

**Contemporary Cultures of the Non-Western World**  
**HONR 3033.701/702, Spring 2015**

Time: TR 10:30-11:45

Location: OLD C 201/OLD C 103

Instructor: Dr. Carol Moder

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Course website: [oc.okstate.edu](http://oc.okstate.edu)

**Course Description:** This course invites students to think about the world through food. Focusing on China and South Africa—but reflecting too on the United States and Oklahoma—we will examine literary narratives, oral interviews, and empirical studies to better understand how food mediates regional, national, and global identities. Ranging from the politics of raising cattle to the significance of family recipes, our discussions will consider cultural histories of food, as well as how economic policies shape the contemporary geography of food security.

**Required Texts:**

All readings will be posted to the online classroom (D2L).

**Method of Evaluation:**

- a. Reading journals (A, B, C, D) 20%
- b. Assignments 20%
  - Food narrative (5%)
  - Oral interview questions (5%)
  - Food diary (5%)
  - Golden Rice reflection (5%)
- c. Discussion groups (1, 2, 3) 10%
- d. Oral interviews 25%
- e. Final 25%

a. **Reading journals (20%):** Students are required to keep a reading journal, which they will submit for review four times throughout the semester (please see the course outline for due dates). For every reading assignment, students must write a summary of and commentary on the reading that is 1-2 pages in length. Each journal entry should: identify the thesis or main argument of the assignment; summarize key terms or ideas; address

any reading questions posted for the assignment; make connections to other readings or to the student's own experience; and identify clarification or discussion questions. Journal entries should be completed before we discuss the reading in class; they will serve as the basis for in-class discussions.

**b. Assignments (20%):**

i. **Food narrative (5%):** Students must write a 2-3 page food narrative in which they relate a story about food that reflects how food mediates their relationship with their personal and cultural identity.

ii. **Oral interview questions (5%):** Students must develop a list of approximately 15 to 20 oral interview questions, which will be used to complete their oral interview assignment. The list should distinguish between general background questions, primary interview questions, and potential follow-up questions. Students may draw from, modify, and supplement the sample oral interview questions posted on D2L. Keep in mind that you will be interviewing international students at OSU and be sure that your questions are tailored for these interviewees.

iii. **Food diary (5%):** Students must record and reflect on their encounters with food for one day. The diary should be 2 pages and address questions such as: what did you eat? Where did you eat it? What food options were available to you? How affordable was the food you ate? Where did the food you eat come from? Who made it? How much did you eat? Did you throw any food away? How did you feel about the food you ate?

iv. **Golden Rice reflection (5%):** Students must write a 1-2 page reflection on the game Golden Rice. The reflection should summarize what you learned and what questions emerged in the process of playing the game.

c. **Discussion groups (10%):** Students will earn participation credit by participating in discussion groups that will focus on synthesizing unit readings and drawing connections among units. Discussion group dates are listed on the course outline.

d. **Oral interviews (25%):** Each student will write a 4-6 page paper, including a reference page, that will analyze an oral interview about food conducted with one student enrolled in ENGL 1123 International Freshman Composition I. The oral interview analysis will be submitted in drafts:

Oral interview draft 1 (due February 10<sup>th</sup>): In this 2-3 page draft, students should summarize the questions they asked in the interview, as well as the main themes that arose. The complete set of interview questions should be included as an Appendix. Students should identify how the main themes relate to topics from the course (such as identity, cultural difference, policy, and marketing). The drafts should also include a transcription of a few passages from the interview that seem to be particularly relevant to the chosen theme or themes.

Oral interview draft 2 (due March 31<sup>st</sup>): In this 3-5 page draft, students should present a coherent argument that relates to a theme or themes of the course, using selections from the oral interview as evidence to support that argument.

Final oral interview (due April 23<sup>rd</sup>): This final version of the oral interview analysis should include a reference page, formatted according to a scholarly style of your choice (MLA, APA, Chicago, etc.).

e. **Final (25%):** Students will take a comprehensive final exam on Tuesday, May 5<sup>th</sup> from 10:00-11:50 am in their section rooms.

**Grading scale:**

<b>A</b>	90%-100%
<b>B</b>	80%-89%
<b>C</b>	70%-79%
<b>D</b>	60%-69%
<b>F</b>	0%-59%

**Assignment submission:** Please submit all assignments to the online classroom; you will be emailed a receipt if your assignment has been successfully submitted. When we are scheduled to discuss assignments in class (see course outline), be sure to also bring a hard copy of the assignment to class. If the student fails to bring a hard copy on specified days, the assignment will be deemed incomplete.

**Late Submissions Policy:** Students who know they will miss an in-class assignment because of foreseeable, mandatory military obligations or required activities for other courses and scholarships, or because they require accommodations for a disability, are responsible for notifying the instructor at least two weeks before the assignment is scheduled, in order to make alternate arrangements for completing the assignment. Other make-up in-class assignments will be administered only in extraordinary circumstances (such as hospitalization) upon student request and at the instructors' discretion.

Assignments received after the due date will be penalized 5% per day. Assignment extensions may be granted at the discretion of the instructors, but will generally not be granted if requested less than one week before the assignment deadline. Assignments may not be submitted more than seven days after the original due date, except in extraordinary circumstances and at the instructors' discretion.

**Disabilities Accommodations:** "If you think you have a qualified disability and need classroom accommodations, contact the office of Student Disability Services, currently located in **015 University Health Services** (during Student Union renovation)... Call **744-7116** v/t for more information or go to <http://sds.okstate.edu/>." (<http://academicaffairs.okstate.edu/faculty-a-staff/47-syllabus-fall>)

**Academic Integrity:** "Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical

behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. For a brief overview of the policy you can watch the [video](#) or contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, [academicintegrity.okstate.edu](http://academicintegrity.okstate.edu).” (<http://academicaffairs.okstate.edu/faculty-a-staff/47-syllabus-fall>)

**For additional important information, please see the OSU Syllabus Attachment available on the course website.**

**Please also note that the syllabus may be subject to changes, which will be announced in class and posted on the course website.**

## Course Outline

### Food, History, Identity & Culture

#### January 13-22 meet in OLD C 201

- Jan 13      Food narratives:  
\*Ruth Reichl, *Tender at the Bone* [audio clips]  
\*Oklahoma food stories [audio clips]  
\***Assignment**: food narrative
- Jan 15      \*Group work and review of food narratives  
\*Group work and presentation on reading journal assignment  
\***Readings** (all readings are available on D2L):  
    --Antjie Krog, excerpts from *Begging to Be Black*  
    --Audra Ang, “To the People Food is Heaven”
- Jan 20      \* **Reading**: “Eating is a Cultural Affair,” Chapter 4, *The Cultural Feast*  
\* **Assignment**: develop oral interview questions
- Jan 22      \*Methods: Oral Interviews  
\*Discuss and collect oral interview questions  
\*Presentation on oral interview assignment  
\***Reading**: Yin-Ling Lin. 2014. UK University Students’ Discourse about Family Food Practices. *Food, Culture & Society*, 17(3), 433-449.  
    **Reading Journal A due**

#### January 27-February 19 meet in section rooms.

- Jan 27**      \*Begin four class unit on South Africa (with Dr. Hallemeier) or China (with Dr. Moder).  
    **Section 701: South Africa in OLD C 201 with Dr. Hallemeier.**  
    **Section 702: China in OLD C 103 with Dr. Moder.**  
    **Please see unit specific reading assignments below.**
- Feb 10**      \*Begin four class unit on China (with Dr. Moder) or South Africa (with Dr. Hallemeier).  
    **Section 702: South Africa in OLD C 201 with Dr. Hallemeier.**  
    **Section 701: China in OLD C 103 with Dr. Moder.**  
    **Please see unit specific reading assignments below.**  
    **Oral Interview 1 draft due**
- Feb 19      **Reading Journal B due**

#### February 24-March 12 meet in OLD C 201

- Feb 24      Discussion Group 1

Feb 26            **\*Assignment:** Food diary  
**Unit 2 introduction**  
\*Discuss food diaries  
\*Oklahoma food narratives on production and policy  
**\*Reading:** Alan Davidson, “Europeans’ Wary Encounter with Tomatoes, Potatoes, and Other New World Foods” (1992)

Mar 3            Golden Rice  
Mar 5            Golden Rice

Mar 10           Golden Rice  
**\*Assignment:** Golden Rice reflection  
Mar 12           Golden Rice  
\*Golden Rice reflection due

**Mar 16-20    SPRING BREAK-NO CLASSES**

**March 24-April 28 meet in section rooms**

**Food Security/ Food Policy /Food Marketing**

Mar 24           \*Begin 5 class unit on China or South Africa. **Please see unit specific reading assignments below.**  
**Section 701: South Africa in OLD C 201 with Dr. Hallemeier.**  
**Section 702: China in OLD C 103 with Dr. Moder.**

Mar 31           **Oral Interview 2 draft due**

Apr 7            **Reading Journal C due**  
Apr 9            Discussion Group 2

Apr 14           \*Begin 5 class unit on China or South Africa.  
**Section 702: South Africa in OLD C 201 with Dr. Hallemeier.**  
**Section 701: China in OLD C 103 with Dr. Moder.**  
**Please see unit specific reading assignments below.**

Apr 23           **Final Oral Interview due**

Apr 28           **Reading Journal D due**  
Apr 30           Discussion Group 3—**Meet in OLD C 201**

**FINAL EXAM:** Tuesday, May 5<sup>th</sup> from 10:00-11:50 am in section rooms.

## Unit Reading Assignments

### South Africa: Food, History, Identity & Culture

- Day 1 Food and Cultural Racism in South Africa  
\*Diana Wylie, "European Cultural Pride: An Evaluation," *Starving on a Full Stomach* (2001), pp. 21-38
- Day 2 Food and the "Rainbow Nation"  
\*Lannice Snyman, "South Africa's Rainbow Cuisine," *Gastronomica* (2004), pp. 91-93  
\*"South Africa," *Food Cultures of the World Encyclopedia* (2011), pp. 173-81  
\* [africasacountry.com/some-of-my-best-friends-are-braaiers/](http://africasacountry.com/some-of-my-best-friends-are-braaiers/) and [braai.com](http://braai.com)
- Day 3 The Limits of the "Rainbow Nation"  
\*Ivan Vladislavić, "Afritude Sauce," *The Exploded View* (2004), pp. 47-98
- Day 4 Intracultural Difference  
\*Patrick McAllister, "Culture, Practice, and the Semantics of Xhosa Beer-Drinking," *Ethnology* (2003), pp. 187-207

### South Africa: Food Security/ Food Policy /Food Marketing

- Day 1 The Right to Food  
\*<http://thinkafricapress.com/south-africa/right-food>  
\*National Policy on Food and Nutrition Security (2014):  
[http://www.gov.za/sites/www.gov.za/files/37915\\_gon637.pdf](http://www.gov.za/sites/www.gov.za/files/37915_gon637.pdf)
- Day 2 Rural Food Security  
\*Mosely and McCusker, "Fighting Fire with a Broken Teacup: A Comparative Analysis of South Africa's Land Redistribution Program", *Geographical Review* (2008), pp. 322-38  
\*Kepe and Tessaro, "Trading Off: Rural Food Security and Land Rights in South Africa", *Land Use Policy* (2014), pp. 267-74
- Day 3 Urban Food Security  
\*Battersby, "Beyond the Food Desert: Finding Ways to Talk about Urban Food Security in South Africa", *Geografika Annaler* (2012), pp. 141-59  
\*Warshawsky, "Foodbank Johannesburg, State, and Civil Society Organizations", *Journal of Southern African Studies* (2011), pp. 809-29
- Day 4 Agro-business and Food Security  
\*Jacobs, "Agro-Food Market Policy and Food Security in South Africa", *Development in Practice* (2011), pp. 642-51
- Day 5 South Africa in the Global Food Market  
\*[http://www.washingtonpost.com/lifestyle/travel/what-a-trip-a-dream-trip-to-south-africa/2014/03/27/19ed11b6-b451-11e3-8020-b2d790b3c9e1\\_story.html](http://www.washingtonpost.com/lifestyle/travel/what-a-trip-a-dream-trip-to-south-africa/2014/03/27/19ed11b6-b451-11e3-8020-b2d790b3c9e1_story.html)  
\*<http://africasacountry.com/what-they-dont-tell-you-in-the-brochure-about-stellenbosch/>

## Unit Reading Assignments

### China: Food, History, Identity & Culture

#### Day 1 Taste and Gastronomy in China

\*Joanna Waley-Cohen, The Quest for Perfect Balance: Taste and Gastronomy in Imperial China. In Paul Freedman (ed.), *Food: the History of Taste*, pp. 98-133. Berkeley: University of California Press

#### Day 2 Food and Social Change

\*Jun Jing. 2000. Food, Children and Social Change in Contemporary China. In Jun Jing (Ed.) *Feeding China's Little Emperors*, pp. 1-26. Stanford: Stanford University Press.

#### Day 3 Culture Change and Children's Food

\*Guo Yuhua. 2000. Food and Family Relations: The Generation Gap at the Table. In Jun Jing (Ed.) *Feeding China's Little Emperors*, pp. 94-113.  
\*Jun Jing. 2000. Food, Nutrition, and Cultural Authority in a Gansu Village. In Jun Jing (Ed.) *Feeding China's Little Emperors*, pp. 135-159. Stanford: Stanford University Press.

#### Day 4 Regional Variation, Regional Stereotypes

\*Mary Ann O'Donnell. 2010. The Cultural Politics of Eating in Shenzhen. *Gastronomica*, 10, 31-39.

### China: Food Security/ Food Policy /Food Marketing

#### Day 1 Food Policy & Marketing

\*Lactose Intolerance, from the *The Cultural Feast*, pp. 40-47.  
\*Andrea S. Wiley. 2011. Milk for "Growth": Global and Local Meanings of Milk Consumption in China, India, and the United States. *Food and Foodways: Explorations in the History and Culture of Human Nourishment*, 19 (1-2), 11-33.

#### Day 2 Food Safety & Social Risk

\*Yun Xiang Yan. 2012. Food Safety and Social Risk in Contemporary China *The Journal of Asian Studies*, 71, (3), 705-729.

#### Day 3 Food Safety: Case Study

\*Zhao Yang, 2000. State, Children, and the Wahaha Group of Hangzhou. In Jun Jing (Ed.) *Feeding China's Little Emperors*, pp. 185-198. Stanford: Stanford University Press.

#### Day 4 Food Security & the Environment

\*Jerry McBeath & Jenifer Huang McBeath. 2009. Environmental Stressors and Food Security in China. *Journal of Chinese Political Science*, 14, 49-80.

#### Day 5 Food Security & Urban Planning

\*Graeme Lang & Bo Miao. 2013. Food Security for China's Cities. *International Planning Studies*, 18 (1), 5-20.