



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT
ANTH 204-001
Introduction to Anthropology
Winter 2014

COURSE OUTLINE

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

*W 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:	Monday 1:00-1:30; Tuesday and Thursday 10-12; Tuesday 4:30-5:00; Wednesday 1:00-1:30; or by appointment
(c)	Location:	Young 207
(d)	Phone:	370 3368
(e)	Email:	kilburn@camosun.ca
(f)	Website:	www.faculty.camosun.ca/nicolekilburn

2. Intended Learning Outcomes

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) A course pack of selected articles is available for purchase from the bookstore. There may be a few other short readings posted on my website or handed out throughout the term.
- b) A \$20 course supply fee has been added to the cost of the course pack so that edible teaching aids can be used throughout the semester. Any money that has not been spent on food by the end of the semester will be donated to an organization of the class's choice.

4. Basis of Student Assessment

(a) Assignments (40%)

Where in the World? Food origins paper (15%) DUE TUESDAY, FEBRUARY 4

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 is provided on the website, but examples include sugar, 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. A more detailed assignment description is posted on my website.

The Camosun Cookbook Project (5%) DUE TUESDAY MARCH 4

Food has an amazing capacity to amplify memories of people or places or events; it is no surprise that as such an incredible receptacle for culture, food is an important medium through which to consider history, kinship, migration, ethnicity, culture change, and personal identity. What is one food dish that immediately comes to mind as something important to you personally? This item is not just something that tastes good, but something that you have a special connection to. Your assignment is to write down the recipe and cooking instructions, then write a short (maximum one page) explanation of the food item and its importance that led you to choose this particular recipe. This explanation should be a fun, creative writing challenge for you; help the reader grasp the importance of this recipe to you, and in doing so, understand that food is about so much more than mere fuel! The recipes of the class will be organized and compiled into a spiral bound book that will be available at the end of the semester for any student interested in exploring the favourite food recipes of their peers. A more complete explanation, including an example, is provided on my website.

The Welfare Diet: How Food Secure are You? (15%)

DUE TUESDAY, MARCH 25

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. This personal case study will be blended with the Cost of Eating in BC Report to highlight key points raised in this publication. A detailed explanation of this assignment is posted on my website!

Critical review of 2 documentaries about GMOs and the future of food (5%)

DUE TUESDAY, APRIL 8

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 week of the semester. 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 (5 pages at most please!) related to these resources. We will use this as a basis of class discussion in the final week of the semester. 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.

A few notes about assignments:

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! There is no guarantee that a late assignment slipped under my door will get to me, so always double check and keep an extra copy of your assignments in case you need to resubmit it!

A few comments about lectures:

You will get a lot more out of the class if you come having read the material for a particular week. We will all have more fun if class time can be engaging and a discussion rather than me talking at you. You all have lots to contribute, and I look forward to your questions and perspectives. It is none of my business whether you attend class or not; you do not have to let me know that you will not be attending a class, and I do not take attendance. However, there is a direct correlation between coming to class and doing well in the class. If you miss a class please get notes from a classmate, I do not post my Powerpoints and will not be sharing them with you unless there is some dire circumstance!

(b) Exams (60%):

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. The each exam is worth 30% of the final grade.

- Midterm exam: written February 18
- Final exam: written during the college final exam period (check Camlink for the date and time)

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. Standard Grading System (GPA) The University of Victoria describes their grading as follows:

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.	7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	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. A student receiving this grade demonstrated a superficial grasp of the material.	1
0-49	F	Minimum level has not been achieved.	0

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARE/Grad.html>

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.

If you are not familiar with what constitutes plagiarism, or how to properly cite sources, there are plenty of resources available for you! The librarians are eager to help with how to use the Internet for research and how to use different citation styles. For the purposes of this course, please use the MLA or APA format of citation, and remember that in-text citations are critical for both paraphrased ideas and direct quotes and statistics.

6. **Course Content and Schedule:** Please make every effort to do the week's readings **ahead** of the first class of the week to get the most out of lectures.

WEEK	Lecture Topics	Readings
1 Jan. 6-12	I Like to Eat Green Eggs and Ham; Human food preferences and culture	Jason Fagone <i>Horsemen of the Esophagus</i>
2 Jan. 13-19	Food and Human Evolution; Where Biology and Culture Collide	Ann Gibbons (2007) <i>Food for Thought</i> ; Ann Gibbons (2009) <i>What's For Dinner? Researchers Seek Our ancestors' Answers</i>
3 Jan. 20-26	Food its Role in the Development of Social Complexity	<i>Food in Historical Perspective: Dietary Revolutions</i>
4 Jan. 27-Feb. 2	Food and Identity	Dylan Clark <i>The Raw and the Cooked: Punk Cuisine</i>
5 Feb. 3-9	Food and Gender	Joan Jacobs Brumberg <i>The Appetite as Voice</i>
6 Feb. 10-16	Food and Power	Jennifer Clapp <i>The Political Economy of Food Aid in an Era of Agricultural Biotechnology</i>
7 Feb. 17-23	Midterm exam Anthropology of Fermentation	Soloman Katz, and Mary Voigt <i>Bread and Beer</i>
8 Feb. 24-March 2	Food Preferences and Food Taboos	Marvin Harris <i>The Abominable Pig</i>
9 March 3-9	Food and Ritual in Life and Death	Reading TBA
10 March 10-16	Fast Food, Slow Food; Food and Time	Alison Leitch <i>Slow Food and the Politics of Pork Fat: Italian Food and European Identity</i>
11 March 17-23	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective	Michael Pollan <i>Unhappy Meals</i>
12 March 24-30	Food Security and Sustainability in Global Perspective I	Stephen Leckie <i>How Meat-centred Eating Patterns Affect Food Security and the Environment</i>
13 March 31-April 6	Food Security and Sustainability in Global Perspective II	[Handout] Himmelgreen et. al <i>Anthropological Perspectives on the Global Food Crisis</i> Gary Paul Nabhan <i>Rooting out the Causes for Disease: Why Diabetes is So Common Among Desert Dwellers</i>
14 April 7-13	The Future of Food	<i>The Future of Food; Jimmy's GM Food Fight</i>