

Department of Anthropology and Archaeology

NUTRITIONAL ANTHROPOLOGY

Anthropology 589 (Winter 2018)

Pre-requisites: Department consent

Professor: Warren Wilson
ES 852
e-mail: wwilson@ucalgary.ca
tel.: 220-2665

Seminar: Weds. 2:00-4:45., SS 008

Office hours: Thursday 1:00-2:00 *and* by appointment



Course Description and Goal



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.

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 Philosophy¹

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. At times, this may challenge you and even cause discomfort.

Course Conventions

1. Lecture/Discussion: In order to meet the goals of the course you have to attend class regularly and on time. You must be prepared to discuss the assigned topic. You are responsible for lecture material and any announcements concerning changes in schedule, etc. Because we meet only once a week and this class requires your active input, if you have more than 2 unexcused absences your overall participation grade is automatically a '0' (please see the Individual Participation Self Appraisal at the class D2L site for details).

2. Reading: The readings for this course are listed on the course bibliography found below. The bulk of the readings for this class will be posted on the class D2L website. If you anticipate difficulty in accessing the website, you must plan accordingly to ensure that you obtain all of the readings with sufficient time to carefully and critically read them prior to each class. Keep in mind that you are not finished with the reading assignment until you thoroughly understand it. This will sometimes require you to read an assignment more than once. The assigned questions are designed to assist you in your critical evaluation of the material you are reading.

Required Text: Dettwyler 1994. *Dancing Skeletons*

3. Evaluation: You will be evaluated in this course on the basis of your in-class participation, short-answer questions, weekly journal, and quizzes on the readings, a dietary intake project, a review of a journal article, and a collaborative research presentation and poster.

You must provide advance notice to me if you are unable to complete an assignment by the due date. All requests for deferral of a due date for/due to health reasons must be accompanied by

¹ 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>

written documentation as outlined in the University Calendar and should be obtained while the student has the physical or emotional problem rather than after recovery. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred due date. Deferred due dates will not be granted if it is determined that just cause is not shown by the student.

Your final mark will be calculated as follows:

Participation _____	30%
Journal article review _____	10%
Weekly journal _____	10%
Short-Answer Questions/Quizzes _____	15%
Dietary Intake/Energy Expenditure Study _____	15%
Collaborative Presentation and Paper _____	20%

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 self-appraisal form available on D2L. Likewise, the journal article review, dietary intake/energy expenditure study, and collaborative term paper and presentation are all described in documents available on D2L.

The journal, short-answer questions, and quizzes are based on the readings assigned each week. Questions are assigned with each set of readings. On some weeks I'll collect and mark your answers and on some weeks you'll have a quiz on the assigned material in the last 15 minutes of class. Your work on these questions must be done on your own, without help from your classmates. *I would be happy to assist you as need be with this work.* You must complete your work on the assigned questions prior to class each week and bring a hard copy of your answers with you to class. I will not accept assignments after their time due.

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 based on the following scheme:

<u>Percentage range</u>	<u>Letter grade</u>	<u>Percentage range</u>	<u>Letter grade</u>
95 or higher	A+	68-72	C+
90-94	A	64-67	C
85-89	A-	59-63	C-
81-84	B+	54-58	D+
77-80	B	50-53	D
73-76	B-	49 or lower	F

Per the University of Calgary Calendar (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>), an "A" is earned for "superior performance, showing comprehensive understanding of subject matter". Superior performance is, by definition, **extremely** rare. Somewhat more common is the grade of "B" which is earned for "clearly above average performance with knowledge of subject matter

generally complete”. Even more common 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 see 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 my utmost to ensure that you have the best learning opportunity possible in this course.

4. Retrieving Assignments: The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

5. Office Hours: I enjoy having visitors during my office hours and am happy to schedule additional times as necessary. These hours are yours and I encourage you to take advantage of them, whether you are having difficulty with some aspect of the course, or if you would like to discuss in greater detail something that was touched on in class.

6. E-mail: Students are encouraged to use the lectures and office hours to ask questions. For after-hours questions, the use of email is acceptable. Please write ‘ARKY 589’ or ‘ANTH 589’ in the ‘Subject’ portion of the email. I receive numerous e-mails every day. By clearly identifying the subject of your email, you will help me reply more efficiently to your emails. All e-mails must be grammatically correct and appropriately written. Please do not, for example, address me as “Hey,”. If I think that your question and related answer is of general interest, I may decide to post them on the course D2L space (your name will not appear).

Deadlines to keep in mind

Deadlines are part of the assignments. Late work will not be accepted. Question sets for each week’s readings must be complete and printed prior to 3:00 pm each Wednesday. While you are free to add notes to your completed question set in class, you may not use that time to complete your answers. All other assignments are due no later than midnight on the due date.

- 1 day before your **journal article review** is presented in class- e-mail me your review
- 15 February- **dietary intake project** due (provide a hard copy- do not e-mail this to me)
- 26 February- e-mail me the name of the **Organizer for your** collaborative research paper
- 2 March- **sign up for** collaborative research paper **topic**
- 16 March: **1st Annotated bibliography** of sources considered for your collaborative research paper due
- 23 March: **2nd Annotated bibliography** of sources considered for your collaborative research paper due
- 2 April: **model of your answer** to the collaborative research paper question due.
- 10 April: **abstract** of your collaborative research paper due

▪ 11 April: **group presentation** of your collaborative research paper, and Individual Participation Self-Appraisal form due in class.

▪ 17 April: **collaborative research poster** due

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.

Schedule¹

Date	Topic	Reading Assignment ²
Jan. 10	Introduction, Anthropology, Science	Marlowe 2005
Jan. 17	Critical thinking I, Nutritional anthropology in the field: field work	Ruggiero 2004 Ch. 2, 6, & 13, Dettwyler 1994 (<i>all chapters</i>)
Jan. 24	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 ³ , Harris 1978, Allison 1991
Jan. 31	Basic principles of nutrition: physiology of digestion, macro- & micronutrients	Ruggiero 2004 Ch. 19, Pelto et al. 2000, Whitney and Rolfes 2005: Ch. 1, 3, <i>and</i> one of 4, 5, or 6
Feb. 7	Organoleptic Properties s& Food Choice Basic principles of ecology: energy flow and nutrient cycles	Informed health online (2015), Rozin 1987, Southwick 1996
Feb. 14	Evolutionary perspective: what did our ancestors eat? (Part I)	Cordain et al. 2000, Milton 2000, Stanford 1995, Klein 2000 ³ , Hockett and Haws 2003 ³
<i>Your dietary intake project is due no later than midnight on Thursday 15 February.</i>		
Feb. 21	<i>reading break</i>	
Feb. 28	Evolutionary perspective: what did our ancestors eat? (Part II)	
Mar. 7	Staple crops: strengths & weaknesses Pre-industrial diets: Tropical rainforests, Yapu slides	Normille 2000, Moran 1993, Dufour 1995 ³ , Dufour 1990
Mar. 14	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
Mar. 21	Cannibalism? Culture & infant feeding	Harner 1977, Preston 1998, Bergner 2003, Pelto 1981, Levine 1988, Gray 1996 ³
Mar. 28	Undernutrition: physiological impacts	Whitney and Rolfes 2005 (Review PEM), Goodman et al. 2000, Frisancho 1993, Pelletier 1994, Martorell 1989, Martorell et al.

		1992 ³ , Chavez et al. 1995 ³ , de Onis et al. 1993 ³
Apr. 4	Undernutrition: adaptations, research methods	TBD
Apr. 11	Group Presentations	Abstracts of papers to be presented

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

² 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.

³ This paper is suggested, not required.

Course Bibliography¹

Allison, Anne. 1991. Japanese Mothers and Obentos: The Lunchbox As Ideological State Apparatus. *Anthropological Quarterly*. 64:195-208.

Bergner. 2003. The Most Unconventional Weapon. *The New York Times*. Oct. 25. Sunday Times Magazine

Billing, Jennifer & Paul W. Sherman (1998) Antimicrobial Functions of Spices: Why Some Like it Hot. *The Quarterly Review of Biology* 73(1): 3-49

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Goodman, Dufour, and Pelto. 2000. Undernutrition: counting, classification, and consequences. In *Nutritional Anthropology: Biological Perspectives on Food and Nutrition*. Edited by Goodman, Dufour, and Pelto. Mountain View Press, Mayfield CA. Pp. 221-226.

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Harner, Michael, 1977. The Enigma of Aztec Sacrifice. *Natural History* (April) 86(4):46-51.

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Informed Health Online (2015) How does our sense of taste work? PubMed Health, US National Library of Medicine. <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0072592/>

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

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the registrar scheduled final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to

papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate! Website: <http://www.ucalgary.ca/usri/>

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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act:

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. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>

