

ANTHROPOLOGY 4DN3: DIET AND NUTRITION IN BIOCULTURAL AND BIOARCHAEOLOGICAL PERSPECTIVE

Fall, 2018

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Course Description

This course explores themes related to the anthropology of diet and nutrition, looking at how we study food in present and past contexts using biocultural and bioarchaeological perspectives. We will look at how anthropologists study the foods people eat, the consequences of dietary choices, how these choices are shaped and constrained, and the meanings people attach to food and eating.

Course Objectives

By the end of the course students should be able to:

- Use biocultural and bioarchaeological lenses to examine diet and nutrition in present and past human groups.
- Critically analyze research in biological anthropology, including the application of methods, interpretation of data, and use of theoretical perspectives.
- Facilitate and participate in discussions surrounding current research about diet and nutrition.

Required Materials and Texts

- Weekly readings consist of journal articles, and all required articles are available online through the McMaster library website. Links will be posted on Avenue to Learn.

Class Format

This is a seminar course, with both student- and instructor-led presentations and discussions. Students are encouraged to ask questions to stimulate critique and discussion of assigned readings. This means that there will be no traditional lectures.

Students are expected to keep up with the assigned readings, class by class, and contribute their thoughts and questions on them in each class period. The nature of assignments, and the instructor's expectations for performance on assignments and in-class participation, will be discussed during our first meeting.

Course Evaluation – Overview

1. Seminar participation – 10%, weekly in class
2. Seminar questions – 10%, due weekly at 11:59pm Tuesday night before each seminar
3. Seminar facilitation – 20%, topics and dates will be assigned in our first few meetings
4. Article review – 10%, due October 17
5. Paper proposal – 5%, due October 31
6. Annotated bibliography – 15%, due November 14
7. Final paper – 30%, due December 12

Course Evaluation – Details

Seminar participation (10%), evaluated weekly in class

Participation grades will be assigned based on participation in class discussions. Attendance will be taken, but does not guarantee full participation marks. Grades will take into account the frequency of participation, degree of preparation demonstrated by the responses given, and ability to address questions posed by the instructor and other members of the class.

Seminar questions (10%), due weekly at 11:59pm on Tuesdays

Each week, students will be expected to post **2-3 questions** for discussion in seminar based on the assigned readings for the week. Questions should be posted in a forum on Avenue to Learn by 11:59pm the night before each seminar.

Seminar facilitation (20%), date to be assigned

Beginning in October, students will work in pairs or small groups to introduce the material for the week and facilitate discussion based on that week's assigned readings. Topics and dates sign-up will be available within the first few weeks of class. Students will briefly (~15-20 minutes) summarize and introduce the material covered by the assigned readings, and will use at least three questions based on the articles to begin the week's discussion. Presentations and facilitation will be evaluated based on preparedness, familiarity with the material, willingness to engage, and ability to collaborate. Students may delegate tasks however they wish, but will be expected to outline the breakdown of group members' contributions for evaluation.

Article review (10%), due October 17

Students will read and write a critical review of one of two peer reviewed journal articles, which will be posted on Avenue to Learn. This **two- to three-page** review should identify the major arguments of the article and the evidence used to support them, and critically evaluate the quality of the evidence used, its applicability to the author's argument, the interpretations made by the author, how this article contributes to the larger field of biological anthropology, and the use of theoretical perspectives. Reviews will be evaluated based on how well students are able to summarize the main points of the article and critique its strengths and limitations, as well as on how well these aspects are communicated.

Paper proposal (5%), due October 31

Students will develop a unique topic for their final research papers. At the proposal stage, this topic will be summarized in a **half- to one-page** document relating the research question or thesis statement and outlining the evidence that will be used to support it. The proposal should include citations (APA style) for 3-4 academic sources relating to the proposed topic. Proposals will be evaluated solely based on completeness, and detailed feedback will be provided at this stage to help students begin to write their final papers.

Annotated bibliography (15%), due November 14

Following the feedback received on their proposals, students will read **8-10 academic sources** relating to their final paper topic and write an annotated bibliography. The notation for each source should provide full bibliographic information, a brief (3-4 sentence) summary of the source's main arguments and evidence, and a few sentences (2-3) on how the source relates to the student's research question. Annotated bibliographies are designed to help students begin the research for their final papers, and will be evaluated based on completeness and students' demonstration that they can identify academic sources, summarize their main points, and relate this to the topic they are investigating.

Final paper (30%), due December 12

Based on the research developed through the proposal and annotated bibliography, students will write a **15-20 page** (including references) final research paper. Research questions should relate to the themes developed throughout the course, and final papers must be theoretically informed and include some consideration of how the specific question investigated relates to the larger literature.

Weekly Course Schedule and Required Readings

Week 1 (September 5)

Introduction

Readings: None

Notes: Sign-up for seminar facilitation dates/topics

Week 2 (September 12)

Biocultural and bioarchaeological approaches to food and nutrition

Readings: Dufour, D. L. (2006). Biocultural approaches in human biology. *American Journal of Human Biology*, 18, 1-9.

Knudson, K. J., & Stojanowski, C. M. (2008). New directions in bioarchaeology: Recent contributions to the study of human social identities. *Journal of Archaeological Research*, 16, 397-432.

Notes: Sign-up for seminar facilitation dates/topics

Week 3 (September 19)

Ways of thinking about food

Readings: Ristovski-Slijepcevic, S., Chapman, G. E., & Beagan, B. L. (2008). Engaging with healthy eating discourse(s): Ways of knowing about food and health in three ethnocultural groups in Canada. *Appetite*, 50, 167-178.

Roos, G. (2002). Our bodies are made of pizza – Food and embodiment among children in Kentucky. *Ecology of Food and Nutrition*, 41, 1-19.

Week 4 (September 26)

Food, disease, and health

Readings: Brickley, M., Moffat, C., & Watamaniuk, L. (2014). Biocultural perspectives of vitamin D deficiency in the past. *Journal of Anthropological Archaeology*, 36, 48-59.

Chamberlain, K. (2004). Food and health: Expanding the agenda for health psychology. *Journal of Health Psychology*, 9, 467-481.

Week 5 (October 3)

Food and Health: Malnutrition I (Undernutrition)

Readings: Beaumont, J., Geber, J., Powers, N., Wilson, A., Lee-Thorp, J., & Montgomery, J. (2013). Victims and survivors: Stable isotopes used to identify migrants from the Great Irish Famine to 19th century London. *American Journal of Physical Anthropology*, 150, 87-98.

Luber, G. E. (2002). "Second-Hair" illness in two Mesoamerican cultures: A biocultural study of the ethnomedical diagnosis of protein-energy malnutrition. *Nutritional Anthropology*, 25, 9-20.

Week 6 (October 10)

Reading Week!

Week 7 (October 17)

Food and Health: Malnutrition II (Overnutrition)

Readings: Dupras, T. L., Williams, L. J., Willems, H., & Peeters, C. (2010). Pathological skeletal remains from ancient Egypt: The earliest case of diabetes mellitus? *Practical Diabetes International*, 27, 358-363a.

Crooks, D. L. (2003). Trading nutrition for education: Nutritional status and the sale of snack foods in an eastern Kentucky school. *Medical Anthropology Quarterly*, 17, 182-199.

Notes: **Article review due**; Student-facilitated seminar

Week 8 (October 24)

Food Insecurity

Readings: McIntyre, L., Williams, P., & Glanville, N. T. (2007). Milk as metaphor: Low-income lone mothers' characterization of their challenges acquiring milk for their families. *Ecology of Food and Nutrition*, 46, 263-279.

Crandall, J. J. (2014). Scurvy in the greater American Southwest: Modeling micronutrition and biosocial processes in contexts of resource stress. *International Journal of Paleopathology*, 5, 46-54.

Notes: Student-facilitated seminar

Week 9 (October 31)

Food and identity

Readings: Beagan, B. L., & Chapman, G. E. (2012). Constructing 'healthy eating'/Constructing self. In M. Koç, J. Sumner, & A. Winson (Eds.), *Critical perspectives in food studies* (pp. 136-151). Don Mills: Oxford University Press.

White, C. D. (2005). Gendered food behavior among the Maya: Time, place, status, and ritual. *Journal of Social Archaeology*, 5, 356-382.

Notes: **Paper proposal due**; Student-facilitated seminar

Week 10 (November 7)

Food through the life course: Infancy

Readings: Thompson, A. L. (2012) Developmental origins of obesity: Early feeding environments, infant growth, and the intestinal microbiome. *American Journal of Human Biology*, 24, 350-360.

Prowse, T. L., Saunders, S. R., Schwarcz, H. P., Garnsey, P., Macchiarelli, R., & Bondioli, L. (2008). Isotopic and dental evidence for infant and young child feeding practices in an imperial Roman skeletal sample. *American Journal of Physical Anthropology*, 137, 294-308.

Notes: Student-facilitated seminar

Week 11 (November 14)

Food through the life course: Childhood

Readings: Ludvigsen, A., & Scott, S. (2009). Real kids don't eat quiche: What food means to children. *Food, Culture & Society*, 12, 417-436.

Redfern, R. C., Millard, A. R., & Hamlin, C. (2012). A regional investigation of subadult dietary patterns and health in late Iron Age and Roman Dorset, England. *Journal of Archaeological Science*, 39, 1249-1259.

Notes: **Annotated bibliography due**; Student-facilitated seminar

Week 12 (November 21)

Food through the life course: Adulthood

Readings: Agarwal, S. C., & Beauchesne, P. (2011). It is not carved in bone: Development and plasticity of the aged skeleton. In S. C. Agarwal & B. A. Glencross, *Social Bioarchaeology* (pp. 312-332). Hoboken: Wiley-Blackwell.

Palubeckaité, Z, Jankauskas, R., Ardagna, Y., Macia Y., Rigeade, C., Signoli, M, & Dutour, O. (2006). Dental status of Napoleon's Great Army's (1812) mass burial of soldiers in Vilnius: Childhood peculiarities and adult dietary habits. *International Journal of Osteoarchaeology*, 16, 355-365.

Notes: Student-facilitated seminar

Week 13 (November 28)

Food and social movements

Readings: Knight, C. (2011). "Most people are simply not designed to eat pasta": Evolutionary explanations for obesity in the low-carbohydrate diet movement. *Public Understanding of Science*, 20, 706-719.

Rudy, K. (2012). Locavores, feminism, and the question of meat. *The Journal of American Culture*, 35, 26-36.

Notes: Student-facilitated seminar

Week 14 (December 5)

Cultural definitions of food

Readings: Kuckelman, K. A., Lightfoot, R. R., & Martin, D. L. (2002). The bioarchaeology and taphonomy of violence at Castle Rock and Sand Canyon Pueblos, Southwestern Colorado. *American Antiquity*, 67, 486-513.

Lindenbaum, S. (2009). Cannibalism, kuru and anthropology. *Folia neuropathologica*, 47, 138-144.

Notes: Student-facilitated seminar; remember that **final papers are due December 12**

Course Policies

Submission of Assignments

All assignments should be submitted digitally via Avenue to Learn. Assignments will not be accepted in any other form, and if students encounter errors with submitting assignments on Avenue they will be expected to notify me prior to the deadline.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

A penalty of **5% per day** will be applied to late assignments (that were not discussed with me at least one day prior to the deadline) for a **maximum of 4 days**, including weekends. After 4 days, assignments will no longer be accepted, and a grade of zero will be assigned.

Absences, Missed Work, Illness

Students who will be absent from class or expect to miss work for any reason should notify me prior to the class time or deadline. Extensions may be granted for illness, provided students discuss this with me at least one day before the deadline. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar, "Requests for Relief for Missed Academic Term Work." If you have any questions about the MSAF, please contact the Associate Dean's office.

http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.