

**Anthropology 4DN3, Special Topics in Physical Anthropology:
Diet and Nutrition in Biocultural and Bioarchaeological Perspective**

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Office Hours: Thursdays 10 to noon or by appointment

Key goals of course:

- 1) To learn about diet and nutrition in Anthropology in bioarchaeological (prehistory and history) and contemporary contexts through a biocultural lens.
- 2) Focus on methods, interpretation of data and perspectives.

Approach:

The course is organized thematically rather than chronologically. Each lecture will integrate multiple time frames within one topic.

Format: This is a seminar course, with oral presentations, and the opportunity to ask questions to stimulate critique and discussion of the articles assigned. This means there will be *no lectures, and students will be expected to keep up with the assigned readings, class by class, and contribute their thoughts and questions on them in each class*. This participation will be evaluated according to the general evaluation criteria for the course, indicated below. The nature of the assignments and presentations, and the instructor's expectations will be discussed during our first meeting

Criteria for evaluation: The following criteria for evaluation govern both written and oral performance for all students. A passing grade (D to C) requires that you demonstrate that you understand the concepts introduced in the readings and in class, and that you can *discuss them clearly, with examples*. To get marks of B or higher, you will have to cover all the main points and *demonstrate a rich understanding* of the issues involved in applying a concept. To get excellent marks (A- or higher), in addition to the elements required for quality marks, you would have to *carefully develop your own ideas* on the concepts raised by the question.

Required Reading: Weekly readings are available as a Course Pack from Titles Bookstore. Please note that there are two course packs to choose from. 1) Book chapter readings; and 2) Journal article readings. If you don't want to purchase the journal article course pack, the articles are available as on-line pdfs from Mills Library (highlighted below). Links are posted on Avenue to Learn.

Assessments

Seminar Participation: 10% - based on general participation. I will take attendance, but full attendance does not guarantee full marks for seminar participation.

In giving these grades, I will consider the frequency of your *participation*, degree of *preparation*, and *ability to address questions*, as follows:

13-14/15 - a student consistently comes to class well-prepared, having done all of the reading, and makes **exceptional** contributions to seminar discussion.

12-13/15 - a student's contributions indicate that he or she has made a serious attempt to master the assigned material. However, the student's comments only sometimes show true **depth of understanding** of the material.

11-12/15 - a student contributes infrequently but in a knowledgeable and/or interesting way to class discussion.

10 and under - degrees of silence and/or lack of preparation, many absences from class

Seminar Questions 5 % – weekly posting of 2-3 questions about the readings for discussion on Avenue prior to weekly seminar.

Book Review (15%) of *Re-imagining Milk* by Andrea Wiley due on Feb 12th

Paper Proposal (5%) due Feb 26th

Poster Presentation (25%) on April 2nd

Final Paper (40%) due April 9th (please see Avenue for details)

Course Notes: Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and 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 kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at http://www.mcmaster.ca/senate/academic/ac_integrity.htm

The following illustrates only two forms of academic dishonesty:

- 1) Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained. This includes the improper citation of others' work (Please see *Guidelines for Citation and Referencing* found on Avenue)
- 2) Improper collaboration in group work.

All difficult circumstances that require an extension for assessments (above 29%) or not involving short-term illness (more than 5 days) should be reported to your Faculty office. The penalty for late assignments is 5% per day including weekend days.

Assignments submitted by FAX or e-mail will not be graded.

Class Schedule

Date	Topic	Required Readings	Assignments Due
Jan 8	The appetizer - introduction to the course	No readings.	
Jan 15	The Biocultural and Bioarchaeological Approaches	Zuckerman and Armelagos (2011) The Origins of Biocultural Dimensions in Bioarchaeology Dufour (2006) Biocultural Approaches in Human Biology	
Jan 22	What's for lunch? – approaches to studying diet and nutrition in past and present	Schutowski (2008) Thoughts for food: evidence and meaning of past dietary habits. Cooper (2013) Does child food exist for rural Malays? A mixed methods approach to food and identity	
Jan 29	Pass the salt - food and identity	White (2005) Gendered Food Behaviour among the Maya Vallianatos and Raine (2005) Consuming Food and Constructing Identities among Arabic and South Asian Immigrant Women	
Feb 5	Sunbathing and Scurvy – micronutrient deficiencies	Brickley and Ives (2008) Vitamin C Deficiency Scurvy Holick (2008) Vitamin D: A D-lightful Health Perspective	
Feb 12	Breasts, babies and bottles – infant and young child feeding	Dupras (2010) The Use of Stable Isotope Analysis to Determine Infant and Young Child Feeding Patterns Moffat (2007) Women's Work and Weaning: A Case Study from Periurban Kathmandu, Nepal	Book review due
Feb 19	Break!!!!	Break!!!	
Feb 26	There's more to bone loss than old age! – bone loss and nutrition	Brickley and Ives (2008) Age-Related Bone Loss and Osteoporosis Eicher-Miller et al. (2011) Food Security is Associated with Diet and Bone Mass Disparities in Early Adolescent Males but not Females in the United States	Final paper proposal
Mar 5	Dodgy Diets – hunger and malnutrition	Larsen (2003) Animal Source Foods and Human Health During Evolution Baro and Deubel (2006) Persistent hunger: Perspectives on vulnerability, famine, and food security in Sub-Saharan Africa	
Mar 12	The tall and the short of it – growth and nutrition	Bogin et al. (2002) Rapid Change in Height and Body Proportions of Maya American Children Prowse et al. (2010) Growth, Morbidity, and Mortality in Antiquity: A Case Study from Imperial Rome	
Mar 19	Supersize me – Obesity and type 2 diabetes	Dupras (2010) Pathological skeletal remains from ancient Egypt: the earliest case of diabetes mellitus? Brewis (2011) The distribution of risk In: Obesity. Cultural and Biocultural Perspectives.	
Mar 26	The Sweetening of the World - food and globalization	Mintz (2000) Time, Sugar and Sweetness Popkin (2011) Contemporary nutritional transition: determinants of diet and its impact on body composition	
Apr 2	Poster presentation session		

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.**

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

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 their McMaster email and course websites weekly during the term and to note any changes.