

ANTHROPOLOGY OF FOOD AND NUTRITION, 2AN3

Fall 2022

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Course Description

This course takes a broad anthropological perspective to looking at human food, diet, and nutrition. We begin by examining diets of our human ancestors, food origins, and some of the human food revolutions that have continued to shape food systems globally, such as the contemporary industrial and biotechnological food production. The economic aspects of food production and distribution will then be explored in past societies and current globalized structures. We will also explore the cultural and social aspects that shape and influence food and nutrition.

Some of the fundamental questions we consider in this course:

- How do sociocultural factors affect our basic biological food needs?
- How have our biological needs for food informed our social organizations?
- What role do social factors play in reliable access and distribution of foodstuffs?
- How does environment and changing climate affect human nutrition and cultural food security?

Course Objectives

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

- Develop a strong understanding of the biocultural approach and how it can be used to explore the intersections of human diet, nutrition, and cultures through time
- Consider past, current, and future dimensions of human food production, acquisition, and consumption in holistic and intersectional ways
- Critically analyze the current North American food systems and beyond, and have a strong understanding of alternative systems and the nuances that inform these

Required Materials and Texts

- All required readings and materials can be found on A2L as PDFs or accessible online links on the Required Materials page.
- Weekly readings consist of journal articles, podcasts, short documentaries, and some media articles. All required materials will be open access. Transcripts for audiovisual materials will be made available to those who need accommodation.

Course Evaluation – Overview

1. Reading Reflections (5 total) – 10% (2% each)
2. Video/Audio Presentation – 15%
3. TikTok Food Report – 15%
4. Proposal for Food Documentary Essay – 5%
5. Food Documentary Essay – 20%
6. Take Home Exam – 35%

Course Evaluation – Details

Further details about the evaluation materials criteria, rubrics, and structures will be made available on A2L in early September

Reading Reflections (10% total) – Ongoing deadlines as follows:

Reflection 1 (2%) – Sept 14 at 11:59 pm

Reflection 2 (2%) – Sept 19 at 11:59 pm

Reflection 3 (2%) – Oct 19 at 11:59 pm

Reflection 4 (2%) – Nov 16 at 11:59 pm

Reflection 5 (2%) – Nov 30 at 11:59 pm

Students are expected to prepare reflections related to their ongoing readings for the week and class discussions (~300-500 words per reflection), and post this on A2L by Wednesday at midnight on the assigned weeks. The weeks where assigned readings are due are noted in the class schedule. I will pose a question specific to the week's theme and ask you to speak honestly to how you interacted with the readings related to this question, drawing connections between your assigned readings, films, and additional materials. There will be 5 reflections at 2% each for a combined total of 10%.

Video/Audio Presentation (15%) – Ongoing deadlines, topic signup Sept 12-25

Students may work individually or in groups to create a 15 to 20 minute pre-recorded video or audio presentation about the weekly topic and readings in a fun and creative way. A major focus of the presentation will be engaging with the course material in ways that connect with our current world social, political, and environmental landscapes. Video presentations will begin the week of Sept 26. A sign-up sheet will be made available on A2L to select your week/topic of choice.

TikTok Food Report (15%) – Oct 5 at 11:59 pm

Students will pick one of the many trending TikTok food dishes and examine how it is presented through TikTok format, comparing the video information to the dish's nutritional content, and situate the dish in its historical, sociocultural, and politic origins, based on what you've been learning in the course up to the point of the due date.

Food Documentary Proposal (5%) – Oct 26 at 11:59 pm

To prepare for the short paper on a food documentary, students will provide the name of the food tv show (episode) or documentary that they will be watching, the central thesis they will argue (not the film's thesis, but one specific to the biocultural examination for this course) and provide one peer-reviewed journal article that can be used in the argument development for the paper.

Food Documentary Essay (20%) – Nov 9 at 11:59 pm

Students must choose from one of the pre-selected food documentaries or tv show episodes to explore the economic, political, social, cultural, and nutritional dimensions of the film within the cultural/geographical context it covers. This paper will provide a holistic and biocultural investigation of the film's themes and content (not a summary of the film), integrating aspects of the biocultural model into the larger thesis about how food themes are explored in the film itself.

Take Home Exam (35%) – Dec 16 at 11:59 pm

The take home exam will be composed of short answer and essay questions. The exam will be made available on A2L on the morning of Wed, Dec 7 (9 am). The Final exam is due Friday, Dec 16 at 11:59 PM on A2L.

Weekly Course Schedule and Required Readings

As we meet twice a week, the required readings and materials will be dispersed throughout the Monday and Wednesday classes. Please do not feel like you have to have all 4 readings completed by Monday each week, as I will usually cover the main themes of the first two in the first lecture and move into the remainder of the readings in the second lecture each week.

Week 1 (Sept 7)

Sept 7 – Introduction to Biocultural Nutrition

Readings:

- Pelto, Dufour, and Goodman (2013). "The biocultural perspective in nutritional anthropology"
- Shiva (1993). Monocultures of the Mind

Notes

- No Monday class this week, course begins Wed Sept 7

Week 2 (Sept 12 and 14)

Biocultural Approach & Basics of Human Nutrition

Readings:

- Zuckerman and Martin (2016). Introduction: the development of biocultural perspectives in anthropology (pages 7-15).
- Himmelgreen (2002). "You are what you eat, and you eat what you are": The role of nutritional anthropology in public health nutrition and nutrition education
- Washington State University (2020). Nutrition Basics
<https://mynutrition.wsu.edu/nutrition-basics>

Notes:

- Reflection 1 due (11:59 pm Wed Sept 14 on A2L)

Week 3 (Sept 19 and 21)

Reconstructing and Interpreting Prehistoric Diets

Readings

- Lee (1986). What Hunters do for a Living, or How to Make Out on Scarce Resources
- Eaton & Konner (1985). Paleolithic Nutrition: A consideration of its nature and current implications
- Konner & Eaton (2010). Paleolithic Nutrition: Twenty-Five Years Later.
- Hay and Poudrier (2021). The rise of the carnivore diet and fetishizing Indigenous foodways.

Notes:

- Reflection 2 due (11:59 pm Wed Sept 21 on A2L)
- Sign up for Video presentation topics (on A2L signup sheet) cutoff date is Sept 25

Week 4 (Sept 26 and 28)

Agricultural Revolution and Food Processing

Readings:

- Cohen (2009). Rethinking the Origins of Agriculture
- Denham (2020). Early agriculture: recent conceptual and methodological developments
- Lyons et al. (2021). Were the Ancient Coastal Salish Farmers? A Story of Origins
- Kavanagh et al. (2018). Hindcasting global population densities reveals forces enabling the origins of agriculture

Week 5 (Oct 3 and 5)

Agricultural, the Biotechnological Revolution, and Environment

Readings:

- Pollan (2002). Power Steer
- Finnis (2009). "Now it is an easy life": Women's accounts of cassava, millets, and labor in South India
- Harwood (2019). Was the Green Revolution intended to maximise food production?
- Shiva (2012 – YouTube Video) – The Mythology of the Green Revolution
https://www.youtube.com/watch?v=gldMMwTTklc&ab_channel=GlobalOnenessProject
- Van Loo, Caputo, & Lusk (2020). Consumer preferences for farm-raised meat, lab-grown meat, and plant-based meat alternatives: Does information or brand matter?

Notes

- TikTok Food Report Due Oct 5 11:59 pm on A2L

Week 6 BREAK

Oct 10-14 Reading Week

Week 7 (Oct 17 and 19)

Food Origins and Food as Commodity

Readings:

- Lind and Barham (2004). The social life of the tortilla: Food, cultural politics, and contested commodification.
- Pelto & Pelto (1983). Diet and delocalization: dietary changes since 1750.
- Wilk (2006). Bottled water: the pure commodity in the age of branding
- Inglis (2010). Globalization and food: the dialectics of globality and locality

Notes

- Reflection 3 due (Wed Oct 19 at 11:59 pm on A2L)

Week 8 (Oct 24 and 26)

Food and Human Adaptation

Readings:

- Wrangham (2013). The evolution of human nutrition.
- Wiley (2004). Drink milk for fitness: the cultural politics of human biological variation and milk consumption in the United States.
- Young et al. (2011). Why on earth? Evaluating hypotheses about the physiological functions of human geophagy
- Lesnik (2017). Not just a fallback food: global patterns of insect consumption related to geography, not agriculture

Notes

- Food Documentary Proposal due (Wed Oct 26 at 11:59 pm on A2L)

Week 9 (Oct 31 and Nov 2)

Food Systems, Identity, and Social Change

Readings:

- Reddy & van Dam (2020). Food, culture, and identity in multicultural societies: insights from Singapore
- D'Sylva & Beagan (2011). 'Food is culture, but it's also power': the role of food in ethnic and gender identity construction among Goan Canadian women.
- Contois (2018). The spicy spectacular: food, gender, and celebrity on *Hot Ones*
- Hall (2014). Toward a Queer Crip Feminist politics of food

Week 10 (Nov 7 and 9)

Global Food & Power

Readings:

- Leatherman & Goodman (2005). Coca-colonization of diets in the Yucatan.
- Nagata et al. (2011). Coca-colonization and Hybridization of Diets among the Tz'utukil Maya
- Moffat & Gendron (2019). Cooking up the “gastro-citizen” through school meal programs in France and Japan.
- Jarecka (2021). Bread, meat, and water and the taste of globalization: new trends in food consumption and production in Poland

Notes

- Food Documentary Essay due (Wed Nov 9 at 11:59 pm on A2L)

Week 11 (Nov 14 and 16)

The Politics of Hunger

Readings:

- Olivier de Schutter (2014, YouTube Video). The right to food (“Chapters” 1-3, but feel free to watch the rest if you have the time).
https://www.youtube.com/watch?v=3GWDkenSJM&t=953s&ab_channel=GeoffTansey
- Clapp & Moseley (2020). This food crisis is different: COVID-19 and the fragility of the neoliberal food security order
- Carney & Rosomoff (2011). In the shadow of slavery: Africa’s botanical legacy in the Atlantic world (Introduction, pages 1-5)
https://books.google.ca/books?id=hOu5ifL34I8C&pg=PA1&source=gbs_toc_r&cad=3#v=onepage&q&f=false
- Mosby (2013). Administering colonial science: nutrition research and human biomedical experimentation in Aboriginal communities and Residential Schools, 1942-1952

Notes

- Reflection 4 due (Wed Nov 16 at 11:59 pm on A2L)

Week 12 (Nov 21 and 23)

Nutrition, Health, and Disease

Readings:

- Brenton (2000). Pellagra, sex, and gender: biocultural perspectives on differential diets and health
- Himmelgreen et al. (2022). Using syndemics theory to understand food security and diet related chronic diseases
- AnthroDish Podcast Episode 75 (2020). How genetic diets and health tech turn food into surveillance tools with Dr. Tina Sikka. <https://www.anthrodish.com/episodes/tinasikka> (or on your preferred podcast platform).
- Greenhalgh (2016). Disordered eating/eating disorder: Hidden perils of the Nation's fight against fat.

Week 13 (Nov 28 and 30)

North American Food Systems, Security, and Stigma

Readings:

- Soma, Li, & Schulman (2022). A Citizen Science and Photovoice Approach to Food Asset Mapping and Food System Planning.
- Duignan et al. (2022). Be like the running water: assessing gendered and age-based water insecurity experiences with Six Nations First Nation
- Kennedy (2020). On snobbishness. <https://www.aliciakennedy.news/p/51120-on-snobishness>
- Taylor (2021). The food system doesn't need to be fixed; it needs to be reimagined. <https://www.canadahelps.org/en/giving-life/connecting-with-charities/the-food-system-doesnt-need-to-be-fixed-it-needs-to-be-reimagined/>

Notes

- Reflection 5 due (Wed Nov 30 at 11:59 pm on A2L)

Week 14 (Dec 5 and 7)

Concepts of Food Resilience

Readings:

- Ayres & Bosia (2011). Beyond global summitry: food sovereignty as localized resistance to globalization
- Thompson & Kumar (2022). Socially responsible consumers – A Trojan Horse of neoliberalism?
- Lickers Xavier (2017). Longhouse to Greenhouse: The path to food security at Six Nations
- White (2018). Freedom farmers: agricultural resistance and the Black freedom movement (read the introduction available in this Google Books link): [https://books.google.co.uk/books?hl=en&lr=&id=P512DwAAQBAJ&oi=fnd&pg=PP1&dq=Land+and+Power:+Sustainable+Agriculture+and+African+Americans+Freedom+Farmers+\(Monica+White\)&ots=ts78MpC_od&sig=H2JFoFMF88GniMPIFoRuJvPkwQ8#v=on](https://books.google.co.uk/books?hl=en&lr=&id=P512DwAAQBAJ&oi=fnd&pg=PP1&dq=Land+and+Power:+Sustainable+Agriculture+and+African+Americans+Freedom+Farmers+(Monica+White)&ots=ts78MpC_od&sig=H2JFoFMF88GniMPIFoRuJvPkwQ8#v=on)

Notes

- Take Home Exam will be made available on Dec 7th at 9 am on A2L
- Take Home Exam **due December 16th at 11:59 pm on A2L.**

Course Policies

Submission of Assignments

All assignments must be submitted through A2L. For the video/audio presentations, if the file sizes are too large, they should be uploaded to a Google Drive or One Drive, with the link provided in a Word doc in the A2L submission box for review.

Please inform me of any learning requirements and accommodations you may need at your earliest convenience to ensure the course is delivered in the most appropriate way to you.

Late Assignments

There is a late penalty of 5% per day, not including weekends, for all assignments in this course, except for the reading reflections, which are a graded on a pass/fail. Reading reflections not received within 5 days of the due date will be subject to a 0. If you have identified due date conflicts ahead of time, please inform me via email of any requests for extensions no later than two weeks in advance.

Absences, Missed Work, Illness

All assignments must be completed and will receive a grade of zero if they are not submitted. There will be no reweighting of the evaluation scheme. For missed work that is worth less than 25% of your grade, please submit an MSAF (see information below on MSAF policies). If no MSAF is submitted, then late assignments are subject to the late assignment policy (see above). With documentation, you may be eligible to apply for a Faculty-issued MSAF for missed work worth greater than 25%.

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

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, usernames 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

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.

ADVISORY STATEMENTS

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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”: <https://academiccalendars.romcmaster.ca/content.php?catoid=44&navoid=9020#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.