

# ANTHROP/HLTHAGE 2AN3

## THE ANTHROPOLOGY OF FOOD AND NUTRITION

### Term 2

**Instructor:** Dr. Tina Moffat  
**Email:** moffatcs@mcmaster.ca  
**Lectures:** Recorded on Echo360  
and posted Mondays by noon  
**Tutorials:** Synchronous tutorials on  
Zoom as scheduled in timetable

**Office Hours:** Please book by  
appointment using Calendly app on A2L  
home page

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## **Course Description**

This course looks at human food use and nutrition from a broad anthropological perspective. We begin by examining the diets of our human ancestors, food origins, and human food revolutions, including contemporary industrial and biotechnological food production. The focus then shifts to the economic aspects of food production and distribution, as well as the cultural and social aspects of food and nutrition. Some of the fundamental questions we consider in this course: How do sociocultural factors affect our basic biological food needs? How does our biological need for food influence our social and cultural organization? What is the role of social factors in mediating food access and distribution? How does the environment affect human nutrition?

## **Course Objectives**

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

- To appreciate and apply the biocultural approach to understanding human diet and nutrition
- To consider past, present, and future dimensions of human food production, acquisition and consumption
- To critically analyse current food systems and consider possible alternatives
- To expand and enhance communication and research skills: discussion, note-taking, research, and writing

## **Required Readings**

All required readings can be found as pdfs on A2L on the Required Reading page

## **Class Format**

Due to Covid-19 restrictions, this class will be completely virtual. Pre-recorded weekly lectures will be posted as 25-minute segments x 4 Echo360 videos posted on A2L – each lecture is accompanied by an Echo360 transcript and PowerPoint slides posted separately)

There will be 1 hour of synchronous tutorial on Zoom as scheduled for the course in the Undergraduate Timetable – Zoom links will be sent to you on a weekly basis before the tutorial.

## **Course Evaluation – Overview**

1. First assignment - 25%
2. Proposal for second assignment – 5%
3. Second assignment – 25%
4. Tutorial participation – 15%
5. Take-home exam – 30%

## **Course Evaluation – Details**

### **Assignment 1 (25%) due on Oct 26 by 11:59 pm**

24-hour food record activity with reflection about where our food comes from and how it's produced and processed (guidelines found on A2L)

### **Proposal for Assignment 2 (5%), due on Nov 2 by 11:59 pm**

Brief outline of essay (template form found on A2L)

### **Assignment 2 (25%) due on Nov 9 by 11:59 pm**

What's cooking? Short essay about a food dish (guidelines found on A2L)

### **Take-home exam (30%) released on A2L at 9:00 am on Dec. 9 and due at 11:59 pm on Dec. 16**

Essay-style take-home exam consisting of 3 questions, based on course lectures, videos, and readings

### **Tutorial Participation (15%)**

Tutorials will begin the week of **September 14, 2020**. Students will be expected to post on A2L 1 thought about a food related to the reading and 1 question about one of the assigned readings in advance of tutorials each week. In synchronous tutorials, students will be divided into breakout groups to closely and critically analyze course readings. Tutorial grades will be based on posted questions (5%) and attendance and participation (10%) in tutorials.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Sept 8)**

#### **Welcome & introduction to the syllabus, the biocultural approach and human nutrition basics**

- Pelto, Gretel, Dufour, Darna L. and Goodman, Alan H. 2013. "Chapter 1. The biocultural perspective in nutritional anthropology." In *Nutritional Anthropology. Biocultural Perspectives on Food and Nutrition*, eds. Darna L. Dufour, Alan H. Goodman, and Gretel H. Pelto, second edition, pp. 1-6. Oxford, New York: Oxford University Press.
- Chapter 1. Introduction to Nutrition

### **Week 2 (Sept 14)**

#### **Reconstructing and interpreting prehistoric diets**

- Lee, Richard B. 1968. "What Hunters do for a Living, or, How to Make Out on Scarce Resources" In *Man the Hunter*, eds. R. Lee and I. Devore, pp.30-48. New York: Aldine.
- Eaton, S. Boyd and Konner, Melvin. 1985. "Paleolithic nutrition: A consideration of its nature and current implications. *New England Journal of Medicine* 312(1985): 283-289.

### **Week 3 (Sept 21)**

#### **The agricultural revolution and food processing**

- Goodman, Alan H. and Armelagos, George J. 1985. "Disease and death at Dr. Dickson's Mounds." *Natural History*. September: 12-18.
- Katz, Solomon H. and Voigt, Mary M. 1986 "Bread and beer: the early use of cereals in the human diet" *Expedition* 28: 23-34.

### **Week 4 (Sept 28)**

#### **Agriculture, the biotechnological revolution and the environment**

- Finnis, Elizabeth. 2009. "'Now it's an easy life': women's accounts of cassava, millets, and labor in South India" *Culture & Agriculture* 31: 88-94.
- Pollen, Michael. 2002. "Power Steer" *New York Times*, 31 March.

### **Week 5 (Oct 5)**

#### **Food origins and food as a commodity**

- Grivetti, Louis E. 2005. "From aphrodisiac to health food: a cultural history of chocolate" *Karger Gazette* 68: 1-3.
- Pelto, Gretel H. and Pelto, Pertti J. "Diet and delocalization: dietary changes since 1750." *Journal of Interdisciplinary History* 14: 507-528.

### **Week 6 (Oct 12)**

**Reading week – no lectures or tutorials**

### **Week 7 (Oct 19)**

#### **Food and adaptation**

- Wrangham, Richard. 2013. "The evolution of human nutrition." *Current Biology* 23(9): R354.
- Wiley, Andrea S. 2004. "Drink milk for fitness: the cultural politics of human biological variation and milk consumption in the United States." *American Anthropologist* 106: 506-517.

**Note: Reading Quiz 1, 10 multiple choice questions, open on A2L (from 8:59 am Oct 19 till 11:59 pm on Oct 26)**

### **Week 8 (Oct 26)**

#### **Food systems, identity, and social change**

- Harris, Marvin. 1978. "India's sacred cow." *Human Nature*. February 28-36.
- McIlvaine-Newsad, Heather. 2004. "Direct from farm to table: community supported agriculture in Western Illinois." *Culture & Agriculture* 26: 149-163.

**Note: 1<sup>st</sup> assignment due on Oct 26 by 11:59 pm. Submit through Turnitin on A2L.**

## **Week 9 (Nov 2)**

### **Global food and power**

- Moffat, Tina and Gendron, Danielle. 2019. "Cooking up the "gastro-citizen" through school meal programs in France and Japan." *Food, Culture & Society* 22: 63-77.
- Leatherman, Thomas L. and Goodman, A. 2005. "Coca-colonization of diets in the Yucatan." *Social Science & Medicine* 61: 833-846.

**Note: 2<sup>nd</sup> assignment proposal due on Nov 2 by 11:59 pm. Submit through Turnitin on A2L.**

## **Week 10 (Nov 9)**

### **Malnutrition and the politics of hunger**

- Panter-Brick, Catherine, Casiday, Rachel, Hampshire, Katherine, and Kilpatrick, Kate. 2010. "Child malnutrition and responses to famine in the Nigerian Sahel." In *Human Diet and Nutrition in Biocultural Perspective Past Meets Present*. Eds. Tina Moffat and Tracy Prowse. New York: Berghahn Books.
- Himmelgreen, David A., Romero-Daza, Nancy. 2009. "Anthropological approaches to the global food crisis: understanding and addressing the 'silent tsunami'." *NAPA Bulletin* 32: 1-11.

## **Week 11 (Nov 16)**

### **Undernutrition, overnutrition and hunger in the lands of plenty**

- Connell, Carol L., Lofton, Kristi, L., Yadrick, Kathy, and Rehner, Timothy A. 2005. "Children's experiences of food insecurity can assist in understanding its effect on their well-being." *The Journal of Nutrition* 135: 1683-1690.
- Lieberman, Leslie Sue. 2006. "Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments." *Appetite* 47: 3-9.

## **Week 12 (Nov 23)**

### **Nutrition, health and disease**

- Brenton, Barrett P. 2000. "Pellagra, sex and gender: biocultural perspectives on differential diets and health" *Nutritional Anthropology* 22: 20-24.
- Greenhalgh, Susan. 2016. "Disordered eating/eating disorder: hidden perils of the nation's fight against fat." *Medical Anthropology Quarterly* 30(4): 545-562.

**Note: 2<sup>nd</sup> assignment due on Nov 23 at 11:59 pm. Submit through Turnitin in A2L.**

## **Week 13 (Nov 30)**

### **Infant and young child feeding**

- Sellen, Daniel. 2007. "Evolution of infant and young child feeding." *Annual Review of Nutrition* 27: 123-148.
- Bosley, Sarah. 2019. "Breastfeeding reduces child obesity risk by up to 25%, WHO finds." *The Guardian* Tuesday, 30<sup>th</sup> April.

<https://www.theguardian.com/lifeandstyle/2019/apr/30/breastfeeding-reduces-child-obesity-risk-by-up-to-25-who-finds>

**Note: Reading Quiz 2 open on A2L (from 8:59 am Nov 30 till 11:59 pm Dec 7)**

### **Week 14 (Dec 7)**

**Course review**

No readings

**Dec 9 – Take-home exam released on A2L at 9:00 am**

**Note: Take-home examination due at 11:59 pm on Dec. 16 – submit through Turnitin in A2L**

## **Course Policies**

### **Submission of Assignments**

All assignments must be submitted through A2L. Please let me know as soon as possible if you have any special learning requirements.

### **Late Assignments**

There is a late penalty of 10% per day including weekend days.

### **Absences, Missed Work, and 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 final grade, please submit an MSAF (see info below on MSAF). 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%.

### **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](http://www.mcmaster.ca/academicintegrity)

## **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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

## **University Policies**

### **Online Elements**

This course includes on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, Thinking Cap, 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, 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 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.

### **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.



## **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.

## **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 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:

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.

## **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](http://www.mcmaster.ca/academicintegrity).

### **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.

### **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.

### **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](mailto: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=11&navoid=1698#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.

### **Course Modifications**

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.

### **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.