



School of Arts & Science  
SOCIAL SCIENCES DEPARTMENT  
ANTH 204-001  
Introduction to Anthropology  
Winter 2016

COURSE OUTLINE

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

Ω 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:	
(c)	Location:	Young 213
(d)	Phone:	370 3344
(e)	Email:	kilburn@camosun.bc.ca
(f)	Website:	<a href="http://www.faculty.camosun.ca/nicolekilburn">www.faculty.camosun.ca/nicolekilburn</a>

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.
- b) A companion text that will be important for our term project is also required:  
Martin, Daniella  
2014 *Edible: An Adventure into the World of Eating Insects and the Last Great Hope to Save the Planet*. New Harvest Publications; New York.
- c) A \$25 course supply fee has been added to the cost of the course pack so that edible teaching aids can be used throughout the semester.

#### 4. Basis of Student Assessment

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##### (a) Assignments (40%)

##### **The Edible History Project (10%)**

**DUE Monday, February 15**

Food has an amazing capacity to amplify memories of people, 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 has three parts:

- 1) write down the recipe and cooking instructions (I challenge you to try the recipe out so that you can take a great picture of the finished product)
- 2) write a short (approximately 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! I have provided an example of “Happy Cake”, a favourite in my house, on my website.
- 3) Food also represents colonialism, conquest, status, wealth and globalization (amongst many other things). Each student will choose **two** ingredients from their recipe and write a brief (1-2 pages) historical overview of each of the ingredient’s origins and diffusion around the world. For example, tomatoes are very important in Italian food, but were originally domesticated in Mexico and arrived in southern Italy due to Spanish influence in the 1500’s. If possible I would like students to consider unique ingredients so that we have a wide range of ingredients researched by the entire class. A list will be posted on my website, and once you have chosen a recipe you can choose your ingredients.

The recipes, stories, and histories of key ingredients 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. Please remember that all resources used (including the source of the recipe, be it a cookbook or your grandmother’s recipe box) must be properly cited (APA style please).

##### **Camosun College Festival (25%)**

**Monday, March 28**

Anthropologists have been talking about entomophagy, the human consumption of insects, for a long time. In what amounts to nothing short of a food revolution, insects are moving from extreme food at the National Geographic Explorer’s Dinner to mainstream protein alternative, and it’s time to take food anthropology out of the classroom for some public education. In 2014 Camosun hosted the first ever Festival, which was a sell out and earned ANTH 204 a Camosun Innovation Award in 2015. This semester we will hold this event again as our term project on Monday, March 28. Students will work in small groups to develop interactive materials to help our community consider their cultural response to eating insects, and the many health and environmental benefits of this form of protein. Students will also be involved in the planning and logistics for this

event. A more detailed assignment description and breakdown of deliverables and grading will be posted online once we have confirmed a few details as a group.

### **GMOs and the Future of Food (5%)** **DUE Monday, April 4**

The debate around genetically modified organisms is a heated one. It is difficult to find a documentary that is balanced enough to bring in to a class like ours. Using materials compiled on my website, briefly consider the following thesis statement:

#### **A cost benefit analysis of environmental, economic, social and health issues of genetically modified foods highlights the complexity of this matter.**

Please try to use good information (there is a lot of fear-mongering in this charged issue!), and briefly consider at least 2 points in support of genetically modified organisms in our human food systems, and two counter points. You will bring your points to class ready to share with your peers so that we can think about what key issues would be covered in a balanced documentary. There are plenty of GMO documentaries available online as well, feel free to check them out for ideas, but be aware of where bias comes from and practice critical thinking. This assignment will be no more than 5 pages, double spaced, with full citations to support your points. (Hint: the Glen Stone review article of GM food from an anthropological perspective is an excellent overview of key issues).

#### **Notes:**

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 (yes, even weekends); 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 (60%):**

There are 2 exams in this course, which combine multiple choice, short answer, and longer answer responses. Both exams are worth 30% of the final grade in the course. The final exam is not cumulative, but may consider reoccurring themes that weave their way through the entire course.

- Midterm exam: written Monday, February 29
- Final exam: written during the college final exam period

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.	9
85-89	A	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.	8
80-84	A-		7
77-79	B+		6
73-76	B	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.	5
70-72	B-		4
65-69	C+		3
60-64	C	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	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](http://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>
<b>I</b>	<i>Incomplete:</i> 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.
<b>IP</b>	<i>In progress:</i> 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 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> 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.

**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](http://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.

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

<b>WEEK</b>	<b>Lecture Topics</b>	<b>Readings</b>
<b>1</b> Jan. 11-17	Introduction to the course	Jason Fagone <i>Horsemen of the Esophagus</i>
<b>2</b> Jan. 18-24	Food, Evolution, and Biology	Ann Gibbons (2007) <i>Food for Thought</i> ; Ann Gibbons (2009) <i>What's For Dinner? Researchers Seek Our Ancestors' Answers</i>
<b>3</b> Jan. 25-31	Food its Role in the Development of Social Complexity	<i>Food in Historical Perspective: Dietary Revolutions</i>
<b>4</b> Feb. 1-7	Food and Power	Jennifer Clapp <i>The Political Economy of Food Aid in an Era of Agricultural Biotechnology</i>
<b>5</b> Feb. 8-14	<b>Family day holiday, no class</b>	No readings (hint: get ahead on readings!)
<b>6</b> Feb. 15-21	Food and Identity	Dylan Clark <i>The Raw and the Rotten: Punk Cuisine</i> ; Tracy Poe <i>The Labour and Leisure of Food Production as a Mode of Ethnic Identity Building Among Italians in Chicago 1890-1940</i> (linked off my website)
<b>7</b> Feb. 22-28	Food and Gender	Joan Jacobs Brumberg <i>The Appetite as Voice</i> ; Martha Few <i>Chocolate, Sex and Disorderly Women in Late Seventeenth and Early Eighteenth Century Guatemala</i> (linked off my website)
<b>8</b> Feb. 29-March 6	<b>Midterm exam</b> ; Anthropology of Beer	Reading to be announced
<b>9</b> March 7-13	Food and Ritual in Life and Death	Regina Gee <i>From Corpse to Ancestor: The Role of Tombside Dining in the Transformation of the Body in Ancient Rome</i>
<b>10</b> March 14-20	Fast Food, Slow Food; Food and Time	Alison Leitch <i>Slow Food and the Politics of Pork Fat: Italian Food and European Identity</i>
<b>11</b> March 21-27	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective	Michael Pollan <i>Unhappy Meals</i>
<b>12</b> March 28- April 3	Easter Monday, no class	Finish working on Pestival materials
<b>13</b> April 4-10	Pestival; The Bugs are Back	No readings
<b>14</b> April 11-17	The Future of Food	Glenn Stone <i>The Anthropology of Genetically Modified Crops</i> (linked off my website)