Holthuysen

ANTH 108 Food, Drink and Culture

**A) Statement Connecting Sustainability to Anthropology**

Anthropology concerns all of humanity: the past, present and future. There are numerous ways in which concepts of sustainability can be incorporated into how we think about our existence in this world. Since anthropology takes a four-field approach I would ask students to address the following questions. How have we sustained our relationships with the environment in the past (archaeology)? How has sustainability affected our evolution and health? (biological anthropology)? How do other cultures conceive of sustainability (cultural anthropology)? How does our language influence how we think and live in a sustainable world (linguistic anthropology)?

**B1) Mapping Course Outcomes to Sustainability**

•  Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.

•  Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.

•  Demonstrate connections between a student’s chosen course of study and sustainability.

•  Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course.

•  Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.

•  Apply practical solutions to real-world sustainability challenges.

ANTH 108 OUTCOMES

* Explain the role that nutritional anthropology plays in understanding human consumption of food and drink
* Assess the human diet from a biological evolutionary perspective, especially the influences that our primate origins have on our overall nutritional needs.
* Appreciate the complexity and origins of world cuisines and beverages.
* Connect various aspects of culture to the choice and consumption of food and drink.
* Identify the symbolic aspects of food and drink in various cultures and how these items convey values and norms.
* Enumerate major global food challenges the world faces today.
* Analyze one’s own diet through the lens of nutritional anthropology

REVISED ANTH 108 SUSTAINABILITY OUTCOMES

* Explain the role that nutritional anthropology plays in understanding human consumption of food and drink
* Assess the human diet from a biological evolutionary perspective, especially the influences that our primate origins have on our overall nutritional needs. Explain how sustainability has affected the human diet over time.
* Appreciate the complexity and origins of world cuisines and beverages.
* Connect various aspects of culture understanding the social, economic and environmental systems of sustainability to the choice and consumption of food and drink.
* Identify the symbolic aspects of food and drink in various cultures and how these items convey values and norms.
* Enumerate major global food challenges the world faces today and provide practical solutions to real world sustainability challenges. Furthermore explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental, economic and food-related crises.
* Analyze one’s own diet through the lens of nutritional anthropology, and how these choices are embedded in the fabric of an interconnected world

**B2) Teaching Strategies**

I will lecture, have discussions, activities and service-based learning.

**B3) Assignments, Activities, Resources**

Activities

1. Opening Activity: I plan on having students brainstorm what they believe sustainability is and how it relates to food. This will be done in small groups (4-5 people). I will use large sheets of paper with markers. (This will be similar to the activity we did about the Wicked Problem). The paper will be divided in half. I will encourage students to think broadly about what sustainability is and what is involved for the first half and then think about how sustainability relates to food in the second half. They can use words, images etc. Then they will be asked to draw connections, if they can, to see how larger networks of sustainability can relate to food. (E.g. How does global warming relate to food production practices? Changes in land use? Shortages of food?). This portion of the exercise will help students to understand the connections and complexity of sustainability (taking a systems approach to investigating sustainability). This will provide a starting point to begin discussions of global food challenges and potential solutions.

This will be followed by a more formal lecture on definitions and ideas about sustainability.

* Course Outcome: Enumerate major global food challenges the world faces today and provide practical solutions to real world sustainability challenges. Furthermore explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental, economic and food-related crises.
* Not Graded: given points for participation.

1. Homework assignment: Where does my food come from?

For this activity I will have student list their favorite meal and try to trace back the elements and ingredients to where they think they come from. This will require some internet research.

Step 1: Where was your food domesticated? (E.g. Turkey Sandwich and Watermelon Slices. Turkey domesticated in South America, Wheat (for the bread) was first domesticated in the Middle East, as was lettuce and mustard seed, Tomatoes were domesticated in South America. Watermelon was domesticated in Africa.)

Step 2: Where did the actual products come from? (This may be a little more difficult to track. E.g. The bread is called Orowheat and seems to have come from the Orowheat bread outlet in Bellevue (10 miles from my home). The Turkey is Boarshead and appears to have been shipped from the East Coast where their headquarters are located. The watermelon was actually grown in China and shipped to the US (China is the by far the number 1 producer of watermelons in the world!).

Step 3: Other ingredients/preservatives/additives? Look carefully at the list of ingredients are there any non-food ingredients? E.g. Nitrate: a preservative used in the Turkey lunchmeat. This could be either sodium or potassium nitrate.)

Step 4: Draw conclusions. Did anything surprise you about your favorite meal? Did you know peanuts came from South America? Think about how far your products have travelled. What kind of impact do you think transportation of these products has made on the environment? What kind of impact does it have on price? Could you make more sustainable choices?

* Connect various aspects of culture understanding the social, economic and environmental systems of sustainability to the choice and consumption of food and drink.
* Graded: Out of 20 points. Points given for accuracy and thoroughness.

1. Service Learning Activity: Community Garden

This will be an ongoing activity. Students will participate in the Bellevue College community garden project. Students plant vegetables and tend to them throughout the quarter. We will plan an initial visit as a group and then in a small group (3-4 people) they will be required to tend to a particular crop (visiting at least 4 times during the quarter). They will be required to take a photo of themselves with their crop documenting the growth of their crop and also write a small paragraph about what they did and how their crop is progressing. This will be posted on CANVAS.

* Connect various aspects of culture understanding the social, economic and environmental systems of sustainability to the choice and consumption of food and drink.
* Graded: Out of 20 points. Points given for completing assignment (making 4 posts) and thoroughness of posts.

**C) Syllabus**

**Bellevue College – SPRING 2014**

**ANTHROPOLOGY 108**

**FOOD, DRINK, & CULTURE**

**MONDAY & WEDNESDAY**

**12:30 – 2:20 PM**

**Welcome to Food, Drink & Culture**

Professor: Dr. Jaime Holthuysen

Classroom: D101

Class Hours: Monday/Wednesday, 12:30 – 2:40 p.m.

Mailbox location: D110, Social Science Division Office

Office Phone: (425) 564-2347

E-mail: J.holthuysen@bellevuecollege.edu

Office Hours: By appointment.

Office location: D 200

**“FOOD is never just food…”**

A long time ago, humans roamed the Earth, hunting and gathering the necessary wild foods to nourish ourselves. At the end of the Ice Age, it became necessary for some of us to grow our own food and become horticulturalists, agriculturalists, or pastoralists. Domestication has profoundly affected our species, other species, and the Earth ever since. Our primate and Paleolithic heritage continue to influence our requirements for sustenance, while the cultural aspect of consumption provides the lens through which we make our choices. The variety of food and drink has never been greater as globalization has impacted every corner of the world. Food is never just food, as it communicates evolutionary and cultural information about us.

**Course Description**

Embark on an eating and drinking adventure and discover the roots of your cuisine. A cross-cultural and global view of food and drink that examines these essentials of life from the cultural, biological, archaeological and linguistics perspectives of anthropology. The phrase “You are what you eat (and drink)” takes on new meanings. Food, Drink, & Culture (ANTH 108) is a 5-credit social science course. Item 5060.

**Course Outline**

I. The Anthropology of Food and Drink

A. Anthropology as a Social Science

B. Fields of Anthropology

C. Nutritional Anthropology

D. Ethics in Archaeology

II. Food and Human Biology

A. Food and Drink of the Ancestors

B. Dietary Selection & Human Health

C. Case Studies

III. The Archaeology & History of Eating & Drinking Habits

A. Origins of World Cuisines

B. Revolutions in Diet (Neolithic & Industrial)

IV. Cultural Influences on Food & Drink Choices

1. Technology of Food and Drink (Industrial and Post Industrial)
2. Socio-economics of Food
3. Politics and Sustainability
4. Ideology
5. Case Studies

V. Communicating through Food & Drink

A. Language and meaning of food

B. Case Studies

VI. Contemporary Global Food Challenges

**Course Syllabus**

You are required to review this syllabus and the attached Procedures and Guidelines of the Social Science Division. Enrollment in the course constitutes an agreement to abide by the policies set forth in these items. You will be required to sign a form that documents this agreement. Please read over this syllabus carefully, sign and date the form at the end of this syllabus, and return it to your professor as soon as possible.

**Required Materials**

 **Required Textbook:**

***The Cultural Feast: An Introduction to Food and Society: An Introduction to Food and Society***, Carol A. Bryant, Kathleen M. DeWalt, Anita Courtney, and Jeffery Schwartz, Thomson Wadsworth, 2003.

This textbook was chosen for this class since it incorporates the 4-field approach in American Anthropology, it‟s comprehensive yet concise, it‟s ideal for a 10-week quarter, and used copies should be readily available and reasonably priced.

 **Required Discussion Volume:**

***Adventures in Eating: Anthropological Experiences in Dining from Around the World***, edited by Helen R. Haines and Clare A. Sammells, University Press of Colorado, 2010.

This edited volume was chosen for class discussions on the experiences of eating and drinking.

 **MyBC Course Site:**

Electronic copies of this syllabus and other class materials will be available on the course website, accessible via MyBC. You must have established a student account (see below) to access this material.

 **Additional Materials:**

--A packet of Scantrons, No. 2 pencils, and erasers for exam-taking.

--A notebook/paper for note-taking (no computers/laptops, unless you have a documented medical need).

--Blank CDs or memory sticks for your class project.

**E-mail and Access to MyBC**

 All students registered for a class at Bellevue College must create a college network account. Your s student network account can be used to access your college e-mail, log in to computers in labs and classrooms connected to the BC wireless network, and log in to MyBC.

 To create your account, go to: https://bellevuecollege.edu/sam.

 It is especially important that you activate your BC e-mail account for this course, since you will want to log on regularly to MyBC for class materials.

 BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the Computing Services website.

**Course Outcomes**

Upon completion of this course, students will be able to:

 Explain the role that nutritional anthropology plays in understanding human consumption of food and drink.

 Assess the human diet from a biological evolutionary perspective, especially the influences that our primate origins have on our overall nutritional needs.

 Appreciate the complexity and origins of world cuisines and beverages.

 Connect various aspects of culture to the choice and consumption of food and drink.

 Identify the symbolic aspects of food and drink in various cultures and how these items convey values and norms.

 Enumerate major global food challenges the world faces today.

 Analyze one’s own diet through the lens of nutritional anthropology.

**How Course Outcomes will be Met & Assessed**

 Outcomes will be addressed through lectures, visual materials, readings, and class activities.

 Outcomes will be assessed through exams, homework assignments, class activities, and projects.

**General Education Ratings**

 ANTH 108 is rated “3” in the areas “Cultural Diversity” and “Global Citizenship.”

 ANTH 108 is rated “2” in the area of “Self-Assessment/Lifelong Learning.”

**Components of Course Assessment**

A variety of instructional methods and learning opportunities exists for you to master class content.

**Attendance & Active Participation**

 It is well worth your time to attend class regularly and to constructively participate. Attendance is taken every time there is a lecture – it counts toward a portion of your final grade. Exams will focus on material covered in class so that your grade will suffer if you do not attend class regularly.

 You must be present at the time attendance is recorded and you must attend the entire class in order to receive credit. Each time attendance is taken, you will receive 5 points.

 However, please do not come to class if you are sick. Send an e-mail me to let me know if you are ill. Only if you have contacted me AHEAD of time, will you be given consideration for making up work.

 Total = 50 points or about 7.5% of your grade.

There will also be activities done in class that will contribute to this portion of their grade.

**Discussions**

 There are three discussions in this class that are based on the edited volume *Adventures in Eating*. Each discussion will take place first within your team and then with the entire class.

 Detailed instructions on discussion will be posted separately.

 Total = 150 points or about 23% of your course grade.

**Exams**

 A major portion of your grade will be derived from 3 exams, each worth 100 points. There is no final exam; however, we will hold a class specifically for class projects.

 To take the exam, you will need to bring a Scantron and a #2 pencil to each exam. Scantrons are available from the cashier at the BC Bookstore or the Business Center in C building (near the cafeteria).

 Exams are not comprehensive, covering only material not covered in previous exams. Questions are derived from assigned readings, class lectures, videos/DVDs, overheads, slides, handouts, discussions, activities, and any other instructional material presented in class.

 All exams are closed book, so you may not consult any other sources during the exam.

 Please show up prepared and on time. You will not be allowed to enter the classroom once the exam period has begun. You will have 60 minutes to complete each exam, from 1:30 – 2:30 pm

 All electronic devices must be turned off before the start of the exam. These devices include MP3 players, computers, laptops, electronic dictionaries, pagers, cell phones, etc.

 Total = 300 points or about 46% of your course grade.

**Team Exam Reviews**

 To enhance your learning and experience at BC, the class will participate in team reviews of instructional materials immediately before each exam, from 12:30 – 1:20 pm.

 In order to productively contribute to your team, you must come on time, be prepared (e.g., knowledge of textbook material, comprehension of lecture notes, etc.), and be present for the entire review.

**Team Peer Evaluation**

 At the end of the quarter, team members will have the opportunity to grade each others‟ performance and contributions. The average of your team members‟ grades for you will be the team grade that you receive for your participation and contributions to the team, as perceived by your team-mates.

 Total = 50 points or about 7.5% of your grade.

**Presentation**

 You will have the opportunity to enthrall the class with your newfound knowledge of food and drink. Each team of students will conduct an inquiry into a nutritional anthropology issue and discuss findings to the “scientific community‟ composed of your fellow students and the professor.

 There are numerous deadlines associated with this project – they are clearly marked on the course calendar. Details of this project will be distributed separately.

 Total = 100 points or about 15% of your course grade.

**Community Garden Project**

You and your team will be tending to ‘crops’ growing in the Bellevue College Community Garden. You will be taking photos of yourselves with your ‘crops’ and documents the progress and your insights into sustainable processes.

**TOTAL FOR COURSE = 650 POINTS**

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| **Grading Class Requirement** | **Value** |
| Exams | 300 points |
| Class Project | 100 points |
| Discussions | 150 points |
| Attendance | 50 points |
| Team Peer Evaluation | 50 points |
| **TOTAL POINTS** | **650 points** |