



ANTH 0680: Anthropology of Food

CIT Center (Thomas Watson CIT), Rm. 165
Mon & Wed 2-2:50

Sayles Hall Rm. 105
Fri (section time)



Instructor: Prof. Shanti Morell-Hart
Email: shanti_morell-hart@brown.edu
Office hours: Thursdays, 10:00-12:00; by appointment
Teaching Assistants | Sections in Sayles Hall Rm. 105:
Alyssa Bolster | Fri 2 – 2:50 (C01); Fri 3-3:50 (C03)
Sarah Bell | Fri 2-2:50 (C02); Fri 3-3:50 (C04)

Course Description

In this course we will consider how our relationships with food shape our physical environment, how that environment imprints us through food, and the roles food plays in shaping identity and society. Taking a four-field anthropological approach (cultural, linguistic, biological, and archaeological), we will explore human experiences of food and nutrition, including both past and present foodways. We will study how those experiences and foodways are shaped by the interplay of language, culture, biology, ecology, history, politics, and technology, in cross-cultural and globalized settings.

Tracking food is important for a number of reasons. Food practice is the backbone of society and sociality, and the foundation of every economy. Foodways mark social differences, boundaries, bonds, and contradictions. Every act of eating is a performance of ethnicity, family, community, and self-identity, but every food act also affords the opportunity to maintain or transform these identities. Food can be used to legitimate claims, transform practices, and re-affirm social and spiritual ties.

Course Objectives

Over the course of the semester, you will be introduced to the methods and principles of four-field anthropology as applied to the question of food. From a biological anthropological perspective, we will examine the evolutionary baseline of the human diet. Combined with archaeological perspectives, we will also consider the timing of key events such as the origins of cooking, the meal, and the transition to agriculture. Integrating biological anthropology with cultural anthropology (the biocultural approach), we will tackle the interplay between food and health in contemporary societies. From the perspective of culture and language, we will explore the complex relationships between food, kinship, gender and identity, including the themes of ethnicity and nationalism.

Required Materials and Texts

There is one required book for this course, available at the Brown Bookstore. All other readings, listed throughout the syllabus, are available on the Canvas site.

Wrangham, Richard (2010) *Catching Fire: How Cooking Made Us Human*. Basic Books, New York.

Read all assigned material by class time on the date it is listed. Readings will be revisited each week in sections, so be sure to review those readings prior to your section. You should approach the class literature as an **active reader**. That is, you should not passively consume the information with the texts. Rather, consider the texts thoughtfully and critically – where do you find agreement and disagreement among the course texts? Which authors offer valuable insight on the human experience of food? Remember there is no monolithic anthropological perspective on food, so you will find diverse viewpoints among the texts we read this semester.

Determination of Final Grade

ABC/NC OPTION:

A = 90 – 100

B = 80 - 89

C = 70 – 79

NC = < 70

S/NC OPTION:

S = 70 – 100

NC = < 70

Distribution of Points

(1) Participation	25
(2) Quizzes (there are 4, drop the lowest grade)	45 (15 pts x 3)
(3) Papers	30 (15 pts x 2)
Total	100

Assignments

(1) Participation (25 pts):

For this course to succeed, it is essential that you complete all reading by the date it is assigned. Participation in section is critical for success in the class. Only documented absences are excused, including illness, participation in an athletic event, or religious holidays. Part of your participation grade involves responding to weekly Section assignments as listed in the syllabus. These are a series of short out-of-class activities in preparation for discussion in sections (or lecture). You will need to bring these into section for discussion (in hard copy).

(2) Quizzes (3 @ 15 pts each):

There will be four in-class quizzes. You can drop the lowest score (which also gives some flexibility should you be required to miss class on the day the quiz is held). Only documented absences will trigger a makeup quiz (for second missed quiz only). Quizzes are short, designed to indicate that you have completed and engaged with the reading and lectures. They will consist of short answer responses.

(3) Papers (2 @ 15 pts each):

Papers should be uploaded on the Canvas website for this course **by 5 pm on the day they are due**. We commit to providing you with comments within 14 days of your submission. For both papers, the expectation is that you make an argument and base it on evidence. Evidence will differ in each paper. Both papers require research, not just opinion/commentary. Both papers should include a clearly identifiable “thesis statement” or “argument” that explicitly articulates what you are arguing. **Both papers should be 5-6 pages in length, double spaced.** Sources for your papers should come only from academic journal articles, academic book chapters, or academic books, and should be by anthropologists or based upon anthropological methods. Some journals that you may find useful, depending on your topic, include: *American Anthropologist*, *Gastronomica*, *Food Culture & Society*, *Medical Anthropology Quarterly*, *Current Anthropology*, *Archaeology of Food and Foodways*. Another good resource is the World Food Habits Bibliography website. The bibliographies of the course readings are another good place to start.

Paper #1: Paleo-Diet

The first paper is a biocultural based discussion of the “paleo-diet.” Begin by doing a bit of research: what is the paleo-diet? Who are its advocates? What is the evidence in support (and against it)? Then argue a position - does following the paleo-diet lead to a more healthful and meaningful way of eating? Articulate and defend your position in a well-researched, carefully written essay.

In the beginning of your paper, you should (very briefly) identify what you understand the paleo-diet to be and your position regarding the wisdom of this diet. Then, based on your research in primary anthropological literature, defend your position. Your paper should address two primary questions: (1) what is the biological anthropological and archaeological evidence that supports (or debunks) this diet? and (2) what social/cultural/historical factors explain the ascendancy of the paleo-diet in the past ten years? In other words, you want to consider the paleo-diet both from the perspective of **biology** and our **evolutionary legacy** (is it healthy or not?) and also **meaning** (what is it about people’s understanding of themselves and their bodies that makes this diet appealing?).

Paper #2: Restaurant Ethnography

The second paper is an ethnographic paper whose evidence consists of ethnographic-style observations of a local restaurant space and research into the local, national, and/or transnational politics that shaped it. Begin by selecting a research site (a dining hall, a fast food restaurant, a restaurant serving a type of regional cuisine, etc.) and arrange to spend a total of two hours there, over the course of at least two visits. (It doesn’t count to remember an experience you had and use that as your observation- the idea is to observe from your developing anthropological perspective.) Be sensitive to the needs of the site’s regular users and/or owners and don’t cause problems for them. While there, be attuned to what the site looks like, smells like, sounds like, tastes like, and what happens there. In the moment or immediately afterwards, jot down things you observed (notice design, menu, products,

demographics, how the space is organized and used). Drawing on the biocultural perspective, include observations of calorie content, food weight, etc.

Based on your jottings, write up at least a full page (single spaced) of fieldnotes consisting of a description of your observational experience and what you found. Then, print out your fieldnotes and highlight or underline recurring themes - make notes to yourself in the margins - this is called "coding." Finally, visit the library to identify three separate anthropological sources that you will read and incorporate into your paper (talk with a librarian if you need some suggestions on where to start or advice on how to search. The Anthropology librarian is Carina_Cournoyer@Brown.edu.). Your full paper should state your argument (that emerged from your coding of themes), evidence from your fieldnotes to justify it, and context from the three articles/chapters/books you reviewed, as well as at least two additional sources from the course syllabus. *Be sure you attach the coded fieldnotes as evidence of your process.*

Policy on AI Writing Tools

Tools like ChatGPT offer novel possibilities for writing papers, summaries, and captions. However, in this course, part of your training involves the very exercise of writing—your thoughts, your arguments, your voice. For this reason, assignments you submit for this course must be solo-authored by you. However! I will offer two points of extra credit per paper assignment, if you submit a ChatGPT-generated version ***alongside your own solo-authored version***. Include a description of the way you used it, which elements you thought were useful, and which elements you thought were incorrect, poorly-written, or off-topic.

Policy on Computers and Other Devices

Computers and tablets are allowed in the classroom as long they are used only to take notes, view readings, and/or examine reference materials. Students who use their computers for anything else – especially answering emails, viewing social media, or online shopping – will be asked to leave the classroom for the day.

As soon as class starts, cell phones must be stored for the duration of the period. Anyone who chooses to view their cell phone will be asked to leave the class and, as with improper use of a computer, will forfeit all activities for that day.

This policy operates under a zero tolerance rule. You will receive no warning.

Policy on Lecture Materials

Please note that copies of the lecture presentations are not provided. Instead, you are encouraged to come to class, take notes, and be an active participant in the course.

Special Accommodations

Brown University is committed to full inclusion of all students. Please inform the instructors if you have a special need that might require accommodations or modification of any of the course procedures. For more information contact Student and Employee Accessibility Services

at 401-863-9588 or SEAS@brown.edu.

What Is the Time Commitment for this Course?

Over 13 weeks, students will spend 3 hours per week in lecture and/or section (39 hours total). Weekly reading and other activities (e.g., cooking a meal) are estimated at around 6 hours per week (78 hours total). The two essays are estimated to take 15 hours each (30 hours total). Studying for the quizzes is estimated to take 3 hours per week (36 hours total). The total estimated time commitment for this course is 183 hours.

Weekly Course Schedule and Required Readings

Week / **Assignments	Day	Date	Topics	Readings
<u>Week 1</u>				
			<u>What Is an Anthropology of Food? What Are Foodways?</u>	
	Wed	6-Sep	Introduction to course and to four-field anthropology	
	Fri	8-Sep	Section: TA Meet & Greet; My Tracker set-up	
<u>Week 2</u>				
			<u>What's on the Plate? Anthropological Approaches to the Study of Food.</u>	
	Mon	11-Sep	Diet vs. subsistence vs. foodways; nature X culture.	Lieberman, Daniel E. (2013) Chapter 1 of <i>The Story of the Human Body</i> . Vintage, New York.
	Wed	13-Sep	Eating while researching	Cohen, Jeffrey (2015) Chapter 2: The First Month and First Steps. In <i>Eating Soup Without a Spoon: Anthropological Theory and Method in the Real World</i> . Pp. 42-65. University of Texas Press, Austin.
	Fri	15-Sep	NO CLASS MEETING: Anthropology Symposium	
<u>Week 3</u>				
			<u>First Foods: Nutrition in Evolutionary Perspective.</u>	
	Mon	18-Sep	Physical traces: teeth and pathologies	Smith, Tanya M. (2018) "Paleo Dining" and "Tooth Manipulation through the Ages" from <i>The Tales Teeth Tell</i> . The MIT Press, Cambridge, MA.
<u>**Prepare question</u>	Wed	20-Sep	Primate cousins and hunter gatherer societies: comparative approaches	<i>Catching Fire</i> (Intro, Chapters 1-2)
	Fri	22-Sep	Section: Labwork / A hands-on approach to teeth	Ungar, Peter (2017) How Teeth Work. In <i>Evolution's Bite: A Story of Teeth, Diet, and Human Origins</i> . Princeton University Press, Princeton
<u>Week 4</u>				
			<u>The Building Blocks of Cuisine.</u>	

**Quiz 1	Mon	25-Sep	Taste, disgust, and the senses	Meigs, Anna S. (1988) Food as a Cultural Construction. <i>Food & Foodways</i> 2: 341-357. AND Rozin, Paul, Jonathan Haidt, Clark McCauley and Sumio Imada (1997) "Disgust: Preadaptation and the cultural evolution of a food-based Emotion." In <i>Food Preferences and Taste</i> , edited by Helen MacBeth, Berghahn Books, Oxford, pp. 65-82.
**Prepare question	Wed	27-Sep	Archaeology, fire, and cooking	<i>Catching Fire</i> (Chapters 3-4)
	Fri	29-Sep	Section: Discussion / <i>Catching Fire</i>	<i>Catching Fire</i> (Chapters 5-7)
<u>Week 5</u>	<u>Transformations in Foodways: Sociocultural Factors.</u>			
	Mon	2-Oct	Domestication and its implications	Murphy, Denis J. (2007) Agriculture: A Mixed Blessing. In <i>People, Plants, and Genes: The Story of Crops and Humanity</i> , pp. 124-136. Oxford University Press, Oxford, UK.
**Prepare question	Wed	4-Oct	Colonial encounters	Larsen, Clark Spencer (2005) Reading the Bones of La Florida. <i>Scientific American</i> (Mysteries of the Ancient Ones).
	Fri	6-Oct	Section: Discussion / Fighting with food	Kretzler, Ian, and Sara L. Gonzalez (2023) On Listening and Telling Anew: Possibilities for Archaeologies of Survivance. <i>American Anthropologist</i> ((First View)):1-12.
<u>Week 6</u>	<u>Transformations in Foodways: Environmental Factors.</u>			
	Mon	9-Oct	NO CLASS MEETING: Indigenous Peoples' Day	
**Complete My Tracker	Wed	11-Oct	Scales of transformation: microclimates to global climates, extirpation to extinction.	Fitzpatrick, Scott M. and William F. Keegan (2007) Human Impacts and Adaptations in the Caribbean Islands: An Historical Ecology Approach. <i>Earth and Environmental Science Transactions of the Royal Society of Edinburgh</i> 98(1):29-45.
	Fri	13-Oct	Section: Fieldwork / My Tracker	[No Reading]
<u>Week 7</u>	<u>Deep Foods and Culinary Identities.</u>			
	Mon	16-Oct	Identity, ethnicity, nation-state	Franklin, Maria (2001) The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity. In <i>Race and the Archaeology of Identity</i> , edited by C. E. Orser, pp. 88–107. University of Utah Press, Salt Lake City, UT.

**Develop presentation	Wed	18-Oct	Kinship and memory	Sutton, David (2018 [2006]) <i>Cooking Skills, the Senses, and Memory: The Fate of Practical Knowledge</i> . In <i>Food and Culture: A Reader</i> , 4 th edl, edited by C. Counihan and P. Van Esterik. Pp. 88-109. Routledge, New York, NY.
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Fri	20-Oct	Section: Fieldwork / Food nostalgia	[No Reading]
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Week 8 **Food Labor, Power, and the Political Economy.**

**Quiz 2	Mon	23-Oct	Plantations, material production, domestic reproduction	Besky, Sarah (2017) Fixity: On the Inheritance and Maintenance of Tea Plantation Houses in Darjeeling, India. <i>American Ethnologist</i> 44(4): 617-631.
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**Prepare question	Wed	25-Oct	Kitchen labor	Janeja, Manpreet K. (2010) Of Seducing and Respectable, Hospitable and Stingy Foods: Subjectivities of Normal Food. In <i>Transactions in Taste: The Collaborative Lives of Everyday Bengali Food</i> . Routledge, New Delhi, India.
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Fri	27-Oct	Section: Discussion / Joya de Ceren economies	Sheets, Payson D. (2000) Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. <i>Ancient Mesoamerica</i> 11(02):217-230.
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Week 9 **Are You What You Eat? Memory, Identity, and Heritage.**

Mon	30-Oct	Gender and food production	Allison, Anne (2018 [1991]) Japanese Mothers and <i>Obentos</i> : The Lunch-Box as Ideological State Apparatus. In <i>Food and Culture: A Reader</i> , 4 th ed., edited by C. Counihan and P. Van Esterik. Pp. 48-66. Routledge, New York, NY.
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**Prepare & document meal	Wed	1-Nov	Food and class	Bourdieu, Pierre (2018 [1979]) Distinction: A Social Critique of the Judgement of Taste. In <i>Food and Culture: A Reader</i> , 4 th ed., edited by C. Counihan and P. Van Esterik, pp. 141-150. Routledge, New York, NY.
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Fri	3-Nov	Section: Fieldwork / Make a meal	[No Reading]
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Week 10 **Are You What You Eat? Embodiment, Physicality, and Materiality.**

**Quiz 3	Mon	6-Nov	Milk: it does a body good	Wiley, Andrea S. (2011) Milk for "growth": Global and local meanings of milk consumption in China, India, and the U.S. <i>Food and Foodways</i> 19(1):11-33.
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**Prepare question	Wed	8-Nov	Milk: a biocultural perspective	Curry, Andrew (2013) The Milk Revolution. <i>Nature</i> Vol. 500: 20-22. AND Nestle, Marion (2002) Appendix: Issues in Nutrition and Nutrition Research from <i>Food Politics</i> . University of California Press, Berkeley.
	Fri	10-Nov	Section: Discussion / The biopolitics of milk	"Why White Supremacists Are Chugging Milk (and Why Geneticists Are Alarmed)" https://www.nytimes.com/2018/10/17/us/white-supremacists-science-dna.html
<u>Week 11</u>				
			<u>Food Choice in Biocultural Perspective.</u>	
	Mon	13-Nov	Prey: mammoths to insects	O'Connell, James, Kristen Hawkes, and Nicholas Blurton Jones (2002) Meat-Eating, Grandmothering, and the Evolution of Early Human Diets. In <i>Human Diet: Its Origins and Evolution</i> . Praeger AND Morris, Brian (2008) "Insects as Food among Hunter-Gatherers." <i>Anthropology Today</i> 24(1): 6-8.
**Prepare question	Wed	15-Nov	Genetics and obesity	Johnson, Richard and Peter Andrews (2015) The Fat Gene. <i>Scientific American</i> 313: 64-69.
	Fri	17-Nov	Section: Discussion / Biocultural approaches	Dufour, Darna (2006) Biocultural Approaches in Human Biology. <i>American Journal of Human Biology</i> 18:1-9
**Due: Paper #1	Fri	17-Nov	Paper #1: Paleodiet due by 8pm	
<u>Week 12</u>				
			<u>The Materiality of Food and the Sociality of Foodways.</u>	
	Mon	20-Nov	Food as actor and actant: foodways in practice	Bennett, Jane (2007) Edible Matter. <i>New Left Review</i> 45(May June 2007):133-145.
**Feast	Wed	22-Nov	NO CLASS MEETING: Thanksgiving Recess	
	Fri	24-Nov	NO CLASS MEETING: Thanksgiving Recess	
<u>Week 13</u>				
			<u>Sacred, Secular, and Profane Food.</u>	
	Mon	27-Nov	Meal as metaphor, sustenance as sign	Weismantel, Mary J. (1988) Food in Discourse: Everyday Symbols in Ideological Conflict. In <i>Food, Gender, and Poverty in the Ecuadorian Andes</i> , pp. 143-167. University of Pennsylvania Press, Philadelphia, PA.
**Document meal	Wed	29-Nov	Sustenance, spirituality, and ritualized practice	Perez, Elizabeth (2011) Cooking for the Gods: Sensuous Ethnography, Sensory Knowledge, and the Kitchen in Lucumí Tradition," <i>Religion</i> 41(4): 665-83.

Fri	1-Dec	Section: Fieldwork / Archaeology of a meal	[No Reading]
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Week 14 **Food Securities and Insecurities.**

****Quiz 4**

Mon	4-Dec	Malnutrition and food insecurity	Logan, Amanda (2013) Human Experience Cha(lle)nging Our Questions: Toward an Archaeology of Food Security. <i>SAA Archaeological Record</i> (November).
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****Document
garbage**

Wed	6-Dec	Ancient middens, modern garbage	Shanks, Michael, David Platt, William Rathje (2004) The Perfume of Garbage: Modernity and the Archaeological. In <i>Modernism/modernity</i> 11(1): 61-83.
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Fri	8-Dec	Section: Fieldwork / Garbology	Rathje, William (2001) What We Say, What We Do. From <i>Rubbish? The Archaeology of Garbage</i> . University of Arizona Press, Tucson.
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Week 15 **Food Presents and Food Futures.**

Mon	11-Dec	Food, forward	Julier, Alice, Carole Counihan, and Penny Van Esterik. (2018) Introduction: The Continuing Salience of Food and Culture. In <i>Food and Culture: A Reader</i> , 4th ed., edited by C. Counihan and P. Van Esterik. Pp. 1-13. Routledge, New York, NY
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**Due: Paper #2	Fri	13-Dec	Paper #2: Restaurant Ethnography due by 8pm
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Course Readings

"Why White Supremacists Are Chugging Milk (and Why Geneticists Are Alarmed)"

<https://www.nytimes.com/2018/10/17/us/white-supremacists-science-dna.html>

Allison, Anne (2018 [1991]) Japanese Mothers and *Obentos*: The Lunch-Box as Ideological State Apparatus. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Pp. 48-66. Routledge, New York, NY.

Bennett, Jane (2007) Edible Matter. *New Left Review* 45(May June 2007):133-145.

Besky, Sarah (2017) Fixity: On the Inheritance and Maintenance of Tea Plantation Houses in Darjeeling, India. *American Ethnologist* 44(4): 617-631.

Bourdieu, Pierre (2018 [1979]) Distinction: A Social Critique of the Judgement of Taste. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik, pp. 141-150. Routledge, New York, NY.

Cohen, Jeffrey (2015) Chapter 2: The First Month and First Steps. In *Eating Soup Without a Spoon: Anthropological Theory and Method in the Real World*. Pp. 42-65. University of Texas Press, Austin.

Curry, Andrew (2013) The Milk Revolution. *Nature* Vol. 500: 20-22.

Dufour, Darna (2006) Biocultural Approaches in Human Biology. *American Journal of Human Biology* 18:1-9.

Fitzpatrick, Scott M. and William F. Keegan (2007) Human Impacts and Adaptations in the Caribbean Islands: An Historical Ecology Approach. *Earth and Environmental Science Transactions of the Royal Society of Edinburgh* 98(1):29-45.

Franklin, Maria (2001) The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity. In *Race and the Archaeology of Identity*, edited by C. E. Orser, pp. 88-107. University of Utah Press, Salt Lake City, UT.

Janeja, Manpreet K. (2010) Of Seducing and Respectable, Hospitable and Stingy Foods: Subjectivities of Normal Food. In *Transactions in Taste: The Collaborative Lives of Everyday Bengali Food*. Routledge, New Delhi, India.

Johnson, Richard and Peter Andrews (2015) The Fat Gene. *Scientific American* 313: 64-69.

Julier, Alice, Carole Counihan, and Penny Van Esterik. (2018) Introduction: The Continuing Salience of Food and Culture. In *Food and Culture: A Reader*, 4th ed., edited by C. Counihan and P. Van Esterik. Pp. 1-13. Routledge, New York, NY

- Kretzler, Ian, and Sara L. Gonzalez (2023) On Listening and Telling Anew: Possibilities for Archaeologies of Survivance. *American Anthropologist* ((First View)):1-12.
- Larsen, Clark Spencer (2005) Reading the Bones of La Florida. *Scientific American* (Mysteries of the Ancient Ones).
- Lieberman, Daniel E. (2013) Chapter 1 of *The Story of the Human Body*. Vintage, New York.
- Logan, Amanda (2013) Human Experience Cha(lle)nging Our Questions: Toward an Archaeology of Food Security. *SAA Archaeological Record* (November).
- Meigs, Anna S. (1988) Food as a Cultural Construction. *Food & Foodways* 2: 341-357.
- Morris, Brian (2008) "Insects as Food among Hunter-Gatherers." *Anthropology Today* 24(1): 6-8.
- Murphy, Denis J. (2007) Agriculture: A Mixed Blessing. In *People, Plants, and Genes: The Story of Crops and Humanity*, pp. 124-136. Oxford University Press, Oxford, UK.
- Nestle, Marion (2002) Appendix: Issues in Nutrition and Nutrition Research from *Food Politics*. University of California Press, Berkeley.
- O'Connell, James, Kristen Hawkes, and Nicholas Blurton Jones (2002) Meat-Eating, Grandmothering, and the Evolution of Early Human Diets. In *Human Diet: Its Origins and Evolution*. Praeger.
- Perez, Elizabeth (2011) Cooking for the Gods: Sensuous Ethnography, Sensory Knowledge, and the Kitchen in Lucumí Tradition," *Religion* 41(4): 665-83.
- Rathje, William (2001) What We Say, What We Do. From *Rubbish? The Archaeology of Garbage*. University of Arizona Press, Tucson.
- Rozin, Paul, Jonathan Haidt, Clark McCauley and Sumio Imada (1997) "Disgust: Preadaptation and the cultural evolution of a food-based Emotion." In *Food Preferences and Taste*, edited by Helen MacBeth, Berghahn Books, Oxford, pp. 65-82.
- Shanks, Michael, David Platt, William Rathje (2004) The Perfume of Garbage: Modernity and the Archaeological. In *Modernism/modernity* 11(1): 61-83.
- Sheets, Payson D. (2000) Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11(02):217-230.
- Smith, Tanya M. (2018) "Paleo Dining" and "Tooth Manipulation through the Ages" from *The Tales Teeth Tell*. The MIT Press, Cambridge, MA.

Sutton, David (2018 [2006]) *Cooking Skills, the Senses, and Memory: The Fate of Practical Knowledge*. In *Food and Culture: A Reader*, 4th edl, edited by C. Counihan and P. Van Esterik. Pp. 88-109. Routledge, New York, NY.

Ungar, Peter (2017) *How Teeth Work*. In *Evolution's Bite: A Story of Teeth, Diet, and Human Origins*. Princeton University Press, Princeton

Weismantel, Mary J. (1988) *Food in Discourse: Everyday Symbols in Ideological Conflict*. In *Food, Gender, and Poverty in the Ecuadorian Andes*, pp. 143-167. University of Pennsylvania Press, Philadelphia, PA.

Wiley, Andrea S. (2011) Milk for “growth”: Global and local meanings of milk consumption in China, India, and the U.S. *Food and Foodways* 19(1):11-33.

Wrangham, Richard (2010) *Catching Fire: How Cooking Made Us Human*. Basic Books, New York.