

## NUTRITIONAL ANTHROPOLOGY

Anthropology 589 (Fall 2020)

**Professor:** Dr. Warren Wilson

**E-mail:** [wwilson@ucalgary.ca](mailto:wwilson@ucalgary.ca)

**Synchronous seminar via Zoom:** Weds. 11:00 AM – 1:45 PM. **Office hours** by appointment.

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### How can you get in touch with the me?

1. If you have a question, it may already be answered in this this syllabus, course assignment documents, course rubrics, or the discussion board. Check there first. If not, consider posting your question on the Discussion Board for individual students. I will monitor the Discussion Board and attend to questions regularly.
2. If your question is specific to your personal situation, or if you need a response quickly, please feel free to [send me an email](#).
3. When writing, please write 'ANTH 589' in the 'Subject' portion of the email. In the body of your message please provide your first and last name and use proper, not text-message, grammar. By identifying the subject of your email and writing a clear message, you will help me to reply more efficiently to your emails
4. If you want to make an appointment, please indicate the times when you are available.
5. We will do our best to reply within one business day.

**Treaty Acknowledgement:** The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which includes the Blackfoot Confederacy (comprised of the Siksika, the Piikuni, and the Kainai) as well as the Tsuut'ina and the Stoney Nakoda (including Chiniki, Bearspaw, and Wesley First Nations). The University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River. The University recognizes the traditional Blackfoot name of this place, Moh'kíns'tsis, now known as the City of Calgary. The University recognizes that the City of Calgary is also home to Region III of the Métis Nation of Alberta. By virtue of the 1877 signing of Treaty 7, the university recognizes that we are all treaty people. The City of Calgary is home to a culturally diverse community. Together, we share this land, strive to live together, learn together, walk together, and grow together "in a good way." *ii' taa' poh' to' p*

**Course Calendar Statement:** The study of human dietary practices from biological and cultural perspectives. Subjects covered include the development of nutritional anthropology, principles of nutrition, principles of ecology, diet from an evolutionary, comparative and historic perspective, the impact of undernutrition on human physiology, and behaviour and methods in nutritional anthropology.

## Why do people eat what they eat & what are the impacts?



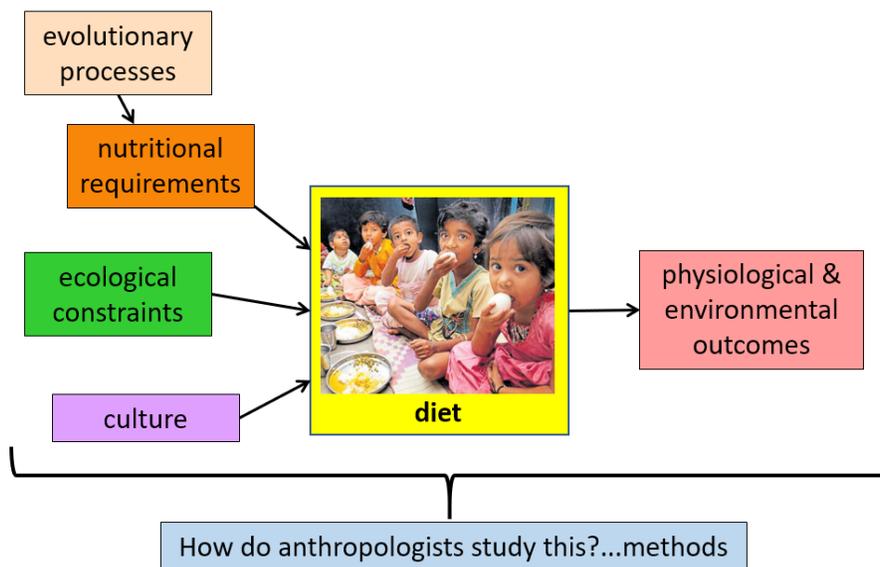
Image from Menzel & deAluisio (1998)  
"Man Eating Bugs"

Over 150 years ago, Jean Anthelme Brillat-Savarin wrote, "...tell me what thou eat and I will tell thee what thou art." Cannon (1964) expanded upon this stating that, "...not only biography and genealogy, but the whole field of anthropology could, if one knew the code, be deduced from food."

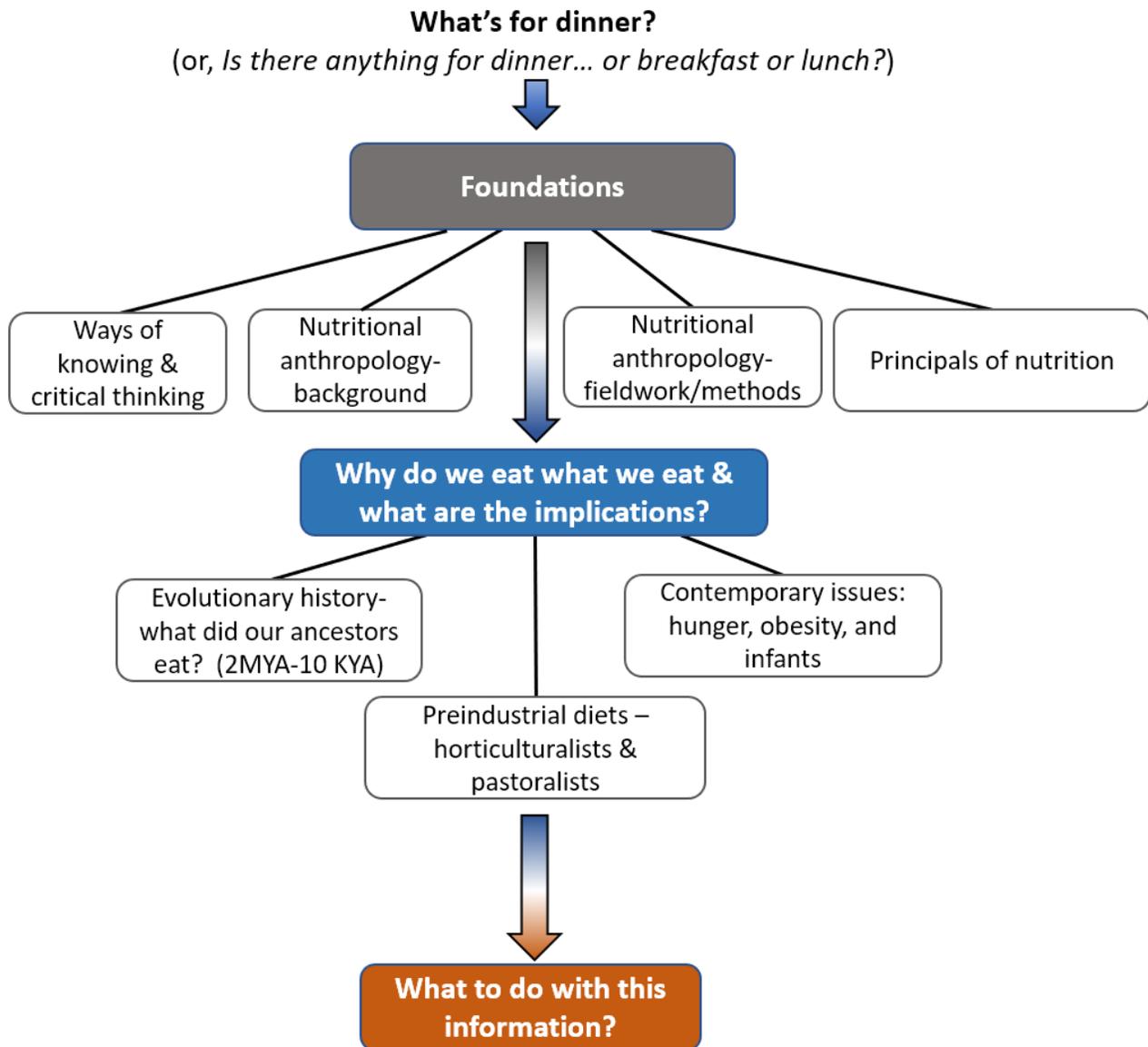
Is food, in fact, a fundamental part of our identity? Today, in Calgary, who we are may seem somewhat removed from what we eat. The cultural distance that some of us now experience from our favored foods, however, has not always been so great. In fact, human behavior has

evolved in great part as an interplay between the environments our ancestors inhabited, their eating behavior, and cultural institutions. Prior to the industrial revolution and in most societies which continue some sort of pre-industrial subsistence pattern, much of an individual's daily activities were and are devoted to the production of food for their own consumption; a process mediated by both cultural and ecological factors.

The goal of this course is to help you to understand human dietary behaviors as the result of a dynamic web of ecological and cultural factors. To do this, we will cover eight subject areas: (1) the development of nutritional anthropology, (2) basic nutritional principles, (3) basic ecological principles, (4) diet from an evolutionary, comparative, and historic perspective, (5) cultural factors influencing diet, (7) the impact of undernutrition on human physiology and behavior, and (8) methods in nutritional anthropology (Figures 1 & 2).



**Figure 1: Course Concepts**



**Figure 2: Course Map**

## Learning Objectives

Upon completion of this course, the student should be able to:

1. describe goals and methods of nutritional anthropology;
2. describe the steps necessary for critical thinking;
3. critically evaluate the methods and conclusions found in peer-reviewed papers addressing topics relevant to nutritional anthropology;
4. describe the strengths and weaknesses of quantitative and qualitative data;
5. describe basic macro- & micronutrient requirements and the physiology of digestion;
6. describe variables which influence one's diet (including culture, organoleptic properties, nutrient requirements, ecological variables);

7. describe the evolution of the human diet;
8. describe the costs and benefits of agriculture for human health;
9. describe the dietary practices of East African pastoralists and Indigenous tropical rainforest peoples;
10. describe the evidence for and against cannibalism;
11. describe the debates concerning breastfeeding;
12. describe the short- and long-term impacts of undernutrition and the methods used to assess nutritional status;
13. work with a group to complete a literature review, presentations and poster presentation.

## Teaching Philosophy<sup>1</sup>

In this seminar I do not seek to provide you with an intellectually safe space; rather I endeavor to challenge you with new ideas about which you will have to reach your own conclusions. Students in my classrooms are encouraged to speak, write, listen, challenge and learn, without fear of censorship. That said, civility and mutual respect are vital to all of us, and freedom of expression does not mean the freedom to harass or threaten others. I consequently expect you to be engaged in evidence-based, rigorous debate, discussion, and even disagreement with each other and me. At times, this may challenge you and even cause discomfort.

## Course Conventions

**1. Modality:** This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform me in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). All seminars will be held synchronously (see 'Schedule' below).

**2. Synchronous Zoom class meetings:** In order to meet the goals of the course you have to attend Zoom classes regularly to class and ON TIME. Be prepared by reading what is assigned for the day. You are responsible for lecture and discussion material and any announcements concerning changes in schedule, etc. While I will occasionally lecture, class meetings will generally be devoted to small and large discussion groups. I'll add that while I have endeavored to learn as much as I can about effective teaching online, this is new territory for me. So, please bear with me when I stumble! I'll always be doing the best I can.

**3. Guidelines for Zoom:** When entering a Zoom session, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in Zoom may affect others. To help ensure Zoom sessions are private, do not share the zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

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<sup>1</sup> For more on my teaching philosophy, please see: Delbanco, A (2012) What is college for? *Continuing Higher Education Review* 76:11-19. <https://files.eric.ed.gov/fulltext/EJ1000647.pdf>

### Getting the Most out of Zoom Classes

- Close other programs on your device, that are not pertinent to the class.
- Make sure you have adequate headphones that allow you to speak and hear the instructor.
- Attend Zoom sessions from a quiet place. [Set up a Zoom background](#) if there is activity going on behind you.
- Keep your microphone on mute unless it is your turn to speak.
- If enabled by the instructor, use the [chat function](#) to ask questions and participate during a session.
- Watch for [Zoom fatigue](#): multiple classes in Zoom can be fatiguing given the demanding visual cues our brains try to process. The following tips can help manage Zoom fatigue:
  - ◆ Choose “Speaker View” so you can focus your attention on one speaker
  - ◆ If possible, attend Zoom classes in a quiet environment with minimal distractions
  - ◆ Take breaks from looking at the screen to give your eyes a rest, focus on taking notes, or at a focal point away from your screen while you listen.
  - ◆ If possible, take breaks from screens between Zoom sessions and [practice Zoom wellbeing](#).

It is recommended that you follow these guidelines when attending Zoom sessions, but even with the best protections inappropriate activity may occur. If an incident occurs during your session that affects your learning or ability to focus or participate, talk to me. Should you suspect your class has been disrupted by individuals outside of the class, or a security incident has occurred you can report incidences to IT Security. Contact the IT Support Center at 403.220.5555 or [itsupport@ucalgary.ca](mailto:itsupport@ucalgary.ca).

Examples of disruptive activity could include the following:

- Zoom bombing, which is the practice of unauthorized individuals entering a zoom meeting for the purpose of creating disruptions or perpetrating other malicious activity
- Students sharing the session password or link publicly
- Inappropriate activity by legitimate participants in the session

### Identification of Individuals using Zoom

We are aware that some individuals are changing their display names in Zoom, which makes it difficult for instructors to ascertain genuine members of the class, to deal with inappropriate behaviour as well as judging contributions for assessment. In addition, it has been reported that some names could be construed as offensive.

The use of videoconferencing such as Zoom as tools to connect with one another in teaching and learning activities and meetings as part of the business of the University of Calgary relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). The vast majority of our community do so, but we have a very small minority of cases where this is not the case and is negatively affecting the learning experience or meetings. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the student centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters or meeting invites. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the organizer of the class/meeting explaining why, so the organizer may consider whether to grant an exception, and on what terms.

**4. Learning Resources:** : reading assignments will be found both in the books described below, online and in [D2L in Content > Course Documents](#). In addition to the required readings, recommended readings are often provided to enhance your knowledge of the subject in question. Keep in mind that *you are not finished with the reading, podcast, or video assignment until you thoroughly understand it*. This will sometimes require you to read, listen to, or watch the assigned material more than once. An effective way of ensuring comprehension is to read, listen to, or watch the assignment then go back through it and summarize its main points and supporting evidence in your notebook.

*Required Books:*

Dettwyler 1994. [Dancing Skeletons](#). Waveland Press, IL.

Yates-Doerr 2015. [The Weight of Obesity](#). University of California Press, CA.

**5. Evaluation:** You will be evaluated based on class participation, your reflective journal, a journal article review, a dietary intake study, and a term paper & presentation that you will complete as a group with several classmates. Rubrics for each of these can be found in [D2L in Assessments > Rubrics](#). The assignments can be found in [D2L in Content > Assignments](#). Deadlines for assignments can be found below in the course Schedule. Prior to each class, you must post your answers to the question on D2L in the [Dropbox file for the week](#). I will review your work to get a sense of your understanding of the material and the intellectual investment you've made. Your work on these questions must be done on your own, without help from your classmates. The Dropbox folder for you question set will be closed one minute before class on the day it is due.

You must provide advance notice to me if you are unable to complete an assignment by the due date. A request for deferral must be based on a valid excuse per the University of Calgary policy. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred due date.

Your final mark will be calculated as follows:

Participation_____	28%
Reflective journal_____	18%
Journal article review_____	14%
Dietary Intake/Energy Expenditure Study_____	18%
Collaborative Term Paper_____	22%

A passing grade is not required on any particular component for the student to pass the course as a whole; that is, a student may fail, for example, the journal article review or any other component and, assuming their overall average percentage earned for the course is above 49, they will pass the course.

The participation mark is broken down as described on the **Individual Participation Self-Appraisal form** in [D2L in Assessments](#). Likewise, the reflective journal, journal article review, dietary intake/energy expenditure study, and collaborative term paper and presentation will all be described in D2L in [Content > Assignments](#). Throughout the semester we will run an **online discussion board via D2L** ("[Thoughts, questions, and insights about nutritional anthropology](#)"). Here, you are expected to engage often and thoughtfully in a discussion of material and concepts presented in the course materials and class meetings. This is a space where you can ask questions, provide alternative perspectives and your insights. I will monitor your input here and contribute to the discussion as appropriate.

*Grade Reappraisal:* Within two weeks of the date the assignment is returned, students seeking reappraisal of assignment must submit a written response to me explaining the basis for reconsideration of their mark. I will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a reconsidered mark may be raised, lowered, or remain the same.

Letter grade assignment: At the end of the course, the numerical marks will be summed, and a final letter grade will be assigned as follows:

A+ 100 - 94.9%	B 79.8 - 74.9%	C- 62.8 – 58.9%
A 94.8 - 89.9%	B- 74.8 – 70.9%	D+ 58.8 – 54.9%
A- 89.8 - 84.9%	C+ 70.8– 66.9%	D 54.8 – 49.9%
B+ 84.8 – 79.9%	C 66.8 – 62.9%	F 49.8% and below

Per the [University of Calgary Calendar](#), an "A" is earned for "superior performance, showing comprehensive understanding of subject matter". Superior performance is, by definition, rare; that is, superior is defined as "highest in quality". More common is the grade of "B" which is earned for "clearly above average performance with knowledge of subject matter generally complete". More common still is the grade of "C" which is earned for a "basic understanding of the subject matter". If you require clarification on letter grade assignments, please contact me within the first two weeks of the semester. Keep in mind that, you have paid for the opportunity to learn, not a grade. As such, I do utmost to ensure that you have the best possible learning opportunity in this course.

## Schedule<sup>1</sup>

Date	Topic	Reading Assignment <sup>2</sup>
Sep. 9	Introduction, Anthropology, Science	Marlowe 2005, Lee 1969, Lee 2000 <sup>3</sup>
Sep. 16	Critical thinking I, Nutritional anthropology in the field: field work	Ruggiero 2004 Ch. 2, 6, & 13, Dettwyler 1994 ( <i>all chapters</i> )
Sep. 23	How to give a presentation (Julie Stewart, Student Success Centre), Critical thinking II, Nutritional anthropology: history, Cali project, different approaches to the study of food.	Sagan 1996, Greenhalgh & Taylor 1997, Pope & Ziebland 2000 <sup>3</sup> , Harris 1978, Allison 1991
Sep. 30	Basic principles of nutrition: physiology of digestion, macro- & micronutrients	Ruggiero 2004 Ch. 19, Pelto 2003, Pelto et al. 2000 <sup>3</sup> , and TBD
Oct. 7	Organoleptic Properties & Food Choice Basic principles of ecology: energy flow and nutrient cycles	Informed health online (2015), Rozin 1987, Southwick 1996
Oct. 14	Evolutionary perspective: what did our ancestors eat? (Part I)	Cordain et al. 2000, Milton 2000, Stanford 1995, Klein 2000 <sup>3</sup> , Hockett and Haws 2003 <sup>3</sup>
Oct. 15	<b><i>Dietary intake/energy expenditure project due.</i></b>	
Oct. 21	Evolutionary perspective: what did our ancestors eat? (Part II)	TBD
Oct. 28	Staple crops: strengths & weaknesses Pre-industrial diets: Tropical rainforests, Why manioc?	Normille 2000, Moran 1993, Dufour et al. 2016, Dufour 1995 <sup>3</sup>
Nov. 4	Pre-industrial diets: East African Pastoralists (Video: <i>Year of the Clouds</i> )	Moran (1982), Galvin et al. (1994), McCabe (1990), Fratkin (2001) – optional, Galvin (2009) – optional
Nov. 11	<i>Reading break: no class</i>	
Nov. 18	Cannibalism? Culture & infant feeding	Harner 1977, Preston 1998, Bergner 2003, Pelto 1981, Levine 1988, Gray 1996 <sup>3</sup>
Nov. 25	Undernutrition: physiological impacts	Whitney and Rolfes 2005 (Review PEM), Goodman et al. 2000, Frisancho 1993, Pelletier 1994, Martorell 1989, Martorell et al. 1992 <sup>3</sup> , Chavez et al. 1995 <sup>3</sup> , de Onis et al. 1993 <sup>3</sup>
Dec. 2	Undernutrition: adaptations, research methods	TBD
Dec. 9	Public health & dietary interventions: anthropological contributions?	Yates-Doerr 2015
Dec. 14	<b><i>Term paper due.</i></b>	

<sup>1</sup> Note, the schedule of topics may change, but due dates for the assignments will not change.

<sup>2</sup> The reading assignments are subject to change should I find, during the present semester, more recent publications which better cover the topic considered. If this occurs, I will inform you no later than 2 weeks prior to the relevant class.

<sup>3</sup> This paper is suggested, not required.

## Course Bibliography<sup>1</sup>

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<sup>1</sup> The course bibliography is subject to change should I find, during the present semester, more recent publications which better cover the topic considered.

## Additional Content

**Human research:** Students will be expected to conduct research on themselves in this course by collecting and analyzing three days of dietary and activity data. Please see the Dietary Intake assignment in the assignment section of the course D2L site.

**Supplemental fees:** There are no mandatory supplemental fees for this course.

**Writing across the Curriculum:** Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. To hone your skills as a communicator, you are strongly encouraged to take advantage of the [writing support coaching services](#) offered by the Student Success Centre.

**Academic misconduct:** The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism (including the use of other students’ work posted online), Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the [Student Academic Misconduct Policy](#).

**Learning Technologies and Requirements:** There is a [D2L site](#) for this course which contains required readings and other relevant class resources and materials. In this online course, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

I appreciate that not all students can afford this without some financial assistance. A few options for financial assistance can be found [here](#).

**Intellectual property:** Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.
- See “**Copyright Legislation**” below

**Copyright Legislation:** All students are required to read the [University of Calgary policy on Acceptable Use of Material Protected by Copyright](#) and [requirements of the copyright act](#) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

**Academic Accommodations:** It is the student’s responsibility to request [academic accommodations according to the University policies](#). Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services by submitting a Request for Accommodation in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Student Accommodation Services will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

**Support:** If you need support beyond that provided by your teaching assistant or me, you are encouraged to take advantage of some of these resources:

[SU Wellness Centre](#) (403-210-9355 / 403-266-4357)

[Calgary Communities Against Sexual Abuse Hotline](#) (403-237-5888)

[Alberta Mental Health Hotline](#) (1-877-303-2642)

Trained peer supporters are also available on campus through:

[Women's Resource Centre](#) (4<sup>th</sup> Floor, MacEwan Centre, in The Loft)

[Q Centre for Gender and Sexual Diversity](#) (2<sup>nd</sup> Floor, Mac Hall, near The Den).

As well, if you have a serious concern about my conduct, you may speak in full confidence to either the Head of the Department of Anthropology and Archaeology, [Dr. Peter Dawson](#), or the Associate Dean, Undergraduate Programs and Student Affairs, [Dr. Melissa Boyce](#).

### **Freedom of Information and Protection of Privacy**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to [this link](#) for detailed information.