Materials will be drawn from a wide range of disciplines including, but not limited to, literary and gender studies, psychology, anthropology, history, sociology, and economics.

NOTE: There are no prerequisites for this course. This course fulfills the Human Behavior requirement for students under GenEd. Students cannot receive credit for this course if they have successfully completed English 0837.

GenEd Program Goals

- Critical Thinking: Think critically
- Contextualized Learning: Understand historical and contemporary issues in context
- Interdisciplinary Thinking: Understand and apply knowledge in and across discipline
- Communication Skills: Communicate effectively orally and in writing
- Scientific and Quantitative Reasoning
- Civic Engagement: Function as an engaged citizen in a diverse and globalized world
- Information Literacy: Identify, access and evaluate sources of information
- Lifelong Learning: Promote a lasting curiosity

Course Objectives/Desired Learning Outcomes

- Understand the role of food in relationships between individuals and local/global communities

- Identify the mechanisms through which “eating cultures” constitute human beliefs and experience, including social categories, inequality, and world views
- Evaluate different types of food practices in your own lives
- Analyze texts that compare social phenomena across individuals and communities

TEMPLE AND COVID-19

Temple University’s motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share.

Structure of the Course

This course will be taught in person. All other facets of this course will be available to you on Canvas, including readings, assignments, etc.

Any recordings permitted in this class can only be used for the student’s personal educational use. Students are not permitted to copy, publish, or redistribute audio or video recordings of any portion of the class session to individuals who are not students in the course or academic program without the express permission of the faculty member and of any students who are recorded. Distribution without permission may be a violation of educational privacy law, known as FERPA as well as certain copyright laws. Any recordings made by the instructor or university of this course are the property of Temple University.

Attendance and Your Health

To achieve course learning goals, students must attend and participate in classes, according to your instructors’ requirements. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is the student’s responsibility to contact their instructors to create a plan for participation and engagement in the course as soon as they are able to do so, and to make a plan to complete all assignments in a timely fashion, when illness delays their completion.

Required Texts and Technologies

To keep course costs down, all required readings will be available for free on Canvas or via the library website.

You will additionally need: a web-camera and microphone, speakers, and Microsoft Office (available for free on TUPortal), Broad-band/high-speed Internet.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a Student Technology Assistance Application located in TUPortal and linked from the Dean of Students Support and Resources webpage. The university will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. Internet Essentials from Comcast provides the option to purchase a computer for \$150 and high-speed Internet service for \$9.95 a month, plus tax. The Emergency Broadband Benefit (EBB) is available to purchase Xfinity, Verizon, T-Mobile, and other internet services. Qualified

households can receive a temporary monthly credit of up to \$50/month toward their Internet service and leased Internet equipment until the program's funding runs out. On-campus computer labs have resumed normal operations and are available for student use.

Statement on the Use of Generative AI in This Course

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Finetuning your research questions
- Finding information on your topic (Although I personally prefer Databases and Libraries)
- Drafting an outline to organize your thoughts;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will have to be repeated at a reduced credit, and if the student does not correct the behavior the assignment will be automatically failed. When in doubt about permitted usage, please ask for clarification.

<u>Course Requirements</u>		
Assignment	Due Date	Percent of Grade
Attendance/Participation	Weekly	15%
3 Short Papers	9/12, 10/15, 11/12	15% each
Civic Engagement Presentations	10/25	15%
Food Thoughts	12/2	25%

Grading

Letter grades for the entire course will be assigned according to CLA standards as follows:

94.0% and higher = A	74-76.99% = C
90.0 -93.99% = A-	70.0-73.99% = C-
87-89.99% = B+	67-69.99% = D+
84-86.99% = B	64-66.99% = D
80.0-83.99% = B-	60.0-63.99% = D-
77-79.99% = C+	59.99-0% = F

Participation

This class will involve weekly in-class participation and short reflection exercises via Canvas. Specific instructions and expectations will be provided with each weekly assignment; however, typically posts will be due on Tuesdays and Thursdays before class.

Students are also expected to participate in class discussions.

If you are unable to participate in class, please follow the steps below.

- Notify instructors in advance of the absence, if possible, using your Temple email.
- Call Temple's Student Health Services (215-204-7500).
- Keep up with coursework virtually as much as possible.
- Maintain communication with instructor regarding missed class and assignments, when possible.

If continued active engagement in a course is not possible due to illness or other COVID-related circumstances, students may wish to consider options such as withdrawal or an incomplete contract, if circumstances warrant.

Short Essay Assignments

There are three short essay assignments called Food Ethnographies/ These assignments ask you to go into the city and explore a new restaurant, suggestions will be given. Through this ethnography you will reflect on your own eating culture using different methods and by drawing connections to the guiding queries and theories of the section. Further details about requirements and expectations will be supplied later in the semester. Due dates on course calendar.

Civic Engagement

You will engage in small groups with a community-based food-related issue. Projects could include volunteering in-person with a food pantry or community garden, partnership with a local business, exploring local food cultures, or participation in food-related advocacy. You will put together a short presentation based on your engagement.

Information Literacy Project: Food Thoughts.

Students will take a food prejudice that they have/ used to have and trace its possible origin. At each level, students will find out about the global and local impacts of the prejudice, including the potential social relations governing them. Students will research the sociohistorical significance of that prejudice as it relates to themes of the course, if the student had a prejudice previously but the course or other sociocultural experience changed it, it can also be added as a topic. Further details about this assignment, including requirements and expectations, will be supplied later in the semester..

Class Policies

Submitting Assignments and Late Work

The assignments are due on the day and in the format listed on the assignment prompt. The time is determined by the Server Time (Philadelphia, PA Eastern Time Zone). All work turned in after the posted due date or in an incorrect format will be penalized one fraction of a letter grade for each day it is late; e.g. one day late changes what would have been an A to an A-. Failure to submit all assignments may result in failure of the course.

Extensions only granted with prior approval except in emergency situations. Notify me as soon as possible. I ask that you provide proper documentation so that I can consider the circumstances and decide whether an extension or make-up is appropriate.

Expectations for Class Conduct

The best way to maintain a safe and focused learning environment is for everyone to get vaccinated. We all need to follow the university guidance on masking as well. For your general health and well-being, hand washing and monitoring your health is still highly recommended.

It is also important to foster a respectful and productive learning environment that includes all students in our diverse community of learners. Our differences, some of which are outlined in the University's nondiscrimination statement, will add richness to this learning experience. Therefore, all opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

Treat your classmates and instructor with respect in all communication, class activities, and meetings. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Please consider that sarcasm, humor and slang can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.

Classroom resources

Student Success Center

The Student Success Center (SSC) provides academic support to all Temple students. The SSC can help with:

- Math and Science: Tutors in the **STEM Learning Lab** can help you review and understand challenging concepts and prepare for exams
- Languages: The **Conversation Partners** staff can help you develop proficiency in English, Spanish, Arabic, French, Italian, or Japanese
- Academic Skills: **Academic coaches** can help you develop effective learning habits and strategies, including skills related to studying, test taking, and time-management
- Group Study: **Peer Assisted Study Session (PASS)** leaders help students in select challenging courses study together in a collaborative environment

Except for academic coaching, which is available by appointment only, all programs offer same-day sessions or pre-scheduled appointments. All services are free of charge. More information is available by calling 215-204-0702, by checking out our website, or by visiting our “Front Desk” Zoom room via the Meeting ID at 929-916-654.

Temple University Libraries

There are lots of ways to get help with your classes through Temple Libraries. Use their “[Ask a Librarian](#)” service, [email a question](#), use a [study space](#) to get caught up on your work, or [make an appointment](#) with a subject librarian.

Undergraduate Research Support

Resources and support for conducting undergraduate research.

Resources beyond the classroom

If you are comfortable doing so, please notify me if you need assistance beyond the classroom. This will enable me to provide any other resources that I may possess. Know that you are not alone in dealing with these issues.

Basic Needs

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the [Temple University Cherry Pantry](#) and the [Temple University Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Office of Student Affairs](#). After applying with Student Affairs you can ask for help from the [TAUP Fast Fund](#).

Tuttleman Counseling Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These concerns or stressful events may lead to diminished academic performance and ability to participate in daily activities. Counseling services are available to assist you at the Tuttleman Counseling Center (TCS). TCS has a [walk-in clinics](#) and offers individual appointments, as well as group counseling services.

Wellness Resource Center

The WRC is Temple University’s health promotion office, focused on helping the campus community understand wellness and ways to flourish. We are a team of experienced and dedicated professionals and Certified Peer Educators who work to promote wellness and create connectedness through a variety of programming and services.

Career Center

The Career Center provides a full range of services to all Temple undergraduate and graduate students in a variety of ways, including: career coaching, career assessment, and launching a career

University Policies

Diversity Statement

Temple University is committed to building a diverse educational community founded on respect, open-mindedness, and the appreciation of others. Our policies, practices, and programs exemplify our commitment to civility, non-discrimination and pluralism, encouraging dialogue that builds meaningful and collaborative relationships throughout the university. Our shared responsibility is to enhance the quality of life for all members of the Temple community, providing a safe, welcoming, and supportive environment in which to work, learn, and grow, thus realizing the transformational power of being a part of the Temple community.

Academic Honesty

Plagiarism or “cheating” in any form is absolutely unacceptable. Plagiarized assignments will receive no credit and students who plagiarize may fail the course and be subject to Temple University sanctions as defined by the “Temple University Student Code of Conduct.” See <http://policies.temple.edu> (policy number 03.70.12) for further reference.

Disability Statement

Please bear in mind that COVID-19 may result in a need for new or additional accommodations. This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability or medical condition should contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex or at drs@temple.edu to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter, be sure to share it with me and I will work with you and DRS to coordinate reasonable accommodations. All discussions related to your accommodations will be confidential.

Student and Faculty Academic Rights and Responsibilities Statement

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02). See: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

NOTE: Readings will be discussed in lecture on the day they are listed and should be completed before class begins. The syllabus is subject to minor changes given the developing interests and pace of the group. Changes in date and assignment will be announced one week before the due date.

Course Calendar

Section I: Food, Transportation and Acquisition

Week 1: Introduction to Eating Cultures

Monday 1/13

- In class: Introduction to the course
- In class: “Medieval Food and Early African Markets”

Eating Cultures

7/14

Wednesday 1/15

- Discussion: Where does our food come from?
In class: Talking about food origins

Friday 1/17

- SPENGLER, R. N. (2019). The Silk and Spice Routes. In *Fruit from the Sands: The Silk Road Origins of the Foods We Eat* (1st ed., pp. 38–56). University of California Press.
<https://doi.org/10.2307/j.ctvh1dx4s.8>
 - (OPTIONAL) Colás, A., Edwards, J., Levi, J., & Zubaida, S. (2018). Exchange: The Columbian Exchange and Mercantile Empires. In *Food, Politics, and Society: Social Theory and the Modern Food System* (1st ed., pp. 40–57). University of California Press.
<http://www.jstor.org/stable/10.1525/j.ctv5j026t.6>

Week 2: Sourcing food and cooking with spices

Monday 1/20 MLK Day NO CLASSES HELD

- Discussion post due on Canvas: SPENGLER, R. N. (2019). Spices, Oils, and Tea. In *Fruit from the Sands: The Silk Road Origins of the Foods We Eat* (1st ed., pp. 247–270). University of California Press. <https://doi.org/10.2307/j.ctvh1dx4s.17>

Wednesday 1/22

- Cooking up food memories:
<https://www.sciencedirect.com/science/article/pii/S1447677022001826>
 - In class discussion: Food evocations.

Friday 1/24

- In class: Learning how to talk about food.

Week 3: What we eat, how we eat it, and why

Monday 1/27

- Norman, Corrie E., 'Food and Religion', in Jeffrey M. Pilcher (ed.), *The Oxford Handbook of Food History*, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0023>,

Wednesday 1/29

- Talking about American diners and breakfast around the world. First steps into ethnographic writing

Friday 1/29

- Breakfast foods, the taste of breakfast and a small writing exercise on food related-religious practices.

Week 4: Politics behind food.

Monday 2/3

- Ochoa, Enrique C., 'Political Histories of Food', in Jeffrey M. Pilcher (ed.), *The Oxford Handbook of Food History*, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0002>

Wednesday 2/5

- In class: pointing out food perceptions, learning food vocabulary with different political values

Friday 2/7

- In class: Food policies around the world: Japan, India, and the US.
 - ❖ First Food Ethnography: American Diners 2/9 by 11:59 PM

Section II: Food and the Construction of Social Categories

Week 5: Taste, Consumption, and Class

Monday 2/10

- Colás, A., Edwards, J., Levi, J., & Zubaida, S. (2018). Culture: Ritual, Prohibition, and Taboo. In *Food, Politics, and Society: Social Theory and the Modern Food System* (1st ed., pp. 58–75). University of California Press.
<http://www.jstor.org/stable/10.1525/j.ctv5j026t.7>

Wednesday 2/12

- The rituals around food
 - Coffee
 - Tea
 - Alcohol

Friday 2/14

- Valentine's day and food rituals
 - Discussion: how do we express feelings through food? How do we talk about new food we have not tried?

Week 6: Food, Race and Ethnicity

Monday 2/17

- Chen, Yong, 'Food, Race, and Ethnicity', in Jeffrey M. Pilcher (ed.), *The Oxford Handbook of Food History*, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0024>

Wednesday 2/19

- Food regimes: Religion, Fasting and Veganism

Friday 2/21

- Learning to identify food prejudice, finding the source.

Week 7: Food Rules

CW: This week's material will examine food, body image, and diets

Monday 2/24

- Counihan, Carole. "Food Rules in the United States: Individualism, Control, and Hierarchy." In *The Anthropology of Food and Body: Gender, Meaning and Power*. Routledge, 1999, pp. 113–28.
 - Learning to distinguish between fact and bias in food.

Wednesday 2/26

- IN CLASS: Observing Counihan, Carole, 'Gendering Food', in Jeffrey M. Pilcher (ed.), *The Eating Cultures*

Oxford Handbook of Food History, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0006>

Friday 2/28

In class: Discussion around diet and experiences around food.

DUE: FOOD ETHNOGRAPHY 2 BY 3/9 11:59 PM

Section III: Food and Communities, Local and Global
Week 9: FALL BREAK

Week 10: Food Consumption: (Gendered Bodies)

CW: This week's material will examine food, body image, and diets

Monday 3/10

- Contois, E. J. H. (2020). Producing Foods for Dudes: The Masculinization of Diet Soda and Yogurt. In *Diners, Dudes, and Diets: How Gender and Power Collide in Food Media and Culture* (pp. 64–88). University of North Carolina Press.
http://www.jstor.org/stable/10.5149/9781469660769_contois.7

Wednesday 3/12

Discussion: Expectations around food and social media.

Friday 3/14

NO CLASS—WORK ON CIVIC ENGAGEMENT PROJECTS

Week 11: Food and Social Relationships

Monday 3/17

- Pilcher, Jeffrey M., 'Cultural Histories of Food', in Jeffrey M. Pilcher (ed.), *The Oxford Handbook of Food History*, Oxford Handbooks (2012; online edn, Oxford Academic, 21 Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0003>
- Discussion: Street foods and the perception of cleanliness

Wednesday 3/19

- IN CLASS: Alcoholism and the social motivators of addiction
- (Optional) Colás, A., Edwards, J., Levi, J., & Zubaida, S. (2018). The Modern State: Alcohol, Alcoholism, and Biopolitics. In *Food, Politics, and Society: Social Theory and the Modern Food System* (1st ed., pp. 112–129). University of California Press.
<http://www.jstor.org/stable/10.1525/j.ctv5j026t.10>

Friday 3/21

- Discussion: Michelin Star restaurants and Gourmet Food. Social Status through food.

Week 12: Global Society and Agriculture

Monday 3/24

- Mono Crops: The history of global agriculture, imports, exports and other global dynamics
 - And a bit of St. Patrick's

Wednesday 3/26

- ❖ IN CLASS: CIVIC ENGAGEMENT PRESENTATIONS
- ❖ FINAL ESSAY TOPIC DUE

Friday 3/28

- ❖ IN CLASS: CIVIC ENGAGEMENT PRESENTATIONS

Week 13: Contemporary food consumption

Monday 3/31

- ❖ IN CLASS: CIVIC ENGAGEMENT PRESENTATIONS

Wednesday 4/2

- Michael K. Goodman, Sylvia Jaworska, Mapping digital foodscapes: Digital food influencers and the grammars of good food, *Geoforum*, Volume 117, 2020, Pages 183-193, ISSN 0016-7185, <https://doi.org/10.1016/j.geoforum.2020.09.020>. (<https://www.sciencedirect.com/science/article/pii/S0016718520302463>)

Friday 4/4

- ❖ FOOD BANQUET

Week 14 Youtube Food

Monday 4/7

- Watch:
 - <https://www.youtube.com/watch?v=wFiEmQX9Ix4>
 - <https://www.youtube.com/watch?v=9cmxrt6RqdE>.
 - <https://www.youtube.com/watch?v=1Z7J6eI2ItI>

Wednesday 4/9

- Sofia Rüdiger, & Susanne Mühleisen. (2020). *Talking About Food : The Social and the Global in Eating Communities*. John Benjamins Publishing Company.

Friday 4/11

- Learning how to cite, workshop your research.

Week 15 Food Sovereignty and Food Justice

Monday 4/14

- Belasco, Warren, ' Food and Social Movements', in Jeffrey M. Pilcher (ed.), *The Oxford Handbook of Food History*, Oxford Handbooks (2012; online edn, Oxford Academic, 21

Eating Cultures

11/14

Nov. 2012), <https://doi-org.libproxy.temple.edu/10.1093/oxfordhb/9780199729937.013.0027>

Wednesday 4/16

- IN CLASS: Broad, G. M. (2016). Food Systems, Food Movements, Food Justice. In *More Than Just Food: Food Justice and Community Change* (1st ed., pp. 33–59). University of California Press. <http://www.jstor.org/stable/10.1525/j.ctt19b9jf9.7>

Friday 4/18

Food movements, learning to achieve sustainability in food.

❖ LIST OF SOURCES DUE 4/11

❖ FOOD ETHNOGRAPHY 3 BY 4/13 11:59 PM

Week 16: Conclusion/Review

Monday 4/21

- Readings TBD on current food events and class interests

Wednesday 4/23

- Readings TBD on current food events and class interests

Friday 4/25

- In class: Final Paper Consultations

NO CLASS: Study Days/Finals Week

- **FINAL PAPER DUE 4/28 via Canvas by 11:59 PM**
- Writing: Tutors in the **Writing Center** can give you engaged and critical feedback about your essays, assignments, and other written materials such as resumes or personal statements

