



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
ANTH 204-001
Introduction to Anthropology
Winter 2013

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

⚡ Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Nicole Kilburn
(b)	Office Hours:	M 10:30-12:00; T 5:00-5:30; W 10:30-12:00; TH 9:30-10:30 or by appointment
(c)	Location:	Young 207
(d)	Phone:	370 3368
(e)	Email:	kilburn@camosun.bc.ca
(f)	Website:	www.faculty.camosun.ca/nicolekilburn

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

Upon successful completion of this course a student will be able to:

1. Describe the connections between culture and food that account for food choices and different subsistence practices.
2. Explain how foodways influence the cultural construction of concepts like social complexity, kinship, and gender.
3. Identify key issues with respect to food security and sustainability, domestication and the importance and implications of new genetically modified organisms.
4. Illustrate the political economic dimension of food by considering the politics of hunger and food aid, and the consequences of international trade policies for both producers and consumers.

3. Required Materials

a) Text:

Carole Counihan, Penny Van Esterik, editors

2007 *Food and Culture: A Reader*, second edition. Routledge.

b) Course pack of selected articles is available for purchase from the bookstore:

Bryant, Carol, Kathleen DeWalt, Anita Courtney, and Jeffrey Schwartz

2004 Food in Historical Perspective: Dietary Revolutions. IN: *The Cultural Feast, An Introduction to Food and Society*, second edition, pp. 48-82. Belmont, CA: Wadsworth Publishers.

Chaiken, Miriam

2010 No Heads, No Feet, No Monkeys, No Dogs: The Evolution of Personal Food Taboos. IN: *Adventures in Eating: Anthropological Experiences in Dinging From Around the World*, edited by Helen Haines and Clare Sammells, pp. 181-190. Boulder: University of Colorado Press.

Katz, S. and M. Voigt

2012 (1986) Bread and Beer: The Early Use of Cereals in the Human Diet. IN: *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*, second edition, edited by Darna Dufour et. al pp. 72-84. Oxford: Oxford University Press.

Pollan, Michael

2007 Unhappy Meals. New York Times January 28.

c) For economy purposes, the following readings are linked off my website:

Gibbons, Ann

2007 Food for Thought; Did the First Cooked Meals Help Fuel the Dramatic Evolutionary Expansion of the Human Brain? *Science* 316: pp. 1558-1560

2009 What's For Dinner? Researchers Seek Our Ancestors' Answers. *Science* 326: pp. 1478-1479.

Leckie, Stephen

n.d. *How Meat-centred Eating Patterns Affect Food Security and the Environment*. Online document International Development Research Centre (IDRC). Accessed via the web January 2, 2013 http://web.idrc.ca/es/ev-30610-201-1-DO_TOPIC.html

4. Basis of Student Assessment

EVALUATION FACTS	
Per 14 week course	
Amount Per Serving	
Calories 200	Calories from Fat 8
Assignments	
Adventures in Eating	10%
Food origins paper	15%
Welfare Diet	10%
GM technology doc. critique	5%
Class participation	5%
TOTAL EXAMS	55%
Midterm	25%
Final	30%
Critical thinking 100%	
Cultural Relativism 100%	
* Values are based on participation and engagement. Your values may be higher or lower depending on how much you put in to this course.	

(a) Assignments (45%)

Adventures in Eating: Let Your Tastebuds do the Walking. (10%) **DUE FEBRUARY 5**

Consider one ethnic cookbook of choice through the lens of cultural food colonialism and write a brief essay that presents your cookbook of choice and applies the perspectives outlined by Lisa Heldke (her article is in the reader and is an assigned reading). This essay should be 3-5 pages in length, double spaced and 12 point font. Please cite both the article and the cookbook at the end of your essay.

Please bring the cookbook to class to fuel a discussion about identity, colonialism, globalization and ethnic cuisine.

Where in the World? Food origins paper (15%) **DUE MARCH 5**

Did you know that the European desire for spices was a major catalyst for the Age of Exploration? Or that chocolate, originally considered an elite or divine food by the Maya, diffused via colonialism and is now grown in many West African countries (in some questionable ethical circumstances)? Students will choose one item (a list will be provided on the website, but examples include chocolate, potatoes, chilies, tea, coffee, etc...) to consider political economies and the connection between a food item and some element of culture, like gender, power, or identity. This will weave together historical context and anthropological perspective to consider a familiar food item in a new way.

The Welfare Diet: How Food Secure are You? (10%) **DUE APRIL 2**

How much do you spend on food? How would your diet and general nutrition be affected if you lost your income? After paying for accommodation, bus transportation, basic hygiene, and a cell phone (considered essential if you want to land a job interview!), British Columbians on welfare have only \$26 a week to spend on food. This 5-7 page paper will make this relevant to your food reality by considering what you would have to do to meet this welfare food budget, including the constraints, health consequences, changes and compromises that would be involved. A detailed explanation of this assignment will be posted on my website!

Critical Analysis of two documentaries about GM technology and the future of food (5%)

DUE APRIL 9

This is a blatant bribe to encourage you to watch these two movies that I am asking you to consider instead of readings for the final class. Combined these movies run for 2.5 hours, which is more time than I expect weekly readings will take you to complete. So, to coax participation I am creating a short assignment (3-5 pages) related to these resources. We will use this as a basis of class discussion on April 9. This assignment should summarize the key points of each movie, both of which are fairly biased on either side of this very polarizing issue. In your critical summaries of the movies please consider the nature of bias (ie. who is being interviewed, how the information is woven together and presented) and what key information (from both sides) needs to be considered in a balanced discussion of GM technology.

Class participation: (5%) This course covers a lot of material that students will want to engage with and discuss. A basic expectation is that students come to class, and come having read the material for a given week so that they may participate in group discussions that arise in the course of lectures. This mark will be based on attendance (passive participation) and meaningful contribution throughout the semester (active participation).

Please make every effort to hand in assignments on time. **Five percent** of the total mark will be deducted for every day an assignment is late; while this may not seem like many marks, remember that 5% is the difference of a letter grade, and this adds up quickly. This is an unfortunate way to lose marks, and can be avoided by avoiding procrastination and staying organized in terms of time management.

If you email me an assignment, PLEASE bring me a hard copy as quickly as possible for me to mark. This is a student's responsibility; emailing a document only serves to get it handed in with a time stamp, but I will not hunt through my inbox for missing assignments!

(b) Exams (55%):

There are 2 exams in this course, which combine multiple choice, short answer, and longer answer responses. The final exam is not cumulative, but may consider reoccurring themes that weave their way through the entire course.

- Midterm exam: written February 12, worth 25%
- Final exam: written during the college final exam period, worth 30%

All exams must be attempted and an overall passing grade achieved in order to pass this course. Exams must be written at the scheduled times unless prior notice has been given to the instructor and approval received to write at a different time. If a student misses an exam due to illness, s/he **must present a medical note** to write a makeup exam and communicate with the instructor before the start of the exam. There will be no exceptions (this is college policy). Additional exams/assignments are not available to students in order to upgrade poor marks.

5. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

<i>Temporary Grade</i>	<i>Description</i>
I	<i>Incomplete: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.</i>
IP	<i>In progress: A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.</i>

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

5. **Course Content and Schedule:** Class meets Tuesday evenings from 6:30-9:20 in Y 214 [T] denotes a reading found in the textbook; [R] denotes a reading found in the coursepack; [W] denotes a reading found on the website; [H] denotes a reading provided as a handout for copyright reasons

WEEK	Lecture Topics	Readings
1 Jan 7-13	I Like to Eat Green Eggs and Ham; Human food preferences and culture	[T] Margaret Mead <i>The Problem of Changing Food Habits</i>
2 Jan. 14-20	Food and Human Evolution; Where Biology and Culture Collide	[W] Ann Gibbons (2007) <i>Food for Thought</i> ; Ann Gibbons (2009) <i>What's For Dinner? Researchers Seek Our ancestors' Answers</i>
3 Jan. 21-27	Food its Role in the Development of Social Complexity	[R] <i>Food in Historical Perspective: Dietary Revolutions</i>
4 Jan. 28-Feb. 3	Food and Power	[T] Sidney Mintz <i>Time, Sugar, and Sweetness</i> ; Jennifer Clapp <i>The Political Economy of Food Aid in an Era of Agricultural Biotechnology</i>
5 Feb. 4-10	Food and Identity	[T] Lisa Heldke <i>Let's Cook Thai: Recipes for Colonialism</i> ; [T] Dylan Clark <i>The Raw and the Cooked: Punk Cuisine</i>
6 Feb. 11-17	Midterm exam ; Anthropology of Fermentation	[R] Solomon Katz, and Mary Voigt <i>Bread and Beer</i>
7 Feb. 18-24	Food and Gender	[T] Joan Jacobs Brumberg <i>The Appetite as Voice</i> ; [T] T.J.M. Holden <i>The Overcooked and Underdone: Masculinities in Japanese Food Programming</i>
8 Feb. 25-March 3	Food Preferences and Food Taboos	[T] Marvin Harris <i>The Abominable Pig</i> ; [R] Miriam Chaiken <i>No Heads, No Feet, No Monkeys, No Dogs: The Evolution of Personal Food Taboos</i>
9 March 4-10	Food and Ritual in Life and Death	Reading TBA
10 March 11-17	Fast Food, Slow Food; Food and Time	[T] Alison Leitch <i>Slow Food and the Politics of Pork Fat: Italian Food and European Identity</i>
11 March 18-24	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective	[R] Michael Pollan <i>Unhappy Meals</i>

<p>12 March 25-31</p>	<p>Food Security and Sustainability in Global Perspective I</p>	<p>[W] Stephen Leckie <i>How Meat-centred Eating Patterns Affect Food Security and the Environment</i></p>
<p>13 April 1-7</p>	<p>Food Security and Sustainability in Global Perspective II</p>	<p>[T] Gary Paul Nabhan <i>Rooting out the Causes for Disease: Why Diabetes is So Common Among Desert Dwellers</i>; [T] Janet Poppendieck <i>Want Amid Plenty: From Hunger to Inequality</i>; [H] Himmelgreen et. al <i>Anthropological Perspectives on the Global Food Crisis</i></p>
<p>14 April 8-14</p>	<p>The Future of Food</p>	<p>[W] <i>The Future of Food</i>; Jimmy's <i>GM Food Fight</i></p>