



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-204-001
The Anthropology of Food
W2019

COURSE OUTLINE

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.

1. Instructor Information

(a) Instructor	Nicole Kilburn
(b) Office hours	1-2pm Monday and Wednesday; 4-5pm Monday, 1:30-3:00pm Thursday or by appointment
(c) Location	Y213
(d) Phone	(250) 370 3344 Alternative: _____
(e) E-mail	kilburn@camosun.bc.ca
(f) Website	https://sites.camosun.ca/nicolekilburn/courses/anthropology-204/

2. Intended Learning Outcomes

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 reading pack has been built for this course and is available at the bookstore. There are also a few resources posted on my website.

(b) Other

There is a \$20 course fee, purchased at the bookstore that pays for edible teaching aids brought in to class over the course of the semester. It is important that you purchase this so that we can harness the learning potential of our tastebuds!

4. Course Content and Schedule

Please note that the class term project includes a food sovereignty event hosted at the Songhees Wellness Centre on Friday March 29. Students are expected to attend this event as part of the term project, and should block off time from work to be able to participate from 5:00pm to approximately 9:00pm.

WEEK	Lecture Topics	Readings
1 Jan. 7-13	I Like to Eat Green Eggs and Ham; Human food preferences and culture	No readings this week, get started on week 2 (which looks daunting but they are all short)
2 Jan. 14-20	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>
3 Jan. 21-27	Indigenous Food Sovereignty (and an introduction to our term project)	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>
4 Jan. 28-Feb. 3	Food its Role in the Development of Social Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i>
5 Feb. 4-10	Food and Power	Andrea Wiley "Drink Milk for Fitness"; Dana Goodyear <i>The Rawsome Three</i>
6 Feb. 11-17	Midterm exam ; The Anthropology of Alcohol	John Arthur <i>Beer Through the Ages</i>
7 Feb. 18-24	Reading Week	Time to catch up and get ahead!
8 Feb. 25-March 3	Food Preferences and Food Taboos	Marvin Harris <i>The Abominable Pig</i>
9 March 4-10	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>
10 March 11-17	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>
11 March 18-24	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>
12 March 25-31	Food and Health; Nutrition and "Balanced Diets" In Cross Cultural Perspective Friday, March 29 Food Sovereignty and Reconciliation event with the Songhees Nation	Michael Pollan <i>Unhappy Meals</i>
13 April 1-7	Food and Sustainability	Nicole Kilburn et. al "Waiter there's a fly in my soup" Stephen Leckie <i>How Meat-Centred Eating Patterns Affect Food Security and the Environment</i>
14 April 8-14	The Future of Food	Glenn Stone <i>The Anthropology of Genetically Modified Crops</i>

5. Basis of Student Assessment (Weighting)

(a) Assignments 40%

The Edible History Project (15%)

DUE Monday, February 25 (5% bonus marks in this assignment for handing it in Feb. 4)

Do you know the history hidden in our kitchen cupboards and on grocery store shelves? In addition to calories and micronutrients, food represents colonialism, conquest, status, wealth and globalization. To get a sense of this, students will be given an ingredient that they must research to consider the origins of the item, its spread through the world, and some element of culture like gender, power, religion, or identity (obviously there is a lot of overlap between these topics, and the focus will depend on the individual item!) This will weave together historical context and anthropological perspective to consider a familiar food item in a new way. This paper should be approximately 7-10 pages long, double spaced and 12 point font, well cited (APA style please) with good references (ie. Joe's webpage on pineapples is not going to cut it!).

The Camosun-Songhees Nation Indigenous Food Sovereignty Event (25%)

Friday, March 29

Camosun College and the Songhees Nation are co-hosting the second (annual?) food sovereignty event on Friday, March 29 at the Songhees Wellness Center. In addition to our anthropology class, this project is a learning opportunity for students in the Aboriginal Culinary Arts, Hospitality and Tourism Management program (based at the Songhees Wellness Center), Culinary Arts, and Events Management, along with members of our diverse community. Our role is to share an anthropological perspective on food sovereignty with the participants as well as support the smooth running of the event by being servers. Please be prepared to participate for approximately 4 hours, beginning between at approximately 5pm, on Friday March 29 (timing will be confirmed closer to the date).

Each student team will organize visual and interactive materials to help participants learn about various components of the indigenous food systems that were present for millennia here on the south coast, and disrupted as a consequence of contact. Teams will be paired, and co-located with a culinary team preparing one of the 4 courses for the dinner. Teams will be able to present information that directly relates to an item included in the dish. In addition to the 8 team projects, there are a small number of individual project options as well. Students will list their top 3 preferences and I will place you in groups in week 2.

A comprehensive outline of what the team plans to present in their booth, and how they plan to do it, is due no later than **February 15** (the Friday before reading week) so that I can return it to the team by February 25. This outline will include an abstract of what the "learning objectives" are and ideas about how these ideas will be presented in an accessible and engaging way. The proposal also needs at least 3 annotated references so that I can see that work has begun, and provide feedback about resources.

Please note that this project has a budget to get materials printed, but these materials will need to be sent to me digitally or brought to me on a USB stick by **NO LATER** than **Wednesday March 20**. 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 take care of getting materials printed on their own.

(b) Exams: 60%

There are 2 exams in this course, which combine multiple choice, short answer, and longer answer responses. The first exam covers less than the second, so is worth 25% while the final is worth 35% 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 11**
- Final exam: written during the college final exam period

Both 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.

A few notes:

1. Try to avoid late assignments, you have plenty of time to get organized and complete your term project in this course and late marks quickly add up. Any project not submitted by the deadline will have 5% deducted per day, including weekends. Yes, brutal! This is the incentive to hone your time management skills, perhaps the most important thing you will learn in your undergrad.
2. All written work that you submit must be your own. Any ideas that you incorporate into your assignment (paraphrased or direct quotes) **MUST** be properly cited to indicate where they came from. Failure to do this is considered plagiarism, which is a serious form of academic dishonesty. This automatically results in a zero for the assignment and must be reported to the dean. The Internet has made it very easy to research, but also to cut and paste content. Students must be careful to keep track of information so that it is properly cited, both intext and with a full citation in the “references cited” section at the end of the assignment. No assignment is too small to not require citations, and all sources consulted must be properly cited. There are many great resources posted on Camosun’s library webpage about how to cite sources; if you have questions please come and get some clarification. I reserve the right to check any assignment with plagiarism detection software.
3. I do not post my PowerPoints, they are visual aids used in class. If you miss a class, it is your responsibility to get notes from a peer; I am then very happy to discuss concepts during office hours, but can’t reteach material that has been missed.

6. Grading System

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

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) 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-		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

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

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.

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

I have posted lots of interesting supplementary information on my website that you might find interesting and helpful, and will continue to add things throughout the semester. I encourage you to come and see me in office hours if you have any questions, I'm here to help.

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.