



ANTH-204-001
The Anthropology of Food W2021

COURSE OUTLINE

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

□ 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 1:30-2:30, or by Appointment (office hours are on Collaborate, there is a log in under Student resources in the content section of D2L)
(c) Location	I am working remotely this semester. Please contact me via email to set up an appointment if office hours do not work for you.
(d) Phone	n/a
(e) E-mail	kilburn@camosun.bc.ca

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

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 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. 11-17	I Like to Eat Green Eggs and Ham; Human food preferences and culture	Please start reading Michael Pollan's chapter Air as you make your sourdough starter
2 Jan 18-24	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. 25-31	Defining Edibility: Food Preferences and Food Taboos	Xavier Medina <i>Eating Cat in the North of Spain</i> Marvin Harris <i>The Abominable Pig</i>
4 Feb. 1-7	Food and Power	Andrea Wiley "Drink Milk for Fitness"; Dana Goodyear <i>The Rawsome Three</i>
5 Feb. 8-14	Food and Identity	Nicole Kilburn <i>Pastoralism; shepherding through the ages</i> Slow Food Foundation <i>Raw Milk Cheeses and PDO</i>
6 Feb. 15-21	Reading week	Time to catch up and get ahead!
7 Feb. 22-28	Food its Role in the Development of Social Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i> Michael Pollan <i>Air</i>
8 March 1-7	Midterm exam; no additional course content will be presented this week	
9 March 8-14	Healthy, balanced diets in cross cultural perspective	Michael Pollan <i>Unhappy Meals</i> Shariffah Suraya Syed Jamaludi <i>Postpartum Food Restriction of Rural Malay Women</i>
10 March 15-21	Fast Food, Slow Food; Food and Time	Harry West and Nuno Domingos <i>Gourmandizing Poverty Food; The Serpa cheese Slow Food Presidium</i> Stephen Schneider <i>Good, Clean, Fair: The rhetoric of the Slow Food Movement</i>

11 March 22-28	Indigenous Food Sovereignty	Gary Paul Nabhan <i>Rooting out the Causes of Disease</i> Nancy Turner and Katherine Turner “ <i>Where our women used to get the food</i> ”: <i>cumulative effects and loss of ethnobotanical knowledge and practice; a case study from coastal British Columbia</i> Sean Sherman’s <i>10 Essential Native American Recipes</i>
12 March 29-April 4	Understanding Food (In)Security	Resource TBA
13 April 5-11	Food and Sustainability	Stephen Leckie <i>How Meat-Centred Eating Patterns Affect Food Security and the Environment</i> One additional resource TBA
14 April 12-18	The Future of Food	Kudlu and Davis Stone <i>The Trials of Genetically Modified Food</i>

Important dates:

Introductions due by January 17

Edible history paper due by February 7

Hand and Pan project (part 1) due by February 21

Hand and Pan Project (part 2) due by April 4

How Food Secure are You? Paper due by March 28

MIDTERM EXAM Friday, February 26 at 12:00am and is due by Tuesday March 2 at 11:59pm

FINAL EXAM Sunday, April 18 at 12:00am and is due by Thursday, April 22 at 11:59pm

Other important things about this class:

Communication

Communication is more important than ever if we can't meet face to face every week. I will be sending class emails every week, using the emails on the D2L classlist. It is **VERY IMPORTANT** that you ensure that your Camosun email is being pushed to whatever email address you check frequently otherwise you will miss these emails. I am good at responding to emails in a timely manner, but for more in depth conversations my preference is going to be live office hours or booking an appointment for a quick chat via Collaborate. If you have questions, please be asking them either in class or via email or office hours. I'm here to help but it is hard to gauge what you need from my home office unless you let me know!

Connection between D2L content and live classes

This class has never been online before, and honestly there has not been a lot of time to transform this class into a customized, online format. I reserved a 3 hour time block for live classes to give me some flexibility as I re-imagine this class, but I think we all know that 3 consecutive hours of live online class would be really hard, even with fascinating content. I anticipate having some content delivered in weekly D2L modules, leaving our live class time for specific case studies or concepts, discussion, and exploration. I imagine that our live classes will be about 2 hours per week, although sometimes they may become a bit longer based on the interests of the group. Please be working through the weekly module content, in tandem with the live class content, to get everything out of this class.

Food kit

I have built a small kit with various samples to use as edible teaching aids throughout the course. Students will have received an email about how to pick up the kits while following Covid safety protocols. Alternatively I can mail it to you, at a cost of \$10-15 (it is dependent on Canada Post's rates, which I will determine as needed). This is a useful, though optional, teaching and learning tool.

Snack or Dinner pairings

If possible I would like to harness all of the senses for learning this semester and give students opportunities to apply their learning. Since this class coincides with dinner time I will be making some suggested "dinner pairings" or snack suggestions that you may like to be eating while we are talking. I will send these out in the week prior to class in an email.

Cultural relativism and sensitivity. As animals we are unique in that we feast, instead of just feed. Our food choices are generally about more than just calories, which makes food a fascinating lens through which to explore culture. But it can be easy to forget that food choices (both what we eat and don't eat) are complex. Please be mindful of this before commenting on someone else's food choices. There may be many, many reasons behind particular decisions, from personal preference to structural realities of socio-economics. You may be an ardent vegan, for example, but please keep in mind that many fellow students may not be able to afford to reflect their values in their food choices. This doesn't mean that we won't have a chance to talk about the many food choices and realities of humans across time and space, but it is important to maintain a respectful space for interesting, and non-judgmental discussion.

5. Basis of Student Assessment (Weighting)

(a) Assignments 40%

Introductions (2%)

Due by January 17 at 11:59pm

Building community in an online class is challenging, and takes a bit of extra effort. I think you will get to know me over the term, but I would like to get to know you as well. And I get the sense that students want to connect with peers too. To this end, I ask that students provide a brief introduction in a discussion post on D2L. Please include a bit about yourself, anything food related (are you a chef, a server at a restaurant, from a farming family, do you have backyard chickens, are you a terrible cook but love to eat, are you a picky eater, etc...). A recent food-related story would be appreciated: something to help we get to know you, and your peers too! Adding a photo, if you are comfortable with that, would be really nice as well. Please note that we are using the Discussion section as a way to share, not respond to one another. Unless I guess you see a cool connection that you want to comment on, in which case go ahead!! I look forward to meeting you all.

The Edible History Paper (10%)

DUE by February 7 at 11:59pm

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 choose an ingredient from a list posted on D2L that they must research to consider the origins (domestication) 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 with good references (ie. Joe's webpage on pineapples is not going to cut it!). While there are any number of great choices, please stick to the items listed on D2L.

Hand and Pan part 1: (10%)

DUE by February 21 at 11:59pm

People have shared recipes and connected over food for generations. Food is a fascinating way to explore the world; indeed, during a pandemic our tastebuds are really the only things allowed to do any “travelling”. Everyone has a special recipe to share and a curiosity about trying something new.

The first part of this assignment is to share a recipe, as a video demonstration. This is comparable to hand and pan demonstrations that are all over the Internet. Each student will share a recipe by filming themselves making it. The ingredients will be listed on the screen and particular instructions will be demonstrated. In addition to sharing the dish, the student will either introduce it or conclude the video by explaining why they chose this dish, why it’s important to them, maybe how it reflects identity, heritage, etc... If you REALLY don’t feel like you can do this as a video submission (it doesn’t have to be fancy!) a photo essay is an acceptable alternative here.

[Hands and pans: the boiled-down recipe videos cooking up a storm | Food | The Guardian](#) Here are some examples. This is our starting point. I don’t expect videography that is perfect, and it doesn’t have to be fancy. It doesn’t have to be shot from above, either. Your phone taped to the back of a chair is almost perfect counter height to capture prep, and taped to a window provides a well-lit way to capture your introductory/concluding reflection.

Food has an amazing capacity to amplify memories of people or 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 is to share the recipe and cooking instructions in a short, organized hand and pan video OR photo essay. In addition to teaching others in the class how to cook this dish, you will explain the importance of this recipe that has let you to choose it for this assignment. Please be sure to provide a citation for the recipe you use: this can be a full citation from cookbook, or “Grandma’s cheesecake recipe, shared on a handwritten recipe card (original source unknown).

This will be posted to the “Course Media” section of D2L for the class to learn from. There are instructions on how to post videos to D2L in the Assignment resources folder. Please have the name of the recipe as your video submission name, then introduce yourself at the beginning so that I know who is submitting!

Hand and Pan part 2: (3%)

DUE by April 4 at 11:59pm

Food is also an amazing way to bring people together, to connect, and to learn through. The second part of this assignment is to choose ONE of the recipes shared by your peers, and give it a try. You will take a picture of the finished dish, and provide some insight about the experience; why did you choose this dish? Was it a completely new type of dish for you to make/eat, or did it remind you of something you have had before? What was it like to try out this recipe, and the finished result? Please relate one course concept to your reflection. This part of the assignment will be posted on the class discussion board. This

is not an assessment of your cooking skills. This is an opportunity to apply some learning, and connect and share with others in class over food.

How Food Secure are You? A Consideration of the “Welfare Diet” (15%) DUE by March 28 at 11:59pm

How much do you spend on food? How would your diet, general nutrition and overall lifestyle be affected if you had reduced hours at work, or lost your income? This may not be something that you have to imagine, I think nearly every student of mine in the W2020 term lost one job (and in some cases 2) in the second week of March 2020. This is a humbling reality for a great many of us here in greater Victoria. We do not have statistics yet for 2020, but just one, small local organization, the Shelbourne Community Kitchen, has added 230 people to the client list since the start of the pandemic: that’s a nearly 200% increase! This indicates that a growing number of people, of all ages and backgrounds, are dealing with food insecurity in our city.

Social justice advocates estimate that after paying for accommodation, bus transportation, basic hygiene, and a cell phone (considered essential if you want to land a job interview!), British Columbians on social assistance have less than \$30 a week to spend on food (the amount depends on where you live; a study in 2017 identified that individuals living on social assistance in Vancouver’s downtown eastside would have just \$19).

This approximately 7 page paper will evaluate the complexities of food insecurity by using resources provided, and making them relevant by considering what you would have to do to meet this welfare food budget, including the constraints, health consequences, changes and compromises that would be involved.

I ask that students collect data by keeping track of their food expenses for one week. Consider keeping receipts to be able to consider how food money gets spent (ie. coffee, snacks, quick meals at fast food outlets, bulk foods, fruits and vegetables, etc...). This will provide an important point of comparison for considering the discrepancies between current food budgets and a “Welfare food diet”. If students live at home, please either keep track of household food expenses and divide by the number of occupants, or use the resources provided to roughly determine what a family on social assistance would have as a food budget. Students will use their personal case study as applied learning to help present key points that are highlighted in the Cost of Eating in BC Report.

I have compiled some resources for you to use for writing this paper, and have put them in the “Assignment Resources” folder on D2L. I have included a website on the cost of living in Victoria if you would like to customize the weekly food budget of the challenge, and a variety of resources to present key elements of food security on Vancouver Island.

A more complete description of this assignment will be posted on D2L.

(b) Exams: 60%

There are 2 exams in this course, which combine 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. Due to the online format, these will be take home style exams. They will go live on D2L, and then students will have 5 days to complete the exam and submit their answers to D2L.

- Midterm exam: goes live February 28 at 12:00am and is due by Thursday March 4 at 11:59pm
- Final exam: goes live Thursday April 22 at 12:00am and is due by Monday April 26 at 11:59pm

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. Please use APA citation style for your work in this class. If you need help figuring out how to cite particular resources there are guides on the Camosun library website.
- 2.
3. 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.
4. 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. All assignments may be checked with plagiarism detection software.

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:

Percentage	Grade	Description	Grade Point Equivalent
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F		0

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

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.

<http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

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

I have posted lots of interesting information on D2L 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 virtual 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.