



School of Arts & Science  
SOCIAL SCIENCES DEPARTMENT  
ANTH 204-001  
Anthropology of Food  
Winter 2017

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:	M 3-4pm; T 11-12, 2-2:30pm; TH 11-12, 2-2:30pm; F 2-2:30pm		
(c)	Location:	Young 213		
(d)	Phone:	370 3344		
(e)	Email:	kilburn@camosun.bc.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.
- 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.

#### 4. Basis of Student Assessment

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

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

**DUE Monday, February 6**

Do you know the history hidden in our kitchens and grocery stores? In addition to calories and micronutrients, food is full of personal memories and represents colonialism, conquest, status, wealth and globalization. To get a sense of this, students will get into groups of 2 or 3; each group will be given an ingredient that they must use in a dish that they research, prepare, and share with the group as part of a potluck buffet on February 6. In addition to sharing this food item with the class, the group will prepare a short historical overview of their ingredient's origins, spread around the world, and importance in one cultural context (preferably referencing the item made for class).

On the evening of our potluck, groups must come with the following items:

- The recipe that they used for their contribution
- An ingredients list so that fellow students can easily determine whether they can sample the item or not (ie. checking for food allergies)
- A label indicating the name of your dish
- The ~2 page summary (double-spaced, 12 point font, with all necessary citations in text and with APA formatting)

Each group will have 1-2 minutes to present their ingredient and contribution to the class before everyone has a chance to sample and discuss. Is there anything special about this dish, like ethnicity or a special occasion when it is served? Groups can bring their item earlier in the day if necessary so that the dish does not have to be carried to other classes (please organize this with me ahead of time!). I am happy to refrigerate items, and reheat in the microwave before class if necessary.

##### **Food Waste term project (20%)**

**DUE Monday March 27**

Canadians waste an estimated \$30 billion worth of food every year; of all the different stages of the food chain connecting field to plate, 51% of this waste originates..... in our homes. How do we waste so much food? What are the consequences, beyond just the obvious financial ones? How can this issue be addressed? The objective of this class's public anthropology project this term is to share this information with our college community in the form of posters and/or interactive exhibits and accessible content for a website. As a class we will consider each of the areas where food is wasted, present the environmental consequences of food waste, look at food security, and think about how to address food waste as individuals and communities. This applied anthropology project will help bring the next food revolution to Camosun College: for a week at the end of term we will transform an area on campus into an exhibit space to promote this important conversation. Students will work in groups of no more than 4 (but can work alone if desired) to research a particular aspect of the food waste issue, and generate an informative and engaging way to share this information with the public. The exhibit material (ie. poster) will be complimented with fully cited written and visual content that

will be incorporated into a website. The anticipated length of this written content is 8-10 pages (double spaced and 12 point font) plus photographs, graphs, and citations.

A detailed explanation of this term project, along with a list of the topics to choose from, will be posted on my website. Groups must have signed up for a topic by January 30; this can be done in class or via email. Because each group is contributing to the overall class project we want to minimize redundancy so topics will be on a first come first served basis. If groups would like to pitch an original idea that fits within the parameters of the project please do so as soon as possible. A project outline (worth 5% of the overall mark) is due by **February 20** so that I can provide feedback and direction.

### **GMOs and the Future of Food (10%)** **DUE Monday, April 10**

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 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 5-7 pages, double spaced, with full citations to support your points (please use the APA style). 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 27

- 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+		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.
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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<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.
IP	<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.)
CW	<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.

WEEK	Lecture Topics	Readings
1 Jan. 9-15	Introduction to the course	No readings this week, get started on week 2
2 Jan. 16-22	Food, Evolution, and Biology	Ann Gibbons <i>What's For Dinner? Researchers Seek Our Ancestors' Answers</i> ; Richard Wrangham <i>Introduction to the Cooking Hypothesis</i> ; Jeff Leach Anthropology of Microbes blog <i>Please Pass the Microbes</i> (linked off website)
3 Jan. 23-29	Food its Role in the Development of Social Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i>
4 Jan. 30-Feb. 5	Food and Power	<i>Big Sugar's Secret Playbook</i> (2016 podcast linked off of website)
5 Feb. 6-12	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>
6 Feb. 13-19	<b>Family day holiday, no class</b>	Time to catch up and get ahead!
7 Feb. 20-26	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>
8 Feb. 27-March 5	<b>Midterm exam</b> ; Anthropology of Beer	John Arthur <i>Beer through the ages</i>
9 March 6-12	Food and Ritual in Life and Death	Carol Field <i>Rites of Passage in Italy</i> ; Regina Gee <i>From Corpse to Ancestor: The Role of Tombside Dining in the Transformation of the Body in Ancient Rome</i>
10 March 13-19	Fast Food, Slow Food; Food and Time	Alison Leitch <i>Slow Food and the Politics of Pork Fat: Italian Food and European Identity</i> ; Stephen Schneider <i>Good, Clean and Fair: the rhetoric of the Slow Food Movement</i>
11 March 20-26	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective	Michael Pollan <i>Unhappy Meal</i> ; Gary Paul Nabhan <i>Rooting out the Causes of Disease</i>
12 March 27- April 2	Food Security	TBA
13 April 3-9	Food Sustainability	Nicole Kilburn and Jarrod Goldin <i>Waiter, there's a fly in my soup</i>
14 April 10-16	The Future of Food	Glenn Stone <i>The Anthropology of Genetically Modified Crops</i>