



## Syllabus (2022-Summer)

Course Title	Food Culture in East Asia	Course No.	
Department/ Major		Credit/Hours	3 credits / 45 Hours
Class Time/ Classroom	Mon to Thurs		
Instructor	Name: CHUN, Kyung Hyo	Department: Korean Studies	
	E-mail:kchun@ewha.ac.kr	Phone +82 1094574127	
Office Hours/ Office Location			

### I. Course Overview

#### 1. Course Description

This course is an anthropological exploration of food and culture in East Asia. We will explore various socio-cultural aspects, as well as the historical contexts, of contemporary cuisine and food consumption in East Asia. Food in different cultures represents more than subsistence patterns. A variety of foods and cuisine are often used as markers for identity, religion, class, gender and regionalism. A distinctive comparative approach will be employed to explore the commonalities, as well as distinctiveness, between food cultures and East Asian societies.

#### 2. Prerequisites

None



### 3. Course Format

Lecture	Discussion/Presentation	Experiment/Practicum	Field Study	Other
50%	40%	%		10%

(Instructor can change to match the actual format of the class.)

Explanation of course format:

### 4. Course Objectives

- Understand and explain the social significance of food
- Understand the cultural meaning of food in various cultural contexts
- Critically examine the notion of “tradition” and “heritage” in culture
- Interpret the role of food in recent cultural phenomena in East Asia
- Explain the multitude of symbolic meanings generated in food practices

### 5. Evaluation System

Relative evaluation  Absolute evaluation (for Ewha International Summer College students only)  Others :

- Explanation of evaluation system: Active and informed participation is a critical component of the learning experience and constitutes a significant portion of your cumulative grade.

This class requires every student to conduct presentations (around 20 minutes) on the assigned reading and key issues, and to facilitate class discussion. Each presenter is expected to provide discussion points for the class to ensure active student participation.

Midterm Exam	Final Exam	Quizzes	Presentation	Projects	Assignments	Participation	Other
30%	30%	%	20%	%	%	20%	%

\* Evaluation of group projects may include peer evaluations.

## II. Course Materials and Additional Readings

### 1. Required Materials

Selected Articles are assigned for each session. Students are expected to download and to read assigned articles prior to the class so that they are prepared for class discussion.



2. Supplementary Materials

3. Optional Additional Readings

III. Course Policies

\* For laboratory courses, all students are required to complete lab safety training.

IV. Course Schedule (3 hours each class)

Day	Date	Topics & Class Materials, Assignments
Day 1	(6/30)	<p><b>Introduction and Course Overview</b> Harris, Marvin. (2007) "The Abominable Pig" in <i>Food and Culture</i>, 67-79.</p>
Day 2	(7/4)	<p><b>Concept of Culture and Anthropological Theories</b> Smith, Monica L. (2006) "The Archaeology of Food Preference" <i>American Anthropologists</i> 108(3): 480-493</p>
Day 3	(7/5)	<p><b>Anthropology of Food</b> Mintz, Sidney and Christine Du Bois (2002) "The Anthropology of Food and Eating." <i>Annual Review of Anthropology</i> 31: 99-119. Shapin, Steven (2014) "You are What You Eat: Historical Changes in Ideas about Food and Identity" <i>Historical Research</i> 87(237): 377-392.</p>
Day 4	(7/6)	<p><b>Food Culture in China</b> Kuang, Lanlan (2017) "China's Emerging Food Media: Promoting Culinary Heritage in the Global Age" <i>Gastronomica</i> 17(3): 68-81. Cesaro, M. Cristina (2000) "Consuming Identities: Food and Resistance among the Uyghur in Contemporary Xinjiang" <i>Inner Asia</i> 2(2): 225-238.</p>
Day 5	(7/7)	<p><b>Food Culture in Japan</b> Kimura, Aya (2011) "Food Education as Food literacy: Privatized and Gendered Food Knowledge in Contemporary Japan" <i>Agriculture and Human Values</i> 28(4): 465-482. Wakako Takeda et al. (2016) "Advancing Food Sovereignty or Nostalgia: The Construction of Japanese Diets in the National Shokuiku Policy" <i>Anthropological Forum</i> 26(3): 276-288.</p>
Day 6	(7/11)	<p><b>Food Culture in South Korea</b> Lee, K. and Cho M. (2013) "The Evolution of Bulgogi over the Past 100 years" <i>Korea Journal</i> 53(4): 168-194. Jung, Keun-Sik (2005) "Colonial Modernity and the Social History of Chemical Seasoning in Korea" <i>Korea Journal</i> 45(2):9-36.</p>



Day	Date	Topics & Class Materials, Assignments
Day 7	(7/12)	<p align="center"><b>Food Culture in North Korea</b></p> <p>Noland, Marcus et al. 2001. "Famine in North Korea: Causes and Cures." <i>Economic Development and Cultural Change</i> 19(4): 741-767.</p> <p>Lim, Tai Wei. 2020. "Exporting North Korean Food Culture and Cuisines." <i>North Korean Review</i> 16(2): 111-120.</p>
Day 8	(7/13)	<b>Midterm Exam</b>
Day 9	(7/14)	<p align="center"><b>The Invention of Tradition and Authentic Food</b></p> <p>Moon, Okpyo (2010) "Dining Elegance and Authenticity: Archaeology of Royal Court Cuisine in Korea." <i>Korea Journal</i> 50(1): 36-59.</p> <p>Cwierka, Katarzyna (1998) "A Note on the Making of Culinary Tradition-an Example of Modern Japan." <i>Appetite</i> 30:117-128.</p>
Day 10	(7/18)	<p align="center"><b>Food and Rituals</b></p> <p>Feng, Xianghong (2012) "Chicken and Family Prosperity: Marital Ritual among the Miao in Southwest China" <i>Studies on Asia, Series IV</i>, 2(1): 1-25.</p> <p>Avieli, Nir (2005) "Roasted Pigs and Bao Dumplings: Festive Food and Imagined Transnational Identity in Chinese-Vietnamese Festivals" <i>Asia Pacific View Point</i> 46(3): 281-293</p>
Day 11	(7/19)	<p align="center"><b>Family Ideology and Food</b></p> <p>Gomez, Edmund Terence and Cheung, Gordon C. K. (2009) 'Family Firms, Networks and 'Ethnic Enterprise': Chinese food industry in Britain.' <i>East Asia: an international quarterly</i> 26 (2): 133-157.</p> <p>Allison, Anne (1991) "Japanese Mothers and Obentos: The Lunch-Box as Ideological State Apparatus" <i>Anthropological Quarterly</i> 64(4): 195-208</p>
Day 12	(7/20)	<p align="center"><b>Food, Media, and Body Image</b></p> <p>Strauss, Susan (2005) "The Linguistic Aestheticization of Food: A Cross Cultural Look at Food Commercials in Japan, Korea, and the United States" <i>Journal of Pragmatics</i> 37(9): 1427-1455.</p> <p>Pike, Kathleen and Patricia Dunne (2015) "The Rise of Eating Disorders in Asia: A Review" <i>Journal of Eating Disorders</i> 3(33): 1-15.</p>
Day 13	(7/21)	<p align="center"><b>Food and National Identity</b></p> <p>Lee, Min Joo (2021) "Branding Korea: Food, Cosmopolitanism, and Nationalism on Korean Television." <i>Situations</i> 14(1): 53-76.</p> <p>Cang, Voltaire (2018) "Japan's Washoku as Intangible Heritage: The Role of National Food Traditions in UNESCO's Cultural Heritage Scheme" <i>International Journal of Cultural Property</i> 25(4): 491-513.</p>
Day 14	(7/25)	<p align="center"><b>Globalization and the Consumption of Ethnic Food</b></p> <p>Mills, Mary Beth (2019) "Cookbook Confidential: Global Appetites, Culinary Fantasies, and Thai Food" <i>Food, Culture &amp; Society</i> 22(1):26-44.</p> <p>Bak, Sangmee (2010) "Exoticizing the Familiar, Domesticating the Foreign: Ethnic Food Restaurants in Korea." <i>Korea Journal</i> 50(1): 110-132.</p>
Day 15	(7/26)	<b>Final Exam</b>
Makeup Classes 1	(mm/dd)	
Makeup Classes	(mm/dd)	



Day	Date	Topics & Class Materials, Assignments
2		

## V. Special Accommodations

\* According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
<ul style="list-style-type: none"> <li>. Visual impairment : braille, enlarged reading materials</li> <li>. Hearing impairment : note-taking assistant</li> <li>. Physical impairment : access to classroom, note-taking assistant</li> </ul>	<p>Extra days for submission, alternative assignments</p>	<ul style="list-style-type: none"> <li>. Visual impairment : braille examination paper, examination with voice support, longer examination hours, note-taking assistant</li> <li>. Hearing impairment : written examination instead of oral</li> <li>. Physical impairment : longer examination hours, note-taking assistant</li> </ul>

- Actual support may vary depending on the course.

\* The contents of this syllabus are not final—they may be updated.