

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

Dr. Tina Moffat, CNH 536

Email: moffatcs@mcmaster.ca

Office Hours: Mondays 3 to 5 pm

Class time: Thursdays, 14:30 to 17:20

Location: LRW-1056

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: Cultural and Biological Perspectives*, 2<sup>nd</sup> edition by Andrea Wiley (2016) available in the campus store, due on Feb. 9th**

**Paper Proposal (5%) due on Feb. 16th**

**Poster Presentation (25%) on April 6<sup>th</sup>**

**Final Paper (40%) due on April 13<sup>th</sup>**

**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](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.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

#### **MSAF**

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)

- Rules governing the MSAF are as follows:
  - The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
  - The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
  - The 'one MSAF per term' limit is retained.
  - As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.
  
- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here: [http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief f or Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_f_or_Missed_Academic_Term_Work)

#### AODA

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email [hutchin@mcmaster.ca](mailto:hutchin@mcmaster.ca)

**All difficult circumstances that require an extension for assessments (above 25%) 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.**

## Class Schedule

Date	Topic	Required Readings	Assignments Due
Jan 5	The appetizer - introduction to the course	No readings.	
Jan 12	The Biocultural and Bioarchaeological Approaches	Leatherman, T.L. et al. (2016) Chapter 3. Local nutrition in global contexts: critical biocultural perspectives on the nutrition transition in Mexico. In: <i>New Directions in Biocultural Anthropology</i> , M. Zuckerman and D.L. Martin (eds.), pp. 49-65. Hoboken, New Jersey: John Wiley & Sons (available as an ebook in Mills Library) Dufour (2006) Biocultural Approaches in Human Biology. <i>American Journal of Human Biology</i> 18:1-9.	
Jan 19	What's for lunch? – approaches to studying diet and nutrition in past and present	Schutowski, H. (2008) Thoughts for food: evidence and meaning of past dietary habits. In: <i>Between Biology and Culture</i> , H. Schutowski (ed.), pp.141-164. Cambridge: Cambridge University Press. Elliott Cooper, E. (2013) Does child food exist for rural Malays? A mixed methods approach to food and identity. <i>Food and Foodways</i> 21: 211-235.	
Jan 26	Pass the salt - food and identity	Pearson et al. (2013) Food and social complexity at Çayönü Tepesi, southeastern Anatolia: Stable isotope evidence of differentiation in diet according to burial practice and sex in the early Neolithic. <i>Journal of Anthropological Archaeology</i> 32: 180–189 Vallianatos and Raine (2005) Consuming Food and Constructing Identities among Arabic and South Asian Immigrant Women	
Feb 2	Sunbathing and Scurvy – micronutrient deficiencies	Brickley et al. (2014) Biocultural perspectives of vitamin D deficiency in the past. <i>Journal of Anthropological Archaeology</i> 36: 48-59. Parajuli, R. et al. (2012) Diet among people in the Terai region of Nepal, an area of micronutrient deficiency. <i>Journal of Biosocial Science</i> 44: 401-415.	
Feb 9	Breasts, babies, and bottles – infant and young child feeding	Moffat T. and Prowse TL. (2017) Biocultural and bioarchaeological approaches to infant and young child feeding in the past. Chapter in P Beauchesne and S Agarwal (eds.), <i>Children and Childhood in the Past</i> . University of Florida Press. Thompson, A.L. Developmental origins of obesity: early feeding environments, infant growth, and the intestinal microbiome. <i>American Journal of Human Biology</i> 24: 350-360.	Book review due
Feb 16	There's more to bone loss than old age! – bone loss and nutrition	Agarwal, S. and Glencross, B. (2010) Examining nutritional aspects of bone loss and fragility across the lifecourse in bioarchaeology. In: Human diet and nutrition in biocultural perspective. Past meets present. T. Moffat and T. Prowse (eds.), 197-222. New York: Berghahn Books. 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. <i>The Journal of Nutrition</i> 141: 1738-1745.	Final paper proposal
Feb 23	Mid-term recess!!!		

### Class Schedule Continued

Date	Topic	Required Readings	Assignments Due
Mar 9	Food Insecurity Forum Details TBA	Loopstra, R. and Tarasuk, V. (2012) The relationship between food banks and household food insecurity among low-income Toronto families. <i>Canadian Public Policy</i> 38(4): 497-514. <i>No class but attendance at forum will count for participation</i> <i>Please post questions for reading as usual; we will discuss them in next class.</i>	
Mar 16	The tall and the short of it – growth and nutrition	Mummert, A. et al. (2011) Stature and robusticity during the agricultural transition: Evidence from the bioarchaeological record. <i>Economics and Human Biology</i> 9: 284-301. Bogin et al. (2002) Rapid Change in Height and Body Proportions of Maya American Children. <i>American Journal of Human Biology</i> 14: 753-761.	
Mar 23	Supersize me – Obesity and type 2 diabetes	Dupras (2010) Pathological skeletal remains from ancient Egypt: the earliest case of diabetes mellitus? Wells, J.C.K. (2012) Obesity as malnutrition: The role of capitalism in the obesity global epidemic. <i>American Journal of Human Biology</i> 24: 261-276.	
Mar 30	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 6	Poster 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.