



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**ANTH-204-001**  
**The Anthropology of Food**  
**W2018**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

<b>(a) Instructor</b>	Nicole Kilburn
<b>(b) Office hours</b>	Monday 12-1pm; Tuesday 1-2pm; Wednesday 3:30-4:30pm, or by apt.
<b>(c) Location</b>	Young 213
<b>(d) Phone</b>	(250) 370 3344 <b>Alternative:</b> _____
<b>(e) E-mail</b>	kilburn@camosun.bc.ca
<b>(f) Website</b>	<a href="https://sites.camosun.ca/nicolekilburn/">https://sites.camosun.ca/nicolekilburn/</a>

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

Upon completion of this course the 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 food ways influence the cultural construction of concepts like social complexity, kinship, and gender.
3. Analyze key issues with respect to food security and sustainability, domestication and 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) Texts**

- A course pack of selected articles is available for purchase from the bookstore.
- 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.

**(b) Other**

- 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.

**5. 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. 8-14	Introduction to the course	No readings this week, get started on week 2
<b>2</b> Jan. 15-21	Food, Evolution, and Biology	Ann Gibbons <i>What's For Dinner? Researchers Seek Our Ancestors' Answers</i> ; Jeff Leach Anthropology of Microbes blog <i>Please Pass the Microbes</i> (linked off website); Richard Wrangham <i>Introduction to the Cooking Hypothesis</i> ; Zink and Lieberman <i>Impact of Meat and Lower Paleolithic Food Processing Techniques on Chewing in Humans</i>
<b>3</b> Jan. 22-28	Food and Social Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i>
<b>4</b> Jan. 29-Feb. 4	Food and Power	Andrea Wiley "Drink Milk for Fitness"; Dana Goodyear <i>The Rawsome Three</i>
<b>5</b> Feb. 5-11	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>
<b>6</b> Feb. 12-18	<b>Reading week</b>	Time to catch up and get ahead!
<b>7</b> Feb. 19-25	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>
<b>8</b> Feb. 26-March 4	<b>Midterm exam</b> ; Anthropology of Beer	John Arthur <i>Beer through the ages</i>
<b>9</b> March 5-11	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>
<b>10</b> March 12-18	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective	Michael Pollan <i>Unhappy Meals</i>
<b>11</b> March 19-25	Indigenous Food Sovereignty and Reconciliation	Gary Paul Nabhan <i>Rooting out the Causes of Disease</i> ; Nancy Turner and Katherine Turner "Where our women used to get the food": <i>cumulative effects and loss of ethnobotanical knowledge and practice; a case study from coastal British Columbia</i>
<b>12</b> March 26-April 1	Food security fieldtrip to the Shelbourne Community Kitchen	Videos from World Central Kitchen (posted online)
<b>13</b> April 2-8	<b>Pestival</b>	No readings
<b>14</b> April 9-15	The Future of Food	Glenn Stone <i>The Anthropology of Genetically Modified Crops</i>

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

#### **The Edible History Project (10%) DUE Wednesday, February 7**

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 7. In addition to sharing this food item with the class, the group will prepare a short written 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 2-3 page summary (double-spaced, 12 point font, with all necessary citations in text and APA formatting)

Each group will have 1-2 minutes to informally 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.

#### **Participation in the Indigenous Food Sovereignty event with Chef Rich Francis (5%) Friday, March 23, 2018**

The Songhees Nation, in partnership with Camosun College, will be hosting an Indigenous Food Sovereignty and Reconciliation event on Friday, March 23. This project is a learning opportunity for students in Culinary Arts, Events Management, and Anthropology, along with the Greater Victoria community. Our role is to offer volunteer support to make the event a success, and share an anthropological perspective on food sovereignty with the paying participants. The indigenous chef headlining the event, Chef Richard Francis, will come to our class on March 21 ahead of the event and we will talk about food activism and his "Cooking for Reconciliation" project. In addition to helping out wherever needed (we will take our lead from the Events Management student organizing team) students will also contribute to the event on the 23<sup>rd</sup> by informally sharing information with guests. More information about this event will be shared throughout the semester as planning proceeds. Please be prepared to participate for multiple hours, likely beginning between 5-6pm, on March 23.

Students who cannot attend this event may choose to write a 4-5 page paper outlining food sovereignty in local indigenous contexts (based on Turner's article and class discussion) and the connection between indigenous cuisine and reconciliation. This paper is due by Friday, March 30. Students who opt for the paper must communicate this to me well in advance of the event.

#### **Camosun College Festival (25%) Wednesday, April 4**

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 once again 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. This semester we will

hold the event again as our term project on Wednesday April 4. Students will be involved in the planning and logistics for this event. 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. Interactive “booths” can include edible teaching aids, posters (print costs covered by the event budget), quizzes, etc... A more detailed assignment description with specifics about the format of print materials and a breakdown of deliverables and grading will be posted online once we have confirmed a few details as a group.

A project proposal (worth 5% of the overall mark), is due **February 21**. The proposal will include a list of all group members, the main objective of the “booth” along with learning outcomes, and 3 annotated references (in addition to the book *Edible*) to show that research has begun.

**Please note** that Festival has a budget to get materials printed, but these materials will need to be sent to me or brought to me on a USB stick by **NO LATER** than **Wednesday March 28**. Correct formatting is important, and all of this information is on my website. If I do not receive these files by this date groups will have to cover the cost of printing on their own.

### (b) Exams

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 **Wednesday, February 28**
- 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.

### 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.

Powerpoints are visual aids that are used in the classroom. They are not posted on D2L or my website. If you would like the benefit of these teaching aids please come to class. If you miss a class, perhaps you can find a generous classmate that will share notes with you.

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!

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

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-		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.	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

## 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.