

ANTHROPOLOGY 4DN3

DIET AND NUTRITION IN BIOCULTURAL AND BIOARCHAEOLOGICAL PERSPECTIVE

Winter 2021

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Lectures: Synchronous classes on
Zoom every Monday, 2:30 to 4:30 pm

Office: virtual
Office Hours: Mondays, after class
from 4:30 to 5:30 pm

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview	3
Course Evaluation – Details.....	3
Proposal for final research paper (5%) due Feb 12	4
Weekly Course Schedule and Required Readings	4
Week 1 (Jan 11)	4
Week 2 (Jan 18)	5
Week 3 (Jan 25)	5
Week 4 (Feb 1).....	5
Week 5 (Feb 8).....	5
Week 6 (Feb 15) – Reading week, no class	6
Week 7 (Feb 22).....	6
Week 8 (Mar 1).....	6
Week 9 (Mar 8).....	6
Week 10 (Mar 15).....	7
Week 11 (Mar 22).....	7
Week 12 (Mar 29).....	7
Week 13 (Apr 5).....	7
Week 14 (Apr 12).....	7

Course Policies	7
Submission of Assignments.....	8
Grades.....	8
Late Assignments	8
Absences, Missed Work, Illness	8
Avenue to Learn	8
Turnitin.com.....	8
University Policies.....	9
Academic Integrity Statement.....	9
Academic Accommodation of Students with Disabilities.....	9
Religious, Indigenous and Spiritual Observances (RISO)	9
Faculty of Social Sciences E-mail Communication Policy	10
Privacy Protection	10
Course Modification.....	10
ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES.....	11
REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK.....	11
ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO).....	11
COPYRIGHT AND RECORDING.....	11
EXTREME CIRCUMSTANCES	11

Course Description

This course explores biocultural aspects of human diet and nutrition both in the past and present. We will focus on biocultural and bioarchaeological methods on how to know about past and present foodways as well as current debates in food and nutrition.

Course Objectives

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

- understand and appreciate human diet and nutrition in contemporary and past contexts through a biocultural lens
- be familiar with a variety of methods and how to interpret data from studies about human diet and nutrition
- refine your writing (both academic and non-academic) and communication skills

Required Materials and Texts

- All readings will be posted on A2L – please see weekly schedule for details.

Class Format

The class will consist of a weekly, synchronous lectures (short lecture followed by discussion of the topic and readings) on Zoom, every Monday from 2:30 to 4:30 pm, followed by an office hour for one-on-one discussion. All classes will be recorded.

Course Evaluation – Overview

1. Media article – 20% due February 3
2. Proposal for final research paper – 5% due February 12
3. Assistance in seminar facilitation – 5%, choice of week
4. Weekly reading posts – 10%
5. Seminar participation – 10%
6. Final paper presentation – 15%
7. Final research paper – 35% due April 20th

Course Evaluation – Details

Media Article based on Journal Article (20%) due Feb 3

Using any journal article from the course that is scheduled to be read after January 29th or an article of your choice, you will be tasked with creating a media article about the journal article (3 pages, double-spaced maximum), similar to what you might see in The Conversation Canada, The Globe and Mail, Forbes, VICE News, or Sapiens. Your job is to provide the information and research from the article in plain language for a general audience, and re-frame the information the way a news outlet would (I will provide

examples of this and we will discuss the format in seminar). You will be evaluated based on your familiarity and understanding of the journal article, your ability to share the important elements of the research in plain language, how you structure your writing to fit a news story-arch in a limited word count, and your creativity in creating catchy titles and by-lines that might hook a general audience.

Proposal for final research paper (5%) due Feb 12

A one-page proposal that includes a paper topic, working thesis statement, and two (2) scholarly sources (journal/chapter/books) listed.

Assistance in Seminar Facilitation (5%), TBD in first class

Either in pairs or alone, you will be expected to curate the questions posted in advance of the seminar and present them to the class in the first 15 minutes. You will also monitor any comments or questions that are posted in the chat function in Zoom during seminar discussion.

Weekly Reading Posts (10%)

You will post two (2) critical questions, one per assigned reading, by the latest at 11 am on Mondays before class.

Seminar Participation (10%)

Participation grades will be based on attendance.

Final Paper Presentation (15%) presented in last class on April 14

A “flash”, 5-minute oral presentation using two Powerpoint slides that summarize the main questions and preliminary findings from your final research paper.

Final Research Paper (35%) due on April 20

This final paper will be based on any topic of your choice that is related to central themes in the course. The paper will be 8 pages, double-spaced maximum with a minimum of five (5) scholarly sources.

Weekly Course Schedule and Required Readings

Week 1 (Jan 11)

Course introduction

Readings: None for this week, just discussion about the course.

Week 2 (Jan 18)

Introduction to the Biocultural Approach

- Armelagos, G.J. (2014). Brain Evolution, the Determinates of Food Choice, and the Omnivore's Dilemma. *Critical Reviews in Food Science and Nutrition* 54(10): 1330-1341. DOI: 10.1080/10408398.2011.635817
- Leatherman, T.L., Hoke, M.K. and Goodman, A.H. (2016) Chapter 3. Local nutrition in global contexts: critical biocultural perspectives on the nutrition transition in Mexico. In: *New Directions in Biocultural Anthropology*, M. Zuckerman and D.L. Martin (eds.), pp. 49-65. Hoboken, New Jersey: John Wiley & Sons.

Notes: Discussion about media article assignment

Week 3 (Jan 25)

Plant foods: fruit and veg

- Butterworth, P. J., Ellis, P.R. and Wollstonecroft, M. (2016). Why protein is not enough: the roles of plants and plant processing in delivering the dietary requirements of modern and early Homo. In: *Wild Harvest: Plants in the Hominin and Pre-Agrarian Human Worlds*, eds. K. Hardy and L.K. Martens. Oxbow Books, Limited.
- Xavier A.L. (2017). Longhouse to the Greenhouse. In: Etmanski C. (ed) *Food Leadership. International Issues in Adult Education*. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6351-050-9_1

Week 4 (Feb 1)

To meat or not?

- Frédéric Leroy & Nathan Cofnas (2020) Should dietary guidelines recommend low red meat intake? *Critical Reviews in Food Science and Nutrition*, 60:16, 2763-2772, DOI:10.1080/10408398.2019.1657063
- Tallbear, K. (2019). Being in Relation. In *Messy Eating: Conversations on Animals as Food*, pp.54-67.
- von Massow et al 2019. Meat consumption is changing but it's not because of vegans. *National Post*. <https://nationalpost.com/pmn/news-pmn/meat-consumption-is-changing-but-its-not-because-of-vegans>

Week 5 (Feb 8)

From nuts to grains & legumes

- Clark Spencer Larsen, Christopher J. Knüsel, Scott D. Haddow, Marin A. Pilloud, Marco Milella, Joshua W. Sadvari, Jessica Pearson, Christopher B. Ruff, Evan M. Garofalo, Emmy Bocaege, Barbara J. Betz, Irene Dori, Bonnie Glencross. (2019). Bioarchaeology of Neolithic Çatalhöyük reveals fundamental transitions in health, mobility, and lifestyle in early farmers. *Proceedings of the National*

Academy of Sciences Jun 2019, 116 (26) 12615-12623; DOI:
10.1073/pnas.1904345116

- Chang, M.L. and April Nowell, A. (2016). How to make stone soup: Is the “Paleo diet” a missed opportunity for anthropologists? *Evolutionary Anthropology* 25:228–231.

Notes: Discussion about final paper proposal due on Feb. 12th

Week 6 (Feb 15) – Reading week, no class

Week 7 (Feb 22)

Dairy Queen: Milk consumption and promotion

- Warinner, C., Hendy, J., Speller, C. et al. Direct evidence of milk consumption from ancient human dental calculus. *Sci Rep* 4, 7104.
<https://doi.org/10.1038/srep07104>
- Wiley, A. (2016). Cow’s milk as children’s food: Insights from from Indian and the United States. In: Klein, J. A., & Watson, J. L. (Eds.). *The handbook of food and anthropology*. ProQuest Ebook Central <https://ebookcentral.proquest.com>
- [Almonds are out. Dairy is a disaster. So what milk should we drink? | Food | The Guardian](#)

Week 8 (Mar 1)

Breaking bread

- Arranz-Otaegui et al. (2018). Archaeobotanical evidence reveals the origins of bread 14,400 years ago in northeastern Jordan. *PNAS* 115(31), 7925-7930.
- Barnes, J. and Taher, M. (2019). Care and conveyance: buying baladi bread in Cairo. *Cultural Anthropology* 34(3): 417-443.
- <https://www.sapiens.org/archaeology/ancient-egyptian-bread/>

Week 9 (Mar 8)

Eating insects

- Lesnik (2016). Not just a fallback food: global patterns of insect consumption related to geography, not agriculture. *American Journal of Human Biology* 29(4), e22976.
- Dufour, D.L. (1987). Insects as food: a case study from the Northwest Amazon. *Current Anthropology* 89(2): 383-397.
- Video: CBC’s The Future of Food: Eating Insects. Link:
<https://www.youtube.com/watch?v=F2sDrJ8AOzU>

Week 10 (Mar 15)

Marine foods: fish and shellfish

- Chaplin, G/ and Jablonski, N.G. (2013). The Human Environment and the Vitamin D Compromise: Scotland as a Case Study in Human Biocultural Adaptation and Disease Susceptibility. *Human Biology*, 85(4): 529-552.
- Rapinski, M., Cuerrier, A., Harris, C., Elders of Ivujivik, Elders of Kangiqsujuaq, and Lemire, M. (2018). Inuit Perception of Marine Organisms: From Folk Classification to Food Harvest. *Journal of Ethnobiology* 38(3): 333-355,

Week 11 (Mar 22)

Sweetness: honey, sugar, and HCFS

- Crittenden, A. N. (2011). The Importance of Honey Consumption in Human Evolution. *Food and Foodways* 19(4): 257-273. DOI: [10.1080/07409710.2011.630618](https://doi.org/10.1080/07409710.2011.630618)
- Lustig, R., Schmidt, L. & Brindis, C. (2012). The toxic truth about sugar. *Nature* 482: 27–29. <https://doi.org/10.1038/482027a>

Week 12 (Mar 29)

Processed food

- Winson, A. (2004) Bringing political economy into the debate on the obesity epidemic. *Agriculture and Human Values* 21: 299-312.
- Adams, J. et al. (2020). Public health response to ultra-processed food and drinks. *BMJ* 369: m2391/.

Notes: Discussion about the final paper presentation

Week 13 (Apr 5)

No readings, no lecture, discussion about final papers and presentations.

Week 14 (Apr 12)

Paper presentations in class

No recorded lecture or readings

Course Policies

Due to the delayed start of classes provided by the University, some details and deadlines regarding course content and assessments in the published course outline may be changed. Please check Avenue to Learn for the most up-to-date information for this course. The course outline on Avenue to Learn will supersede previously published outlines until published course outlines are updated.

Submission of Assignments

All assignments must be formatted according to the assignment guidelines posted on A2L. All assignments will be submitted through A2L using Turnitin.com. Emailed assignments will not be accepted.

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

5% per day will be deducted for late assignments.

Absences, Missed Work, Illness

There will be no re-weighting of missed work. Please contact me ASAP if you are having difficulties meeting an assignment deadline.

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 to go 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.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): 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”.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.