

COURSE SYLLABUS

COURSE TITLE: ANTH-204: The Anthropology of Food

CLASS SECTION: 001

TERM: W2022

COURSE CREDITS: 3

DELIVERY METHOD(S): Face to face (?)



Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Nicole Kilburn

EMAIL: kilburn@camosun.bc.ca

OFFICE: Young 212A

HOURS: Monday 4:00-4:30, Tuesday 1:30-2:30, Wednesday 9:30-10:30, Friday 1:30-2:30

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

What and how humans eat influence our evolution, social complexity, environmental interactions, and political economies. Food defines ethnic identities and social classes, symbolizes beliefs, and structures division of labour, kinship, and gender. This survey course considers the interface between food and culture, in the past, the present and the future.

PREREQUISITE(S):

One of:

- C in ANTH 104
- C in GEOG 102

And one of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon 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 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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Readings in this class are posted to D2L in a folder called "Readings". In addition to the articles, I have created a webpage with content relevant to the topic being covered each week. Please review all of this material ahead of class to be able to participate. The readings are available from the first day of class, and I will open up the weekly content folders every Friday (at the latest 0 to give you the weekend prior to class to read the webpage content.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
1. Jan. 10-16	I Like to Eat Green Eggs and Ham; humans food preferences and culture	Please start reading Michael Pollan's chapter <i>Air</i> as you make your sourdough starter
2. Jan. 17-23	Sustainability, supply chains and consumer choice: deconstructing the Butterfly Effect from our dinner plates Class time collaboration Part 1	Sabate and Soret <i>Sustainability of plant-based diets</i>
3. Jan. 24-30	Food and Human Evolution	Richard Wrangham <i>The Cooking Hypothesis</i> Goldfield <i>The Neanderthal Diet</i> Sarah Wild <i>Scientists find First Evidence of Humans Cooking Starches</i> Penny Bickle <i>The surprising role cheese played in human evolution</i>
4. Jan. 31-Feb. 6	Food and Power	Andrea Wiley <i>Drink Milk for Fitness</i> ; Dana Goodyear <i>The Rawsome Three</i>
5. Feb. 7-13	Food and Identity Class time collaboration Part 2	Nicole Kilburn <i>Pastoralism; shepherding through the ages</i> Slow Food Foundation <i>Raw Milk Cheeses and PDO</i>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
6. Feb. 14-20	Food its Role in the Development of Cultural Complexity	Carol Bryant et. al <i>Food in Historical Perspective: Dietary Revolutions</i> <i>A visit to an ancient Roman bakery – Eat This Podcast</i>
7. Feb. 21-27	Reading week	Time to catch up and get ahead
8. Feb. 28-March 6	Midterm exam, followed by a lecture on the Anthropology of Beer	John Arthur <i>Beer through the Ages</i>
9. March 7-13	Defining Edibility: Food Preferences and Food Taboos Class time collaboration Part 3	Xavier Medina <i>Eating Cat in the North of Spain</i> Marvin Harris <i>The Abominable Pig</i> Esther Landhuis <i>Why don't more humans eat bugs?</i>
10. March 14-20	Fast Food, Slow Food; Food and Time	West and 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 21-27	“Balanced” diets in Cross Cultural Perspective	Michael Pollan <i>Unhappy Meals</i>
12. March 28-April 3	Food (In)security and food sovereignty	Turner and Turner “Where our women used to get the food”: cumulative effects and loss of ethnobotanical knowledge and practice; a case study from coastal British Columbia One additional reading TBA
13. April 4-10	The Future of Food	Kudlu and Stone <i>The Trials of Genetically Modified Food</i>
14. April 11-17	Games night and debrief	No readings for this week
The final exam will be during the final exam period. We will get the date in early March, please be sure to hold off on making any work or travel plans until this date has been finalized.		

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

DESCRIPTION	WEIGHTING
<p>Where in the World? Edible Histories paper 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 (APA please) with good references (ie. Joe’s webpage on pineapples is not going to cut it!). More information is available in the assignment description posted to D2L. DUE: Sunday, February 6 by 11:59pm</p>	<p>15%</p>
<p>Sustainability, supply chains consumer choice term project The recent COP26 conference highlighted the lead role that food plays in discussions about sustainability: globally the way we feed ourselves is responsible for about a third of our greenhouse gas emissions. Add to this disruption to supply chains caused by the recent climate events in southern BC and it is clear that our food systems are brittle and not sustainable. How can we recognize our own contributions both to these problems and their solutions? And more importantly, how do we teach and learn about this in an engaging way that starts a conversation rather than being just another lecture? We are going to answer these questions together throughout the semester with a collaborative term project that will culminate in the creation of a board game. Working together as a class we will brainstorm the key messages and objectives of the game and the logistics of how the game will be played. Students will work independently to find resources that will inform the content, and share these resources with the group. Finally, each student will use materials compiled by the entire class to complete one of the tasks required to pull the game together. We will have a games night on the last night of class. A much more detailed description of the overall project and expectations is posted to D2L. Work session 1 January 17 worth 5% Work session 2 February 7 worth 5% Work session 3 March 7 worth 5% Final individual deliverable due by March 29 at 11:59pm worth 10%</p>	<p>25%</p>
<p>Midterm exam</p>	<p>30%</p>
<p>Final exam</p>	<p>30%</p>
	<p>100%</p>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

First and foremost, I would like you to be engaged in this class, learn something interesting and have fun while you are at it. Being invested in the class means making a commitment to coming every week; this type of participation not only benefits your learning but also creates opportunities for questions and discussion. If you miss class, please ask a colleague for notes (this is a great reason to meet fellow students in class and build some community). I will post my Powerpoints after class, but they will not capture everything that we discuss. The best option is to come to class!

Part of the mark for work sessions tied to the term project is participation; if you do not come to class on these evenings, you can't participate! If there is an extenuating circumstance that means you will miss class, please email me BEFORE the class so that we can figure out how you can make up the participation marks. Without an excused absence you will not be able to earn the participation marks on these evenings (but can still submit required resources for some marks).

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.

Please submit assignments via D2L unless otherwise specified. If there is a weird D2L glitch you can email me the assignment to get it time stamped, but you still need to get it in to the Assignments folder for me to mark it. I cannot hunt through my email inbox for missing assignments.

SCHOOL OR DEPARTMENTAL INFORMATION

There is no additional information to add here. But I will include a joke for those of you who have read this far: Q: Why do watermelons have fancy weddings? A: Because they cantaloupe.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising

<http://camosun.ca/advising>

Accessible Learning

<http://camosun.ca/accessible-learning>

Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.