

SYLLABUS
FOOD, CULTURE, AND GLOBALIZATION
ANTH 4520.100
SPRING 2026

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Office Hours: Tuesdays 11:00- 12:30 (in office) and Wednesdays 12:30-2:00 (Zoom); or by appointment

Office: Sycamore Hall 127

Class meetings: Tu/Th 2:00- 3:20PM

Meeting location: Curry 204

Course Description: Food is an integral part of what we refer to as culture. Practices of food production, distribution, and consumption enable humans to incorporate into our very bodies products of nature which are transformed into culture. Further, food is often a means by which we learn about and participate in our own cultures and that of others. Thus, anthropologists argue that food is more than simply nutrition—rather, food items themselves as well as the practices that cohere around them are symbols that we can “read” for deeper layers of meaning. In this class, we will focus on better understanding the complex connections amongst food, globalization, and culture. In particular, we will identify and analyze the institutions, processes, and beliefs that inform our relationship to food in the United States. We will examine the deep connections amongst food, identity, and community. We will explore how food choices and preferences both influence, and are influenced by, intersecting forms of social difference, including ethnicity, gender, class, nationality, and religion. Finally, we will identify and deconstruct the political and economic processes that shape the distribution of food resources and labor within the United States and around the globe.

Course Objectives:

- Understand and apply foundational concepts and theories in the study of food and culture
- Develop and exercise critical thinking skills in the analysis of food production and consumption practices
- Examine the relationships amongst food practices and processes of globalization
- Critically analyze the complex relationships between food, the economy, and politics
- Identify how race, class, gender, ethnicity, nationality, and ideology shape food choices and constraints

REQUIRED TEXT

All required readings for this course will be available for your downloading pleasure in the Modules section of our Canvas course webpage.

COURSE INFORMATION AND EXPECTATIONS

Names and Pronouns: I will gladly honor your request to call you by a name that differs from school records as well as whatever pronouns you use. I also understand that we grow and change in how we understand ourselves, therefore appropriate name and pronouns can change during the semester. So, please advise me of how to address you whenever you feel comfortable, safe, and ready to do so. You can add pronouns to your Canvas account here <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>.

General Information: This course requires considerable reading and writing. Although you do not need a background in anthropological theory or food studies to succeed in the class, you will be expected to grapple with difficult texts that you may need to re-read and sit with to fully understand. In other words, cursory readings will not be sufficient.

Note that I do not expect you to agree with all of the perspectives or course materials in order to do well in this class, but I do expect you to approach these topics in an open and intellectual fashion, and to make substantive use of the course materials to complete the course assessments. Feel free to attend office hours, or make an appointment with me to share and discuss questions, concerns, or insights about the course or course material.

Attendance: Students are expected to attend class meetings. It is important that you communicate with me prior to being absent so that you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals.

Class Participation: This class relies on the intellectual commitment and *active* participation of all students. Active participation goes beyond merely showing up for class, and includes but is not limited to: responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class. You should bring assigned readings to class each day as we will refer to and utilize them throughout our meetings.

What it Means to Read: In completing the readings, I expect that you read the texts critically. This does not mean trying to find fault with the text, but rather to approach each text with an eye to the assumptions, claims, and conclusions of the authors. In other words, I want you to not only read for the basic content of the materials, but also the ways in which these authors understand and work with concepts and theories relevant to this course. As the semester progresses, you will be encouraged to put different readings in conversation with each other. As such, my strong suggestion is that you take notes on the materials you read to aid you in this task.

Late work: As a general rule, I do not accept late assignments unless you have discussed it with me and received my approval. If you think you will miss a deadline for a reason other than a documented medical excuse or family emergency, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: relevant movie/documentary analysis, writing about a related talk/lecture on campus, a personal reflection that puts course content in conversation with an experience you have had, or developing a creative piece such as poetry or artwork. You must get approval from me ahead of time for your choice, so check with me before you do the work.

Electronics in the Classroom: Please turn off your cell phone ringer/vibration prior to coming to class. Students may use laptop computers to take notes and for class purposes only; students checking email, using social media, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

Academic Honesty: The Department of Anthropology expects students in our courses to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association's code of ethics](http://ethics.americananthro.org/category/statement/): "In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source" (<http://ethics.americananthro.org/category/statement/>).

- The UNT policy on Academic Misconduct defines Cheating as the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. **That is, plagiarism is still plagiarism even if you "didn't mean to do it."** Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge should be cited.
- **Students who are suspected of cheating or plagiarism will receive an automatic zero on the assessment.** I also reserve the right to pursue further disciplinary action within the UNT system. In this instance, students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may result in dismissal from the university.
- For additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). In addition, students are encouraged to make use of the [UNT Writing Center](#).

- For more information on the University's policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Two more points about this:

A) Just don't do it. Assignments submitted in this course will be run through Turnitin, a web-based resource that compares the text of student submissions to an extensive electronic database and assesses for use of generative AI. Even without that, we will likely be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or to ask for help on in-text citations, rather than passing off someone else's work as your own.

B) Cheating/Plagiarism/use of generative AI are also issues related to the politics of citation and representation. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. Especially when authors are women, persons of color, queer, and/or are born outside the United States and Europe, plagiarism is yet another way in which certain voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

STUDENT RESOURCES

Basic Needs: You can't learn if you are hungry! UNT has a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

UNT Learning Center: This resource provides a variety of tutoring services that are open to students for different topics, including one-on-one and group sessions. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center: The Writing Center provides assistance with any academic writing needs. If you are having troubles with organizing your thoughts, articulating your argument, or just want assistance with in-text citations, this is the resource for you. Find more about their services here: <https://writingcenter.unt.edu>

Emergency Notification and Procedures: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

COURSE EVALUATION

I.	Participation Grade	50 points
II.	Reading Journals with a Twist	150 points
III.	Current Events Presentation	100 points
IV.	Grocery Shop-Along and Analysis	150 points
V.	Food Journal and Analytical Essay	200 points

I. Participation Grade (50 points)

The depth of knowledge learned and produced in this class is dependent on the intellectual commitment and *active* participation of all students. Active participation goes beyond merely showing up for class, and includes but is not limited to: participating in group work, responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class. To encourage participation, there will be two participation grades assessed- 25 points at the mid-term and 25 points at the end of the class.

II. Reading Journal Entries with a Twist (30 points each, 150 points total)

Discussion is a crucial component of our meetings. In order to participate in the discussion, you need to come to class having read the assigned readings. In order to encourage you to do so, you will be able to earn points by completing five "Reading Journals with a Twist."

In this assignment, you will pair key passages, themes, concepts, or theories from a scholarly reading with other readings from class, popular media examples, news stories, and/or cultural practices. For each submission, you will also provide an original, relevant discussion question. I will utilize the most pertinent discussion questions in our class to help prompt and guide our conversations.

You can choose which five readings you would like to complete the Reading Journal about within these parameters:

- 1 submission for First Course: Theorizing Food and Culture
- 2 submissions for Second Course: Foodways, Identity, and Community
- 2 submissions for Third Course: Food, Culture, and Power
- 1 submission for Fourth Course: Food Activisms and Futures

Reading Journal entries should be submitted by 10AM on the day THE READING IS ASSIGNED. So, if the reading you select is assigned for Thursday 1/29, your reading journal is due by 10AM on Thursday 1/29.

Each Reading Journal is worth 30 points. Late submissions will not be accepted without proper documentation and permission from the instructor.

For each Reading Journal submission, you will do the following:

1. **Identify Key Textual Elements (12 points):** Write down **6 significant quotes, concepts, theories, or themes** from the scholarly reading that resonate with you. Be sure to provide definitions for any concepts or theories. Include the page number for each entry.
2. **Critical Analysis/Application (12 points):** For *each textual element* that you have selected, offer a brief analysis or make connections that the reading raised for you. Address the following questions as you craft your analysis:
 - How do the selected elements relate to the authors' broader argument?
 - How does this element relate to theories or concepts discussed in other readings or class meetings?
 - What parallels or connections do you see between the ideas in this reading and real-world examples such as current events, popular media (film, television, social media, music, literature, etc), or common cultural practices?
3. **Discussion Question (6 points):** Create a discussion question that focuses on the reading. The audience for your discussion question are the students in this class. Keep in mind the best discussion questions will be:
 - Open-ended- Questions cannot be answered with yes/no or either/or
 - Answerable- Questions do not require extensive knowledge from outside the course, and can be answered using knowledge/experience versus speculation
 - Substantive and relevant- Questions should be related to a significant point/argument in the reading, and should ask us to consider the point/argument in the context of the themes of this course.

III. Current Event Presentation (100 points)

As a means to kick off our course meetings with student leadership, and to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, you and a partner will research and present a report about a relevant current event that deals with food. In your presentation, you will consider the relevance of your topic in relation to themes from the class, and explain the event's significance by using at least two concepts/theories from our required readings. Some good current event sites include television or film, news media, social media, art, music, domestic or international events, law and policy, or activist organizations/campaigns.

In the second week of class, you and a partner will sign up to give a short, **8-10 minute oral presentation** that will take place at the beginning of class on the day you select. In your presentation you will want to:

1. Identify and provide a brief description/summary of your Current Event
2. **Explain this event's cultural significance and relevance to course content using at least two concepts or theories from your required readings. That is, I want to see you make a connection between your selected Current Event and two concepts or theories discussed by one of our authors in the required readings.**
3. Offer your very insightful and critical analysis of the topic/materials
4. Create and use visual aids such as PowerPoint, Canva, or Google slides to help convey information to the audience
5. Provide in-text citations and a references cited page

Make sure to practice! Your presentation should not go over ten minutes, and be ready to answer any questions we might have for you.

IV. Grocery Shop-Along Ethnography (150 points)

For this assignment, you will conduct a *grocery shop-along*: an ethnographic exercise in which you accompany a shopper during a routine grocery shopping trip. Using participant observation, you will examine how food choices are shaped by culture, identity, power, and political-economic conditions.

Rather than focusing on nutrition or budgeting, in your observation you should attend to meanings, practices, and structures that organize everyday food acquisition. Grocery stores are not neutral spaces; they are sites where cultural values, inequalities, global supply chains, and moral discourses about food become visible.

To complete this assignment, you will accompany someone on their trip to the grocery store. You will take fieldnotes during the experience and can ask informal questions either during or immediately after the trip (i.e. questions about brand preferences, "wayfinding" questions, etc).

1. **RESEARCH:** You and your participant should spend at least **30–45 minutes** in the grocery store. Some aspects you might pay attention to include:
 - Store type and neighborhood context
 - Product placement, signage, and marketing language
 - Interactions with others (employees, family members, other shoppers)
 - Emotional or affective dimensions of shopping (stress, pleasure, urgency, nostalgia, etc.)
 - Wayfinding (how they move through the store, which areas of the store more or less time is spent)
 - Shopping preferences or dislikes
2. **DOCUMENT:** During your shopping experience, you will take fieldnotes. Within 24 hours of the shop-along, you should elaborate on these **fieldnotes for a total of 2-3 pages (50 points)** that you will submit as one part of your assignment. (These fieldnotes may be written in a more informal, ethnographic style and do not need to be polished prose.) Your fieldnotes should include:
 - Thick description of the setting and shopping process
 - Key moments of decision-making or hesitation
 - Short quotations or paraphrased explanations (if applicable)
 - Reflexive commentary on your own positionality and assumptions
3. **ANALYZE:** Drawing on your fieldnotes and course readings, write an **analytical essay (900-1100 words, 100 points)** that addresses the following:
 - What does this grocery shopping experience reveal about food as a cultural practice?
 - How do broader structures (e.g., capitalism, race, class, gender, globalization, state regulation) shape what is available and desirable?
 - How are ideas about morality, health, tradition, convenience, or identity embedded in food choices?
 - How does your positionality (or that of your participant) matter in this setting?

In your essay, you will make use of at least **two concepts or theories from at least two required course readings**, using them to interpret—not simply describe—your observations. Make sure to cite your sources and provide a references list.

4. **SUBMIT:**
 - Fieldnotes (2-3 pages, 50 points)
 - Analytical Reflection (900-1100 words, 100 points)

Some Considerations as you are doing this project:

- Make sure to get consent from the person you are accompanying

- The person you accompany should be over 18 years old
- Do not include real names in your submission; use pseudonyms if referencing another person.
- Do not photograph people without explicit permission.
- Be respectful and non-judgmental in both observation and analysis.

V. Final Project: Food Journal and Cultural Analysis (200 points)

In this final project you will produce a sustained food journal accompanied by an anthropological analysis that situates everyday food practices within broader cultural, social, political, and economic frameworks. The project treats food not as an object of individual preference, but as a site of meaning, power, identity, and social reproduction. You are expected to draw explicitly on course concepts and readings to analyze your own food practices and/or those of a defined social context you regularly inhabit.

Part I: Food Journal (40%)

For part 1, you will keep a food journal for a minimum of 7 days. You will document your food experiences throughout the day. **Journal entries should be 300-400 words each.** You are welcome and encouraged to include supplementary information, such as images, videos, etc. but these will not count towards the total word count.

Journal Requirements

Each daily entry must include:

- **What was eaten** (foods, beverages, preparation method, source)
- **Where** the food was obtained and consumed
- **With whom**, if anyone
- **Temporal context** (time of day, weekday/weekend, routine vs. exceptional)
- **Decision-making processes** (cost, convenience, tradition, craving, obligation, health discourse, labor constraints)

In addition, entries should include **brief analytic reflections** that attend to at least one of the following:

- Social relationships and commensality
- Labor (paid or unpaid) involved in food acquisition and preparation
- Gendered, racialized, or classed dimensions of food practices
- Moral discourses (health, “good” vs. “bad” food, sustainability, authenticity)
- Institutional or structural influences (work schedules, university life, food access)

You are encouraged to treat the journal as if they were **fieldnotes**, not a diary of feelings or preferences. You are welcome and encouraged to include other forms of media in your journal such as menus, cookbooks, social media posts, etc.

Part II: Analytical Essay (60%)

Length: 1750-2000 words

Sources: Minimum of 4 scholarly sources from course readings list

In the analytical essay, you should use your food journal as primary ethnographic data and advance a clear, theoretically informed argument. Rather than summarizing entries day-by-day, you will identify **patterns, tensions, and contradictions** that emerge across the journal period.

The essay should include:

1. Introduction and Research Framing

- Central analytical question or argument

2. Analysis (identify at least 2–3 themes to guide your analysis)

Possible themes include (but are not limited to):

- Food, identity, and belonging
- Care, obligation, and affect in food practices
- Food and inequality (class, race, gender, migration, precarity)
- Time, labor, and convenience
- Moral economies of food (health, sustainability, “clean eating,” indulgence)
- Global processes in everyday eating (supply chains, cuisines, commodification)

For each theme, you should:

- Draw on specific journal examples
- Engage substantively with anthropological theory and course readings
- Move beyond personal experience to cultural analysis

3. Conclusion

- Synthesize key findings
- Reflect on what everyday food practices reveal about broader social structures
- Reflect on how your positionality/identity impacted your journal observations and/or analysis
- Briefly consider the limits of the project and directions for further inquiry

***A Note on Paper Formatting:** All assignment submissions are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask me or check out the UNT writing lab for help.

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

Important Dates To Remember

Reading Journals with a Twist for each section

Current Event Analysis date that you select

3/5: Grocery Shop-Along Ethnographic Ethnography

5/5: Food Journal and Cultural Analysis

COURSE SCHEDULE AND READINGS

*denotes a non-academic reading/cannot be used for the Reading Journals

Setting the Table

- 1/13: Welcome to the class! No readings assigned.
- 1/15: Kelly Alexander. 2017. "What's Your Beef?" Anthropology News 58(1): e33-e41.
- 1/20: Selections from Field Notes series "Food" – Society for Cultural Anthropology*
1. Dylan Gordon. Food: Translation*
 2. Heather Paxson. Food: Deviation*
 3. Brad Weiss. Food: Integration*
- 1/22: 1. Michael Pollan. 2004. Our National Eating Disorder. New York Times Magazine*
2. Camille Frazier and Akhil Gupta. 2020. Tasting Independence. Anthropology News 61(6): 25-28.*

First Course: Theorizing Food and Culture

- 1/27: Roland Barthes. 1961/2019. "Toward a Psychosociology of Contemporary Food Consumption" In Food and Culture: A Reader, 4th edition. Edited by Carole Counihan and Penny Van Esterik. Taylor and Francis Publishing.

- 1/29: Sidney Mintz. 1979/2012. "Time, Sugar, and Sweetness" In Food and Culture: A Reader, 3rd edition. Edited by Carole Counihan and Penny Van Esterik. Taylor and Francis Publishing.
- 2/3: Bourdieu, Pierre. 1979/2019. "Distinction: A Social Critique of the Judgment of Taste. In Food and Culture: A Reader, 4th edition. Edited by Carole Counihan and Penny Van Esterik. Taylor and Francis Publishing.

Suggested/Supplemental Reading for this section:

Sidney Mintz and Christine DuBois. 2002. The Anthropology of Food and Eating. Annual Review of Anthropology 31:99-119.

Second Course: Foodways, Identity, and Community

- 2/5: Di Giovine and Brulotte. 2014. "Introduction: Food and Foodways as Cultural Heritage" in Edible Identities: Food as Cultural Heritage. Edited by Brulotte and Giovine. Routledge Press.
- 2/10: Psyche Williams-Forsen. 2014. "I Haven't Eaten if I don't have my Soup and Fufu: Cultural Preservation through Food and Foodways Among Ghanaian Migrants in the United States. Africa Today 61(1): 69-87.
- 2/12: Farha Ternika. 2024. Biryani with the Golden Girls: Muslim South Asian-American Women's Food Voices. Food, Culture, and Society 27(5): 1305-1315.
- 2/17: 1. Ariana Gunderson. 2025. Methods Dispatch: Shop-Alongs. FoodAnthropology blog.*
2. Elif Birbiri. 2025. Wait, Pasta with Yogurt? On Food, Storytelling, and Migration FoodAnthropology blog.*
- 2/19: Christine Marks. 2015. Creole Cuisine as Culinary Border Culture: Reading Recipes as Testimonies of Hybrid Identity and Cultural Heritage. In *Dethroning the Deceitful Pork Chop: Rethinking African American Foodways from Slavery to Obama*. Jennifer Jensen Wallach (ed). Fayetteville: University of Arkansas Press, p. 121-134.
- 2/24: Levi Van Sant. 2015. Lowcountry Visions: Foodways and Race in Coastal South Carolina. Gastronomica. 15(4): 18-26.
- 2/26: R. Kenji Tierney. 2016. "Consuming Sumo Wrestlers: Taste, Commensality, and Authenticity in Japanese Food" Food, Culture, and Society 19(4): 637-653

Third Course: Food, Culture, and Power

- 3/3: Guthman, Julie. 2003. Fast Food/Organic Food: Reflexive Tastes and the Making of 'Yuppie Chow'." Social & Cultural Geography 4(1): 45-58.

3/5: Carole Counihan. 2021. Food Activism and Language in a Slow Food Italy Restaurant Menu. *Gastronomica* 21(4): 76-87.

Due: Grocery Shop-Along Ethnography

3/9- 3/13

SPRING BREAK

3/17: Teresa Mares. 2017. Navigating Gendered Labor and Local Food: A Tale of Working Mothers in Vermont. *Food and Foodways* 25(3): 177-192.

3/19: Lorena Munoz. 2017. Selling Nostalgia: The Emotional Labor of Immigrant Latina Food Vendors in Los Angeles. *Food and Foodways* 25(4): 283-299.

3/24: Angela Steusse. 2016. A Bone to Pick: Labor Control and the Painful Work of Chicken Processing. In *Scratching Out a Living: Latinos, Race, and Work in the Deep South*. University of Colorado Press.

3/26: Ashanté M. Reese. 2019. There Ain't Nothing in Deanwood: Navigating Nothingness and the Unsafeway. In *Black Food Geographies: Race, Resilience, and Food Access in Washington, D.C.* University of North Carolina Press.

3/31: Lisa Henry. 2017. Understanding Food Insecurity Among College Students: Experience, motivation, and local solutions. *Annals of Anthropological Practice* 41(1): 6-19.

4/2: Eric Holt-Giménez. 2011. "Food Security, Food Justice, or Food Sovereignty." in *Cultivating food justice: Race, class, and sustainability*, Julian Agyeman and Alison Alkon, eds., p. 309-30.

4/7: Jenny Dorsey. 2020. Why Do Fast-Casual Restaurants Get a Pass on Appropriation? *Eater Reports*.*

Fourth Course: Food Activisms and Futures

4/9: Alkon and Norgaard. 2009. "Breaking the Food Chains: An Investigation of Food Justice Activism" *Sociological Inquiry* 79(3): 289-305.

4/14: Elizabeth Hoover. 2022. "Our Own Foods as a Healing": The Role of Health in the Native American Food Sovereignty Movement. *Journal for the Anthropology of North America* 24(2): 89-97.

4/16: Hite, Perez, D'Ingeo, Boston, and Mitchell. 2017. Intersecting Race, Space, and Place Through Community Gardens. *Annals of Anthropological Practice*. 41(2): 55-66.

- 4/21: 1. Garth et al. 2025. Developing the Heirloom Gardens Oral History Project. Culture, Agriculture, Food, and Environment. 47(1). 1-4.
2. Mello, King, and Adams. 2017. Growing Food, Growing Consciousness: Gardening and Social Justice in Grand Rapids, MI. Culture, Agriculture, Food, and Environment 39(2): 143-147.
- 4/23: Anna Tsing. 2010. Arts of Inclusion, or How to Love a Mushroom. Manoa 22(2): 191-203.
- 4/28: TBD
- 5/5: ***Final Project Due: Food Journal and Cultural Analysis***