
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3310
Course Title Bugs for Breakfast: The Anthropology of Insect Eating
Transcript Abbreviation Bugs for Breakfast
Course Description The consumption of edible insects (Entomophagy) is critical to human evolution, the growth of cultural traditions, and our species' survival. By taking this class, you will learn how anthropologists study edible insects, the role of edible insects in human evolution, why some people continue to eat bugs while others reject them, and the importance insects play in market economies globally.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Document entomophagy's role in human evolution and cultural development.
- Track historical patterns of cultural contact that often lead to conflicts over beliefs, foodways (including entomophagy), and traditional practices.
- Define the contemporary value and cultural significance of entomophagy and the challenges of entomophobia.

Content Topic List

- Insects
- Entomophagy
- Human evolution
- Food and nutrition
- Market economies
- Health and medicine
- Entomophobia

Sought Concurrence

No

Attachments

- Bugs for Breakfast GE responses.docx: GE TCT Worksheet
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- ANT 3310 on BA Curriculum Map.docx: Curriculum map Anth BA
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- ANT 3310 on BS Curriculum Map.docx: Curriculum map Anth BS
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- Anthro 3310 Med Anth Curricular_Maps.docx: Curriculum maps Med Anth BA/BS
(Other Supporting Documentation. Owner: Palazzo, Sarah Rose)
- 3310 Ent Concurrence.docx: Concurrence statement
(Concurrence. Owner: Palazzo, Sarah Rose)
- Bugs for Breakfast Course Proposal.docx: Syllabus 10/8/24
(Syllabus. Owner: Palazzo, Sarah Rose)

Comments

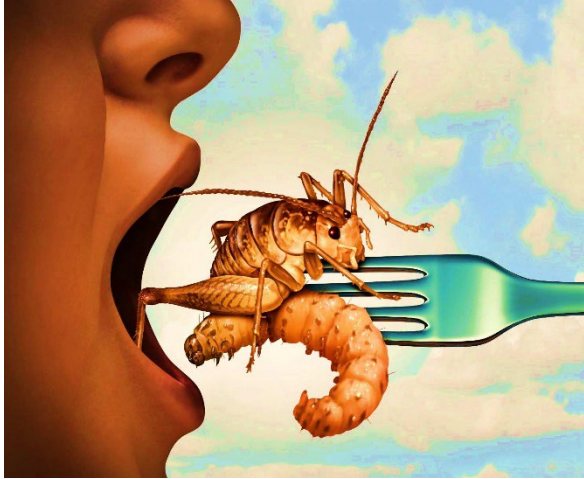
- Please see Subcommittee feedback email sent 09/18/2024. *(by Hilty, Michael on 09/18/2024 03:47 PM)*
- Please request concurrence from Dept of Entomology (College of FAES). *(by Vankeerbergen, Bernadette Chantal on 08/15/2024 12:30 PM)*

COURSE REQUEST
3310 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/08/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo, Sarah Rose	08/15/2024 11:58 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	08/15/2024 12:19 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/15/2024 12:30 PM	College Approval
Submitted	Palazzo, Sarah Rose	08/28/2024 12:00 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	08/28/2024 12:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/04/2024 09:36 AM	College Approval
Revision Requested	Hilty, Michael	09/18/2024 03:47 PM	ASCCAO Approval
Submitted	Palazzo, Sarah Rose	10/08/2024 11:09 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	10/08/2024 11:29 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/08/2024 11:47 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/08/2024 11:47 AM	ASCCAO Approval



ANTHROP 3310

Bugs for Breakfast: The Anthropology of Insect Eating

Jeffrey H. Cohen, PhD

TIME: Twice weekly for 90 minutes a session

PLACE: TBA

Office Hours: TBA

The consumption of edible insects (Entomophagy) is critical to human evolution, the growth of cultural traditions, and our species' survival. This class brings a global anthropological perspective and uses ethnographic research to meet three goals:

- Document entomophagy's role in human evolution and cultural development.
- Track historical patterns of cultural contact that often lead to conflicts over beliefs, foodways (including entomophagy), and traditional practices.
- Define the contemporary value and cultural significance of entomophagy and the challenges of entomophobia.

By taking this class, you will learn how anthropologists study edible insects, the role of edible insects in human evolution, why some people continue to eat bugs while others reject them, and the importance insects play in market economies globally.

You can earn **GE credits in Traditions, Cultures and Transformations** as the class systematically assesses the place of entomophagy in human life and how, through time, human societies approach eating insects.

GEN Theme: Traditions, Cultures, and Transformations, Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

General ELOs:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELOs for the GE Traditions, Cultures and Transformations:

- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.
- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

Readings: We use resources that range from popular writing to academic work to foster our understanding of entomophagy's role in the past and present. The majority of resources for this class are available on-line and where possible PDFs will be uploaded to Carmen.

- Julie Lesnik 2018 *Edible Insects and Human Evolution*. University of Florida Press.
- Rob O'Malley, Bill McGrew 2014 special issue of the **Journal of Human Evolution, The Other Faunivory: The Significance of Insects & Insect Resources for Nonhuman Primates, Modern Humans, & Extinct Hominins**. Volume 71. (available online through the OSU library).

Articles:

- Borgerson, Cortni, et al. 2021. A nutrient-rich traditional insect for improving food security and reducing biodiversity loss in Madagascar and sub-Saharan Africa. *Conservation Science and Practice* 3(9):e480.
- Cohen, Jeffrey H, and Paulette K. Schuster 2019. To eat chapulines in Oaxaca, Mexico: One food, many flavors. In *Taste, Politics, and Identities in Mexican Food*. S.I. Ayora-Diaz, ed. Pp. 131-145. New York: Bloomsbury Books.

- DeFolart, Gene R. 2005. Overview of role of edible insects in preserving biodiversity. In *Ecological Implications of Minilivestock*, M.G. Paoletti, editor. Science Publishers, Inc.
- Gahukar, R. T. 2011. Entomophagy and human food security. *International Journal of Tropical Insect Science* 31(3):129-144.
- Grieshop, James I. 2007. The Envios of San Pablo Huixtepec, Oaxaca: Food, Home, and Transnationalism. *Human Organization* 65(4):400-406.
- Lanfanchi, Giovanni B. 2005. Minilivestock consumption in the Ancient Near East: The Case of Locust. In *Ecological Implications of Minilivestock*, M.G. Paoletti, editor. Science Publishers, Inc.
- Müller, A., et al. 2016. Entomophagy and Power. *Journal of Insects as Food and Feed* 2(2):121-136.
- Nadeau, Luc, et al. 2015. The Potential for Entomophagy to Address Undernutrition. *Ecology of Food and Nutrition* 54(3):200-208.
- Niassy, S., et al. 2016. Some key elements on entomophagy in Africa: culture, gender and belief. *Journal of Insects as Food and Feed* 2(3):139-144.
- Olivadese, M., and M. L. Dindo 2023. Edible Insects: A Historical and Cultural Perspective on Entomophagy with a Focus on Western Societies. *Insects* 14(8).
- Obopile, Motshwari, and Tapiwa G. Seeletso 2013. Eat or not eat: an analysis of the status of entomophagy in Botswana. *Food Security* 5(6):817-824.
- Pemberton, Robert 2005. Contemporary Use of Insects and Other Arthropods in traditional Korean medicine (Hanbang) in South Korea and elsewhere. In *Ecological Implications of Minilivestock*, M.G. Paoletti, editor. Science Publishers, Inc.
- Ramos-Elorduy, Julieta 2009. Anthro-entomophagy: Cultures, evolution and sustainability. *Entomological Research* 39(5):271.
- Stull, Valerie J., et al. 2018. "We like insects here": entomophagy and society in a Zambian village. *Agriculture and Human Values* 35(4):867-883.
- Tchibozo, Severin, A Van Huis and M.G. Paoletti (2005) Notes on Edible Insects of South Benin: A Source of Protein. In *Ecological Implications of Minilivestock*, M.G. Paoletti, editor. Science Publishers, Inc.
- Zulauf, Michelle R. 2013. "Indigenous Cuisine: An Archaeological and Linguistic Study of Colonial Zapotec.

Some popular publications:

- Aryn Baker, They're Healthy. They're Sustainable. So Why Don't Humans Eat More Bugs?
<https://time.com/5942290/eat-insects-save-planet/>
- JoAnna Klein, How to Develop an Appetite for Insects: Scientists who study bugs are thinking harder about how to turn them into good food. How to Develop an Appetite for Insects
<https://www.nytimes.com/2019/09/26/science/eating-insects-entomophagy.html>
- Áine Donnellan, Would You Eat Bugs to Save the Planet? Polluting food systems are a primary driver of climate change – could cricket-chocolate, larvae milk, and ant-gelato reverse these trends?
<https://outrider.org/climate-change/articles/would-you-eat-bugs-save-planet>
- Jessica Migala, 6 Bugs You Can Eat (and Their Health Benefits)
<https://www.everydayhealth.com/diet-nutrition/bugs-you-can-eat-and-why-theyre-good-for-you/>
- GrrlScientist, Eat Bugs! It's What's For Dinner
<https://www.forbes.com/sites/grrlscientist/2023/01/14/eat-bugs-its-whats-for-dinner/?sh=6dcc7f1372ac>

Classroom mechanics: Our exploration of entomophagy course is organized into three sections. Part I is focused on entomophagy's role in evolution. Part II examines the different ways that people consumed

insects through history. Part III emphasizes contemporary entomophagy. Each section has its central readings and together, we will bring a critical perspective to what we learn. In addition to three quizzes (corresponding to each section), you will have the opportunity to comment and critique central arguments and authors.

As we move through the semester, remember that grades are earned and reflect your effective fulfillment of required work. Attendance is mandatory and I expect your participation in classroom discussions and as part of your course effort.

We will cover a lot of ground and your attention to detail and commitment to the subject are critical to your success. If you miss classes, remember that it is hard to make up for lost time, even with a valid excuse. However, if you need accommodations let me know before it gets too late. I am here to support you, but time is precious and together we must be proactive and develop alternatives before assignments and quizzes are due. My goal is your success, I cannot do that with your full participation. Academic misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

AI and ChatGPT: The objective of our class is to foster and support you as we learn about entomophagy in human life. The use of AI composition tools such as ChatGPT and Bard is not allowed in definition, design, and modeling your responses and assignments. However, you are welcome and encouraged to utilize electronic tools including grammar checkers like Grammarly to review and improve your work. However, it is important to remember that any tools you use may also make mistakes and any errors that result in misinterpretations or lack of clarity in your writing will be your responsibility. You can use citation generators like EasyBib, Zotero and Endnote to track and accurately cite sources accurately. When in doubt, please consult with me to clarify any questions you might have.

Disability services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, meet with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations: The following statement on religious accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs

and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Mental health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and the 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766. 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds

of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity: I, along with the Ohio State University, affirm the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages everyone to strive to reach their own potential. We do not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Triggers: I do my best to create a welcoming classroom, nevertheless, there may be occasions when class materials discussions and so forth are triggering. Please let me know if this is the case and together, we can develop a solution and you can help me improve the quality of the course and my awareness of the issues.

Some content in this course may elicit a traumatic response. I will do my best to alert you. However, if needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting me if needed).

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled and for their educational value. Copyright law must be considered before copying, retaining, or disseminating any materials associated with the course.

Quizzes: There are three **90 minute** quizzes-each is to be completed outside of the classroom and on your time. The quizzes are scheduled for weeks 5, 10 and 15. Quizzes are meant to give you an opportunity to illustrate your mastery of the materials. The quizzes typically include short form essays focused on readings and lecture materials. Each quiz is available on Carmen (see the syllabus) and you should complete your response on line, outside of the classroom and according to your schedule. While you can access your notes, readings and work with other classmates; your responses must be in your own words. Each quiz is meant to gauge your mastery of materials. Built into mastery is the opportunity to revise and resubmit your work. If there are deficiencies in your responses, you will have 24 hours after I return the graded materials to revise your work.

Assignments: Each section of our class includes a group activity. You will be a part of a 4-6 member study group and, working together you will document 1) an example of entomophagy in the evolutionary record; 2) a historical example of entomophagy; and 3) find a contemporary example and document how insects are consumed as part of a meal. These assignments will resonate with the GE goals for the course and focus on cultural traditions and transformations as we access entomophagy and how different peoples in different times approach eating insects.

There is a file available on Carmen with instructions on how best to complete these assignments.

Engagement: Class participation is more than showing up. It reflects on your work with your group and contribution to ongoing discussions and debates.

Grading:

Assignments and grading	
Quiz 1	40
Quiz 2	40
Quiz 3	40
Entomophagy and Evolution	20
Entomophagy in History	20
Contemporary Entomophagy	20
Engagement	20
Total Points	200

Grading follows a standardized distribution of points: A 92% (138) and above; A- 90-91%; B+ 88-89%; B 82-87%; B- 80-81%; C+ 78-79%; C 72-77%; C- 70-71%; D+ 68-69%; D 60-67%; E < 60%.

Tentative Schedule:			
Date	Part	Theme	Readings
Week 1		Introduction to Entomophagy and human life	Lesnick: introduction and chapter 1
Week 2	I	Entomophagy in Evolution	Lesnik: chapter 2-5
Week 3	I	From non-human primates to Homo sapiens	Introduction and selections from JHE special issue will be divided among the class.
Week 4	I	Eating bugs in the deep past and the evolution of human culture.	Lesnik, chapters 6 and 7
Week 5	I	Presentations and Quiz #1	
Week 6	II	Entomophagy and human history	Zulauf
Week 7	II	Entomophagy and ecological crises	Lanfanchi Defolart
Week 8	II	Global examples	Olivadese Ramos-Elorduy
Week 9	II	Presentations and Quiz #2	
Week 10		Break	
Week 11	III	Entomophagy and contemporary culture	Tchiboza Stull
Week 12	III	Entomophagy and economic life	Cohen Greishop
Week 13	III	Entomophagy and food security	Gahukar Borgerson Obopile

Week 14	III	Entomophagy and health	Pemberton Nadeau Niassy
Week 15	III	Presentations and Quiz #3	
Week 16		What is the future of entomophagy?	Müller

Assignments (details)

While students complete their work on their own, you can work together. are divided into working groups of 4-6 students and together they complete 3 assignments linked to class themes. The working groups should use readings from the class as foundational to their research and presentations.

Assignment 1: Evolution and Entomophagy (week 6). There are many themes to choose from including:
entomophagy and non-human primate evolution
using contemporary primates to model evolutionary behavior
critiques of evolutionary models that emphasize hunting large mammals
considerations of social practices around entomophagy

The analysis must

1. Present the original argument.
2. Present the group's critique of the argument.
3. Alternative models, analyses and assumptions
4. The value of the alternative to anthropological knowledge and understanding entomophagy.
5. The value of the perspective to cultural relativity and our understanding of human evolution.

The analysis will be presented in class and should include a brief PowerPoint and a summarizing paper of no more than 10 pages documenting the project.

Assignment 2: historical reporting on entomophagy with the added challenge of a fairly quick turn-around time. Themes for the second project are open and can report on historical examples of entomophagy, how humans in the past used entomophagy in response to a crisis, or how as different cultural groups came into contact, entomophagy was explained.

The analysis will be presented in class (week 9) and document

1. The main argument
2. What can we learn from the example
3. What does it tell us about anthropology and the study of entomophagy in our more recent past?
4. What value to example holds for understanding how humans adapt to challenges and maintain society in the face of change.

The analysis will be presented in class and should include a brief PowerPoint (with slides documenting your group's analysis). There is no paper required with this presentation.

Assignment 3: contemporary entomophagy, foodways and/or how insects are consumed.

The analysis will include PowerPoint slides

1. Document the insects and how they are consumed.
2. What role the insects play in the economy, food security and health/wellbeing of the group.
3. Present a meal and how the insects are consumed.
4. The importance of the example from a culturally relative perspective.
5. The importance of the example to understanding entomophagy.

The analysis will be presented in class (week 15) and should include a brief PowerPoint (with slides documenting your work); and a summarizing paper of no more than 10 pages documenting the project.

Bugs for breakfast

JH Cohen

Worksheet for GE in Traditions, Cultures and Transformations,

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

The consumption of edible insects (Entomophagy) is critical to human evolution, the growth of cultural traditions, and our species physical survival. This class brings a global anthropological perspective and uses ethnographic research to

- 1) Document entomophagy’s role in human evolution and cultural development.
- 2) Track historical patterns of cultural contact that often lead to conflicts over beliefs, foodways, and traditional practices.
- 3) Define the contemporary value and cultural importance of entomophagy and the challenges of entomophobia.

General ELOS

Goals:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.

Through this course students will develop their skills as critical and logical thinkers. Rooted in contemporary anthropology, the lectures, readings, discussions, assignments, and quizzes will challenge students to master the subject and evaluate the impact and accuracy of research, as well as the role research on edible insects can play in representing non-Western culture groups as they engage topics that include entomophagy in human cultural evolution, the historical importance of edible insects, insects in the contemporary diet and why entomophagy is often shunned in the West.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Students will gain important skills and become focused critical thinkers as they learn how to read and evaluate anthropological research, organize their assignments, participate in discussions, and complete quizzes. The three main assignments ask students to use their expertise in evaluating entomophagy’s role in human evolution, culture contact and history, and in contemporary times. We will use readings, lectures, discussion, quizzes, and assignments to engage with anthropology, the anthropological study of entomophagy, the meaning of culture and to evaluate the complex ways that culture changes through time.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students will engage in advanced exploration of each module topic through a combination of lectures, readings, discussions, and quizzes. Discussions, assignments, and quizzes are organized to support students as they synthesize course materials and use them to evaluate how edible insects are studied. Assignments 1-3 ask students to explain the role of entomophagy in evolution (1), history (2) and contemporary life (3).

2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Students will be encouraged to use their experiences as eaters as they consider the role, value and meaning of edible insects in human life. The three written assignments ask students evaluate the role of insect consumption in human evolution; define the role entomophagy plays in history and cultural contact; and assess the continued value of edible insects as food in the contemporary world.

Theme ELOS

Bugs for Breakfast is organized into three sections to effectively support student success and encourage active learning and in-depth engagement with the study of entomophagy. The course asks students to systematically synthesize, integrate and access more than a century of anthropological research on the consumption of insects, human evolution and cultural contact as well as the value of entomophagy in the present.

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

Part I of this course is focused on the importance of edible insects to evolution and the role entomophagy played in the development of human culture. In assignment 1 (due week 5), students will read and respond to an article that argues for the importance of entomophagy in evolution. In the second part of the assignment, students will respond to the argument that focuses on hunting and cooking large game as central to the development of culture in human populations. Students will have an opportunity to pick from one of several themes as they develop their critique in the second part of the assignment. Themes include: non-human primate evolution (as a corollary to human evolution); the critique of evolutionary models of human cultural development that emphasize organized hunting; comparative models that use the contemporary practice of entomophagy to understand the past.

ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.

Parts I, II and III will emphasize different issues associated with the study of entomophagy in anthropology and how best we should understand the role of edible insects in the evolution and history of human culture. In assignment 3 (due week 15), students will present on a contemporary example of entomophagy. The assignment is an opportunity for students to understand how foodways and cultural traditions are maintained even as technological changes transform how we eat. Synthesizing resources in anthropology, entomology and other fields, the students will explore and present findings that document entomophagy’s continued importance and its place in traditional cultural systems, social inequalities, and culture change.

ELO 3.3 Examine the interactions among dominant and sub-cultures.

Part II of this course is focused on the historical practice of entomophagy. In assignment 2 (due week 9) students will present on a historical example of insect consumption. This is an important opportunity for students to understand the role entomophagy plays in history and how it impacts the encounters of

culture groups and as they make sense of their different foodways and cultural traditions. Synthesizing resources in anthropology, entomology and other fields, students will explore and present findings that document historical patterns of entomophagy including everyday consumption, the place of edible insects in times of crises and how encounters between cultures and their eating practices can impact real and perceived social inequalities. This assignment will give students the opportunity to explore how culture is transformed through time and how rapid changes to foodways and traditional food use can impact other beliefs.

ELO 3.4 Explore changes and continuities over time within a culture or society.

Through sections I, II and III, and in the three assignments and quizzes that follow, students will develop their ability as critical thinkers and mastery of entomophagy. They will develop the tools to understand entomophagy's role in evolution, history and contemporary life; the maintenance of a society's traditions and culture norms as well as how cultures deal with and manage culture change and misunderstandings over what is, and is not, edible.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

Through lectures and readings associated with sections I, II and III, and in the three assignments and quizzes that follow, students will develop their ability as critical thinkers and apply their knowledge to recognize and explain the role of entomophagy in deep past, recent history and contemporary cultural life. Understanding how the role and meaning of entomophagy has changed is a critical opportunity for students to master anthropology as well as the study of culture, society and how the individual fits.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

Through lectures and readings associated with sections I, II and III, and in the three assignments and quizzes that follow, students will develop the tools to recognize and explain how the practice of entomophagy impacts assumptions and beliefs concerning race, ethnicity, and gender in our species evolution, historically and in the present day. Students will understand how entomophagy becomes a marker of difference and discrimination that is repeated in the assumptions most individuals make about others, their communities and social organization. Students will also develop an understanding of the role entomophagy plays in food security, wellbeing and economic life.

From: Klinger, Ellen <klinger.80@osu.edu>
Sent: Monday, August 26, 2024 11:19 AM
To: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Cc: Philip, Benjamin <philip.12@osu.edu>; Strange, Jamie <strange.54@osu.edu>; Cohen, Jeffrey <cohen.319@osu.edu>; Thompson-Chordas, Janna <thompson-chordas.1@osu.edu>
Subject: RE: Concurrence request from Anthropology

Hi Debbie-

We have had a faculty member review the course as well as the department head, and entomology grants concurrence for the course. It looks like a great course and one very applicable to our students!

Dr. Cohen, Dr. Philip (both cc'ed here) may be designing an entomophagy course in the future, but more centered around the science, rearing, and nutrition of insects as food sources. They should be complimentary courses, but if you feel as content changes in your course that there may be significant overlap, please keep us informed.

Please let me know if there are any questions or if your college requires a formal signed document for concurrence.

Thanks,

Ellen

(Entomology Curriculum Chair)



Ellen Klinger, PhD

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