



CAMOSUN COLLEGE
School of Arts & Science
Department of Social Sciences

ANTH-204-001
The Anthropology of Food
W2020

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	Monday 3-4:30pm; Tuesday and Thursday 10:30-11:30am, 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

(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

There is no textbook for this class. Readings have been posted on D2L. There is at least one reading per week, please read it before coming to class so that we can talk about the reading, critically evaluate it, and build off of it in class.

4. Course Content and Schedule

WEEK	Lecture Topics	Readings
1 Jan. 6-12	I Like to Eat Green Eggs and Ham; Human food preferences and culture	Esther Landhuis <i>Why Don't More Humans Eat Bugs?</i>
2 Jan. 13-19	Food, Evolution, and Biology	Richard Wrangham <i>Introduction to the Cooking Hypothesis</i> Sarah Wild <i>Scientists find first evidence of humans cooking starches</i> Anna Goldfield <i>The Neanderthal Diet- From Teeth to Guts</i>
3 Jan. 20-26	Food its Role in the Development of Social Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i>
4 Jan. 27-Feb. 2	Food and Power	Andrea Wiley "Drink Milk for Fitness"; Dana Goodyear <i>The Rawsome Three</i>
5 Feb. 3-9	Food and Identity	Nicole Kilburn <i>Pastoralism; shepherding through the ages</i> Slow Food Foundation <i>Raw Milk Cheeses and PDO</i>
6 Feb. 10-16	Midterm exam; The Anthropology of Alcohol	John Arthur <i>Beer Through the Ages</i>
7 Feb. 17-23	Reading Week	Time to catch up and get ahead!
8 Feb. 24-March 1	Defining Edibility: Food Preferences and Food Taboos	Marvin Harris <i>The Abominable Pig</i> Additional article TBA
9 March 2-8	Fast Food, Slow Food; Food and Time	Michael Pollan <i>Unhappy Meals</i> Harry West and Nuno Domingos <i>Gourmandizing Poverty Food; The Serpa cheese Slow Food Presidium</i>
10 March 9-15	Indigenous Food Sovereignty	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> Sean Sherman NYT article
11 March 16-22	Agrobiodiversity and the challenges of climate change and modern eating	Simran Sethi <i>Biodiversity</i> Additional article TBA
12 March 23-29	Understanding Local Food (In)Security Fieldtrip to Shelbourne Community Kitchen	Chapters 1 and 2 from the VICRA report <i>Strategies for Increasing Food Security on Vancouver Island</i> <i>The Cost of Eating Report 2011 and Food Costing Report 2017</i> (use the more recent report for updated stats and numbers, use the 2011 report for a more holistic consideration of food security and poverty and other social determinants of health)
13 March 30-April 5	PESTIVAL term project 7-9pm	No readings for this week
14 April 6-12	The Future of Food	Kudlu and Davis Stone <i>The Trials of Genetically Modified Food</i>

Important dates (a recap of above):

- January 20 come ready to share key geographic info about your food item that is the basis of the edible history paper
- February 3 Edible history paper due
- February 10 Term project proposal due (feel free to get this in sooner)
- February 10 midterm exam
- March 22 Print deadline for Festival materials (yes, this is a Sunday... I would like to send all print materials to the printshop on March 23)
- March 23 fieldtrip to Shelbourne Community Kitchen
- March 30 Festival term project at the Interurban campus on Monday, March 30. The event will run from 7-9pm, with set up and take down time before and after.

5. Basis of Student Assessment (Weighting)

(a) Assignments 40%

The Edible History Project (10%)

DUE Monday, February 3

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 5-7 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!).

On January 20, be ready to share with the class where your food was originally domesticated, and where it is commonly grown today as part of a conversation about food and social complexity. This is a nudge for you to get started on your research right away!

Festival: A term project about entoprotozoa (30%)

Monday, March 30

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. Festival 2020 will be a student driven event held at the Interurban campus in the beautiful new Health and Human Services building on Monday, March 30 from 7-9pm. Students will work in small groups to organize a booth (which will include poster panels, displays or an interactive activity) that will help our community consider their reactions to eating insects and why entomophagy may have significant positive effect in terms of addressing hunger, malnutrition and human health issues, and environmental crises such as climate change, ocean acidification and deforestation.

Students will submit their top 3 choices of topics (from the list posted on D2L) to me by January 13 so that I can organize groups as quickly as possible.

A project proposal (worth 5% of the overall mark), is due **February 10**. The proposal will include the title and a summary of the key concepts covered by the group. It will include ideas about how to creatively present the information, 3 annotated references (and good academic ones please!) to show that research has begun, and projected costs that are itemized.

A full project description with the list of topics and information about print materials is posted on D2L.

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 **Sunday March 22**. Correct formatting is important, and all of this information is included in the project description document posted on D2L. 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 10**
- 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 in-text 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>

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.