



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
REBECCA BLIEGE BIRD	rub33	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Course Designation

(ANTH 375N) Anthropology of Food Honors

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

ANTH 21; ANTH 45

Abbreviated Title: Anthro Food Honors

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	Anthropology (UPLA_ANTH)
Effective Semester:	Upon Approval
Travel Component:	NO

Course Outline

A brief outline or overview of the course content:

An anthropological approach to understanding temporal and spatial variation in human food consumption and nutrition: why do we eat what we eat, and why and how does what we eat vary across societies and through evolutionary timescales.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

- Week 1 Lecture: Course introduction. Survey of modern human dietary diversity, discussion of food origins, questions about why we eat what we eat.
- Week 2 Lecture: Why do we eat what we eat--theories of food choices and preferences. Proximate, developmental, functional, and evolutionary explanations.
- Week 3 Lecture: What our ancestors ate: paleoanthropological and comparative evidence.
- Week 4 Lecture: Hunting and gathering: Comparative evidence for ancestral diets, the significance of food sharing and social organization to dietary variability.
- Week 5 Lecture: The evolution of cuisine: Cross cultural variation in cooking methods and spicing. Adaptive value of spices.
- Week 6 Lecture: Agricultural and pastoral foodways, origins and process of plant and animal domestication, differences between domesticated and wild organisms, spread of agricultural and theories of origins; how social, economic, ecological, and evolutionary forces interact.
- Week 7 No lecture: Film/Exam 1.
- Week 8 Lecture: Feasting and sharing—interactions between foodways, sharing and politics. How food affects social networks, feasting, cooperation.
- Week 9 Lecture: Politics and ritual— Prestige economies, fasting, food taboos, and political uses of food.
- Week 10 Lecture: Gender and work: Divisions of labor, feeding children, theories of women's status and links to food production.
- Week 11 Lecture: Globalization of food and its discontents: dumpster diving, the political economy of sugar, coffee and tea, the social life of the tortilla.
- Week 12 Lecture: Food and the environment: Ecological impacts of hunting and gathering with fire, sustainable small-scale agricultural systems in Mexico, agricultural impacts on island ecosystems.
- Week 13 Food and the environment II: Agricultural intensification, the Lobster Gangs of Maine, the ecological effects of high status foods, the "Hamburger Connection" and deforestation.
- Week 14 Lecture: Food and health—overnutrition, how foodways impact health and development. Metabolic syndrome, "fast food nation". Case studies: Nauru islanders and Pima Indians.
- Week 15 No lecture: Film/Review for final exam. Project presentations.

Course Description:

This course is an anthropological approach to understanding temporal and spatial variation in human food consumption and nutrition: why do we eat what we eat? To answer this question, we approach it from multiple perspectives: biological, evolutionary, ecological and social. In this course, students will investigate how food tastes, preferences, and diets of different individuals and societies both in the past and present are affected by genetic variation, by processes of individual and cultural learning, by evolutionary and ecological forces and histories of ecological and social interaction, by existing social contexts and structures, and by global political and economic forces. Topics include a broad survey of human and nonhuman primate diets and their physiological and behavioral correlates; theories of optimal diet breadth and prey choice; fossil and archaeological evidence for early human diets; genetic adaptations to diet; metabolic syndrome; food security; food taboos; the origins and cross cultural uses of spices; ecological impacts of hunting, gathering, and agropastoralism especially relative to food webs, biodiversity and sustainability; cultural diversity in the social uses and meanings of food and the sharing of food and how sociopolitical contexts have shaped the overexploitation of certain resources throughout history. Students will come away from this course with an understanding of the diversity of human foodways through time and space: how biology, culture, and ecology interact to shape the food we eat, and how the food we eat shapes us.

The name(s) of the faculty member(s) responsible for the development of the course:

Name: REBECCA BLIEGE BIRD (rub33)
Title: PROFESSOR OF ANTHROPOLOGY
Phone: +1 814 863 2391
Address: 0323A CARPENTER BLDG
Campus:
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Students will gain critical integrative thinking skills by learning how to integrate hypotheses from the social and natural sciences to explain diversity in human diets and foodways and will gain the ability to use scientific methodologies to explain similarities and differences in diet and foodways between individuals and between societies.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Midterm, 20 points: There is one in-class exam. The exam will be mainly short answer format, focused on readings and lecture.

Readings summaries, 20 points: a one-page summary of the week's assigned reading will be due prior to the first class scheduled for each week. There will be 10 total summaries.

Final exam, 20 points. The exam will be cumulative but conceptual, short essay format, and will cover both lectures and readings.

Final project, 40 points: Throughout the semester, students will be working on a research project that they will present in lab section during the last or penultimate week of class. Their project should be focused on some aspect of food, its production or consumption, and should be focused around a scientific inquiry: posing a question at some level of explanation, deriving a hypothesis, collecting data, evaluating the hypothesis in light of the data collected. They may conduct an observational or experimental project and collect their own data, or they may collect data via a literature search using previously published sources. Questions should be focused on asking why there is variability across social groupings of people (cultures or subcultures) and proposing hypotheses that include at least two of our four levels of explanation (proximate, ultimate, developmental, evolutionary). The report should be between 3000 and 4000 words, and should present results in a visual format—graphs, charts, tables, photographs. The report must include an Introduction, Methods, Results, Conclusions, and References section. The introduction should include a review of the problem and relevant prior work or literature, including both readings in class and outside readings, as appropriate to your topic. Grading on the report will be along the following criteria: style and organization 5 points, relevance to class 5 points, interpretation of results 10 points, data used and methods adequate to question 10 points. The oral presentation component of your project (five minutes only!) will be worth 10 points, and will be graded on clarity (4 points), content (4 points) and style (2 points, based on 1) sticking to the allotted time, and 2) not putting too many words on each slide). There will be a random lottery draw at the beginning of the quarter to determine whether you will be presenting in the last or the penultimate week of the semester. Note that a project proposal is due by the beginning of the fifth week of class: I must sign off on your project proposal before you can proceed!

Some examples of potential research questions:

Experimental: Can cross-cultural differences in the use of spices be explained by varying presence of harmful bacteria? That is, do spices make food safer? Compare the mold/bacterial growth rate of apple juice kept at room temperature with and without spices.

Observational: To what extent does cultural variation in diet depend on the ways that people use food to create social relationships? What kinds of foods are good for socializing/feasting? To explore this question, you might examine the social functions of food in particular subcultures on campus.

Literature review: Why is there variation in the methods of cooking cross-culturally?

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

Course is intended to serve as a broad interdisciplinary review of both biological and social anthropology, and act as an honors gateway to upper division Anthropology courses. Although students will not be required to take the introductory biological or cultural anthropology courses, it is recommended that they do so if they have not had other courses in related social or biological sciences (Psychology, Geography, Biology, Economics).

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Course will be an honors elective for the Anthropology major, and will satisfy the GE requirements for Integrative thinking and global learning, and will act as an integrative inter-domain course for both the Natural and Social sciences.

A description of any special facilities:

Course will require a discussion section.

Frequency of Offering and Enrollment:

Course will be offered every year. Enrollment is estimated to be 25-30.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Integrative thinking: Students will gain critical integrative thinking skills by learning how to integrate hypotheses from the social and natural sciences to explain diversity in human diets and foodways. Integrative thinking is reinforced by the way that students will explore explanations of diversity using Tinbergen's Levels of Explanation framework. Tinbergen's explanatory framework is the fundamental organizing principle of the course. It classifies answers to questions of why behaviors take the form they do into four major categories: mechanistic (proximate), developmental, functional (ultimate), and evolutionary (historical). Proximate or Mechanistic explanations are those that get at some immediate causes of a phenomenon and may involve neurophysiological processes such as hormone secretion or enzyme action. Developmental explanations involve learning, either individual learning or social/cultural learning, short term processes of individual/social learning and development over an individual's lifespan. Functional explanations are those that ask how the behavior functions relative to some measure of success--cultural, survival or reproductive success. How does it improve the competitive ability of an organism in its social and ecological environment? Historical or evolutionary explanations are those that get at more long-term causes of the phenomenon, such as how and why it may have changed over evolutionary or historical time scales. The combination of all four levels of explanation are required for a complete explanation of behavioral diversity. I will reinforce these ideas by organizing case studies around multiple levels of explanation and students will be required to utilize the levels of explanation framework in their own research project.

Global learning: The global learning component will be satisfied by requiring students to be able to use scientific methodologies to explain similarities and differences in diet and foodways between individuals and between the societies of which they are a part. This will be reinforced through case studies in lecture, through successful completion of the semester long research report, and through successful completion of essay exams which will present students with data on cultural differences/similarities in food choices and ask them to use integrative thinking to explain where these differences/similarities come from.

Critical and analytical thinking: Students will engage with scientific methodologies through a hypothesis driven term project asking a "why" question about variation in food preferences, choices, and diets. Students will formulate a question, derive hypotheses and test implications, collect and analyze data, and present the results in the form of a research report or poster presentation.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Throughout the semester, students will work on a research project that will be presented orally and in written form. The project will be focused on some aspect of food, its production or consumption, and should be focused around a scientific inquiry: posing a question at some level of explanation, deriving a hypothesis, collecting data, evaluating the hypothesis in light of the data collected. Students may conduct an observational or experimental project and collect their own data, or they may collect data via a literature search using previously published sources. Their questions will be focused on asking why there is variability across social groupings of people (cultures or subcultures) and proposing hypotheses that include at least two of our four levels of explanation (proximate, ultimate, developmental, evolutionary). For full credit, students must demonstrate some level of integration between social/biological explanations. The written report will be between 3000 and 4000 words, and will present results in a visual format—graphs, charts, tables, photographs. The report must include an Introduction, Methods, Results, Conclusions, and References section. The introduction should include a review of the problem and relevant prior work or literature, including both readings in class and outside readings, as appropriate to the topic. Grading on the report will be along the following criteria: style and organization 5

points, relevance to class 5 points, interpretation of results 10 points, data used and methods adequate to question 10 points. The oral presentation component of the project (five minutes only!) will be worth 10 points, and will be graded on clarity (4 points), content (4 points) and style (2 points). To keep students on track, a project proposal is due by the beginning of the 4th week of class.

General Education Domain Criteria

General Education Designation: Inter-Domain

GN Criteria

- Explain the methods of inquiry in the natural science fields and describe how the contributions of these fields complement inquiry in other areas
- Construct evidence-based explanations of natural phenomena
- Demonstrate informed understandings of scientific claims and their applications
- Evaluate the quality of the data, methods, and inferences used to generate scientific knowledge
- Identify societal or philosophical implications of discoveries in the natural sciences, as well as their potential to address contemporary problems

What components of the course will help students achieve the domain criteria selected above?

Through lecture and hands on individually directed study, students will understand how diversity in food production, diets, genetics, is affected by different type of food production/extraction systems. Through the research project, students will learn how to approach scientific questions about human behavior by integrating hypotheses from both the natural and social sciences; understand conceptually how genomic mechanisms interact with social and ecological environments to influence food-related behaviors; understand the process of human evolution through the lens of diet. They will be able to identify how genetic diversity is tied to cultural histories of particular foodways through the detailed case study of lactose digestion and the origins of pastoralism. Students will engage with scientific methodologies through a hypothesis driven term project asking a “why” question about variation in food preferences, choices, and diets. Students will formulate a question, derive hypotheses and test implications, collect and analyze data, and evaluate their results in the form of a research report or poster presentation.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Through lecture, readings, and coursework, students will be able to explain how ethnographic methods can be used to more fully explore the developmental causes and meanings of food in different societies. Students will explore the interrelationships of the many factors that shape behavior and understand how history, individual learning, and socio-cultural contexts interact to affect variation in decisions about what types of food to eat and how food is used for social purposes.

Major foundational theories: Through lecture and readings, students will be able to identify and explain major foundational theories in social/behavioral sciences as they have been used to explain diversity in food choices and foodways. Students will receive an introduction to economic decision-making and simple optimality models of food choice via the prey choice model, and how it can be applied to an understanding of foraging decisions and food choices more generally. Exposure to theoretical economic principles of conspicuous consumption and its effect on value, social networks, cooperation and collective action. Course also includes a section on food and gender, which will incorporate Marxist notions of links between food production and gender inequalities and its effects on gender biases in political power and autonomy. Course also includes a section on exchange theory through feasting, sharing and social prestige and the role that feasting and food sharing plays in social relationships, inequality, and the formation of social hierarchies.

How factors interact to influence behavior: Through lecture and the research project, students will gain an understanding of how social, political, and economic influences on diet and food production systems interact to affect individual, group, organizational, local, national, and global level variation.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Integrative thinking is reinforced by the way that students will explore explanations of diversity using Tinbergen's Levels of Explanation framework. Tinbergen's explanatory framework is the fundamental organizing principle of the course. It classifies answers to questions of why behaviors take the form they do into four major categories: mechanistic (proximate), developmental, functional (ultimate), and evolutionary (historical). In coursework and exams, students will be required to demonstrate an understanding of how these different levels of explanations interact to produce variability in food-related choices and patterns.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course

topics, assignments, or other course components, and that students will integrate material from both domains.

Weeks 1-6 focus on explanations of food choices and dietary diversity drawing from both the natural and social sciences, including topics such as learning mechanisms, optimal foraging rules, genetic variation influencing taste and nutrition, natural selection. The focus is however, on explanations drawn from the sciences. Weeks 8-11 focus more on the social meanings and political components of food and diets, including globalization, history, exchange theory, political economy, and other more interpretivist approaches. Weeks 12-14 are integrative topics crosscutting the social and biological, looking at the social and political forces that influence the effects that foodways and diets have on the environment, and on human health.

Students will be required to use integrative thinking in exams and in their course project.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

As an anthropologist trained in both social and biological approaches to the scientific explanation of human variability and behavior, I am qualified in both domains. I plan on recruiting faculty within the department and more broadly across the social and natural sciences to give guest lectures on areas in which I am less familiar (genomics, particularly).

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

There are two major assessments: 1) essay exams will be focused on asking students to explain variability in food-related phenomena using multiple levels of explanation as detailed above. 2) the semester-long course research project will require students to use integrative thinking to explore at least two hypotheses related to diversity in food or food ways. I have described those assessments in detail in previous sections.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Fall 2017

The Anthropology of Food

Anth 375H

Professor Rebecca Bird

"Tell me what you eat, and I will tell you what you are."—Anthelme Brillat-Savarin, *Physiology of Taste*, 1825

"The History of every major Galactic Civilization tends to pass through three distinct and recognizable phases, those of Survival, Inquiry and Sophistication, otherwise known as the How, Why, and Where phases. For instance, the first phase is characterized by the question 'How can we eat?' the second by the question 'Why do we eat?' and the third by the question 'Where shall we have lunch?' — Douglas Adams, The Restaurant at the End of the Universe

Food touches, links and shapes all aspects of the biological world. It builds the components of organisms, and fuels their dynamic interactions; it determines whether they thrive, survive, and reproduce, and thus how their populations grow, decline and evolve, and, in turn, how communities and ecosystems are structured. Food also drives the political and social affairs of humans, from individuals to global geopolitics. Climate change, population growth, urbanisation, environmental degradation and species extinctions all are in one way or another linked to the pursuit of food — Simpson and Raubenheimer 2011

This course takes an anthropological approach to understanding temporal and spatial variation in human food consumption and nutrition: why do we eat what we eat? To answer this question, we approach it from multiple perspectives: biological, evolutionary, ecological and social. We will investigate how food preferences and diets of different individuals and societies both in the past and present are affected by genetic variation, by processes of individual and cultural learning, by evolutionary and ecological forces and histories of ecological and social interaction, by existing social contexts and structures, and by global political and economic forces. Topics include a broad survey of human and nonhuman primate diets and their physiological and behavioral correlates; theories of optimal diet breadth and prey choice; fossil and archaeological evidence for early human diets; genetic adaptations to diet; metabolic syndrome; food security; food taboos; the origins and cross cultural uses of spices; ecological impacts of hunting, gathering, and agropastoralism especially relative to food webs, biodiversity and sustainability; cultural diversity in the social uses and meanings of food and the sharing of food and how sociopolitical contexts have shaped the overexploitation of certain resources throughout history. Students will come away from this course with an understanding of the diversity of human foodways through time and space: how biology, culture, and ecology interact to shape the food we eat, and how the food we eat shapes us.

General Education Objectives

Critical and analytical thinking: Students will engage with scientific methodologies through a hypothesis driven term project asking a “why” question about variation in food preferences, choices, and diets. Students will formulate a question, derive hypotheses and test implications, collect and analyze data, and present the results in the form of a research report or poster presentation.

Integrative thinking: Students will gain critical integrative thinking skills by learning how to integrate hypotheses from the social and natural sciences to explain diversity in human diets and foodways.

Global learning: Course describes and explains similarities and differences in diet and foodways between individuals and between the societies of which they are a part.

General Education Designation: Inter-domain Natural Sciences (GN), Social Sciences (GS)

Schedule of Lectures, Activities and Assignments

Week	Lecture/Activity	Assignments
1	<p>Human dietary variation and its proximate and ultimate causes</p> <p>Human dietary variation Levels of explanation Proximate (psychological, physiological) and Evolutionary (genetic) mechanisms of food choices and preferences</p>	<p>Ross E. 1987. An overview of trends in dietary variation from hunter-gatherer to modern capitalist societies. In: <i>Food and Evolution: Toward a Theory of Human Food Habits</i>, M. Harris and E. Ross, eds, pp. 7-56.</p> <p>Luca, F., Perry, G. H., & Di Rienzo, A. (2010). Evolutionary Adaptations to Dietary Changes. <i>Annual Review of Nutrition</i>, 30(1), 291-314.</p>
2	<p>Learning to eat and eating for success</p> <p>Developmental (cultural, historical) and Functional (economic, adaptive) explanations of food choices and preferences; how genetic, social, ecological, evolutionary, and historical explanations interact to explain sickle cell disease and the evolution of lactose tolerance.</p>	<p>Birch LL. 1999. Development of food preferences. <i>Annual review of nutrition</i> 19:41-62.</p> <p>Cashdan E. (1998) Adaptiveness of food learning and food aversions in children. <i>Social Science Information</i>, 37, 613-632.</p> <p>Durham W.H. (1991) <i>Coevolution: Genes, culture, and human diversity</i>. Stanford University Press. Pp 103-151.</p> <p>Reading Summary 1 due beginning of the week</p>

Week	Lecture/Activity	Assignments
3	<p>What our ancestors ate Paleoanthropology and fossil hominid tooth and jaw morphology Isotopic evidence of diet Comparative primate digestive anatomy</p>	<p>Milton K 1987. Primate diets and gut morphology: implications for hominid evolution. <i>Food and evolution: toward a theory of human food habits</i>, E. Ross and M. Harris, eds, pp. 93-115. Temple University Press: Philadelphia.</p> <p>Schoeninger, M. J. (2014). Stable Isotope Analyses and the Evolution of Human Diets. <i>Annual Review of Anthropology</i>, 43(1), 413-430.</p> <p>Ungar, P. S., Grine, F. E., & Teaford, M. F. (2006). Diet in Early Homo: A Review of the Evidence and a New Model of Adaptive Versatility. <i>Annual Review of Anthropology</i>, 35(1), 209-228.</p> <p>Milton, K. (2003). The Critical Role Played by Animal Source Foods in Human (Homo) Evolution. <i>The Journal of Nutrition</i>, 133(11), 3886S-3892S.</p> <p>Reading Summary 2 due beginning of the week</p>
4	<p>Hunting and gathering Comparative hunter gatherer evidence for ancestral diets, Criticisms of the hunting hypothesis, the Grandmother hypothesis and the significance of food sharing and social organization to hunter gatherer diets</p>	<p>Meat eating, grandmothering, and the evolution of early human diets. O'Connell, J, K. Hawkes, and N.B. Jones 2002. In: <i>Human Diet: its Origin and Evolution</i>, P. Ungar and M. Teaford, eds, pp 49-60.</p> <p>Speth, J. D., & Spielmann, K. A. (1983). Energy source, protein metabolism, and hunter-gatherer subsistence strategies. <i>Journal of Anthropological Archaeology</i>, 2(1), 1-31.</p> <p>Kelly, R. Foraging and Subsistence. In: <i>the Lifeways of Huntergatherers: The Foraging Spectrum</i>, pp 40-76.</p> <p>Project proposals due beginning of the week</p>
5	<p>The evolution of cuisine Techniques to increase food quality: cooking, leaching, fermentation, spices; Cross cultural variation in cooking methods and adaptive function of spices</p>	<p>Carmody RN and Wrangham RW. 2009. The energetic significance of cooking. <i>Journal of Human Evolution</i> 57:379-391.</p> <p>Katz SH 1990. An evolutionary theory of cuisine. <i>Human Nature</i>, 1(3), 233-259.</p> <p>Billing, J., & Sherman, P. W. 1998. Antimicrobial Functions of Spices: Why Some Like it Hot. <i>The Quarterly Review of Biology</i>, 73(1), 3-49.</p> <p>Reading Summary 3 due beginning of the week</p>

Week	Lecture/Activity	Assignments
6	<p>Agriculture , Pastoralism and domestication</p> <p>Agricultural and pastoral foodways, origins and process of plant and animal domestication, differences between domesticated and wild organisms, spread of agricultural and theories of origins; how social, economic, ecological, and evolutionary forces interact</p>	<p>Diamond, J. (2002). Evolution, consequences and future of plant and animal domestication. <i>Nature</i>, 418(6898), 700-707.</p> <p>Piperno, D. R. (2011). The Origins of Plant Cultivation and Domestication in the New World Tropics: Patterns, Process, and New Developments. <i>Current Anthropology</i>, 52(S4), S453-S470.</p> <p>Larson, G., & Fuller, D. Q. (2014). The Evolution of Animal Domestication. <i>Annual Review of Ecology, Evolution, and Systematics</i>, 45(1), 115-136.</p> <p>Reading Summary 4 due beginning of the week</p>
7	<p>Film: Cooked part 1. Exam 1.</p>	<p>No assignments this week.</p>
8	<p>Food: Feasting and Sharing</p>	<p>Smith EA, and Bird RLB. 2000. Turtle hunting and tombstone opening public generosity as costly signaling. <i>Evolution and Human Behavior</i> 21:245-261.</p> <p>Hayden B. 2010. A Prolegomenon to the Importance of Feasting. In: Dietler M, Hayden B. (eds), <i>Feasts: Archaeological and Ethnographic Perspectives on Food, Politics, and Power</i>, pp 23-64. University of Alabama Press.</p> <p>Quandt, S. A., Arcury, T. A., Bell, R. A., McDonald, J., & Vitolins, M. Z. (2001). The social and nutritional meaning of food sharing among older rural adults. <i>Journal of Aging Studies</i>, 15(2), 145-162.</p> <p>Ready, E. and Power, E. (2017) Why wage-earners hunt: food sharing, social structure and prestige in an Arctic mixed economy. <i>Current Anthropology</i>.</p> <p>Reading Summary 5 due beginning of the week</p>
9	<p>Food: Politics and Ritual</p>	<p>Kahn, M. Men are taro (they cannot be rice): Political aspects of food choices in Wamira, Papua New Guinea. In: <i>Food and Gender</i>, C. Counihan, ed, pp 29-44.</p> <p>Bascom W.R. (1948) Ponapean Prestige Economy. <i>Southwestern Journal of Anthropology</i>, 4, 211-221.</p> <p>Counihan, C. An anthropological view of western women's prodigious fasting: a review essay. In: <i>Food and Gender</i>, C. Counihan, ed, pp 99-124.</p> <p>Meyer-Rochow V.B. (2009) Food taboos: their origins and purposes. <i>Journal of Ethnobiology and Ethnomedicine</i>, 5, 18.</p> <p>Reading Summary 6 due beginning of the week</p>

Week	Lecture/Activity	Assignments
10	Food: Gender and Work	<p>Hawkes K. 1996. Foraging differences between men and women: Behavioral ecology of the sexual division of labor. In <i>Power, Sex and Tradition: The Archaeology of Human Ancestry</i>, S. Shennan and J. Steele, eds., 283-305. London: Routledge.</p> <p>Fouts H.N. & Brookshire R.A. (2009) Who feeds children? A child's-eye-view of caregiver feeding patterns among the Aka foragers in Congo. <i>Social Science & Medicine</i>, 69, 285-292.</p> <p>Sanday P.R. (1973) Toward a Theory of the Status of Women. <i>American anthropologist</i>, 75, 1682-1700.</p> <p>Schlegel A. & Barry H. (1986) The Cultural Consequences of Female Contribution to Subsistence. <i>American Anthropologist</i>, 88, 142-150.</p> <p>Reading Summary 7 due beginning of the week</p>
11	The globalization of food and its capitalist discontents	<p>Vinegar, R., Parker, P., & McCourt, G. (2016). More than a response to food insecurity: demographics and social networks of urban dumpster divers. <i>Local Environment</i>, 21(2), 241-253.</p> <p>Mintz, S. (1978) Time, Sugar and Sweetness. <i>Marxist Perspectives</i> 29:56-73.</p> <p>Lind D, Barham E. 2004. The social life of the tortilla: food, cultural politics, and contested commodification. <i>Agriculture and Human Values</i> 21:47-60.</p> <p>Reading Summary 8 due beginning of the week</p>
12	Food and the environment I Ecological impacts of hunting and gathering with fire, sustainable small-scale agricultural systems in Mexico, agricultural impacts on island ecosystems	<p>Bliege Bird R., Bird D.W., Codding B.F., Parker C.H., & Jones J.H. (2008) The “fire stick farming” hypothesis: Australian Aboriginal foraging strategies, biodiversity, and anthropogenic fire mosaics. <i>Proceedings of the National Academy of Sciences</i>, 105, 14796-14801.</p> <p>Wilk, R. 1985. Dry season riverbank agriculture among the Kekchi Maya, and its implications for prehistory. In: <i>Prehistoric lowland Maya environment and subsistence economy</i>, M. Pohl, ed., pp. 47-58. <i>Papers of the Peabody Museum</i> 77.</p> <p>Kirch P.V. (1982) The impact of the prehistoric Polynesians on the Hawaiian ecosystem. <i>Pacific Science</i>, 36, 1-14.</p> <p>Reading Summary 9 due beginning of the week</p>

Week	Lecture/Activity	Assignments
13	<p>Food and the environment II Agricultural intensification, the Lobster Gangs of Maine, the ecological effects of high status foods, the "Hamburger Connection" and deforestation.</p>	<p>Matson PA, Parton WJ, Power AG, and Swift MJ. 1997. Agricultural Intensification and Ecosystem Properties. <i>Science</i> 277:504-509.</p> <p>Acheson J.M. (1975) The lobster fiefs: economic and ecological effects of territoriality in the Maine lobster industry. <i>Human Ecology</i>, 3, 183-207.</p> <p>Longo, S. B. (2015). Global Sushi: The Political Economy of the Mediterranean Bluefin Tuna Fishery in the Modern Era. <i>Journal of World-Systems Research</i>, 17(2), 403-427.</p> <p>Austin K. (2010) The "Hamburger Connection" as Ecologically Unequal Exchange: A Cross-National Investigation of Beef Exports and Deforestation in Less-Developed Countries. <i>Rural Sociology</i>, 75, 270-299.</p> <p>Reading Summary 10 due beginning of the week</p>
14	<p>Food and health Overnutrition. Metabolic syndrome, "fast food nation". Case studies of Nauru islanders and Pima Indians.</p>	<p>Lieberman LS. 2006. Evolutionary and anthropological perspectives on optimal foraging in obesogenic environments. <i>Appetite</i>, 47(1), 3-9.</p> <p>Nabhan G.P. (2013) Rooting Out the Causes of Disease. <i>Food, Genes, and Culture</i> pp. 163-185. Island Press/Center for Resource Economics.</p> <p>Hughes RG, and Lawrence M. 2005. Globalisation, food and health in Pacific Island countries. <i>Asia Pacific journal of clinical nutrition</i> 14:298-305.</p> <p>Barsh RL. 1999. Chronic health effects of dispossession and dietary change: Lessons from North American hunter-gatherers. <i>Medical Anthropology</i> 18:135-161.</p> <p>Rough draft of final written project due beginning of week.</p>
15	Project presentations	Oral presentations of final project due this week.

Grading and Required Work

Grades are assigned based on a percentage of total points earned in the course, which is 100. Generally we will rely on the standard breakdown (eg. 90-100% = A, 80-89.9%=B, etc).

Midterm, 20 points: There is one in-class exam. The exam will be mainly short answer format, focused on readings and lecture

Reading summaries, 20 points: Ten one-paragraph summaries of each assigned reading will be due prior to the first class scheduled for each week. Each summary is worth 2 points.

Final exam, 20 points. The exam will be cumulative in scope, conceptual, short essay format, and will cover both lectures and readings.

Final project, 40 points: Throughout the semester, you should be working on a research project that you will present in lab session the penultimate week of class. Your project should be focused on some aspect of food, its production or consumption, and should be focused around a scientific inquiry: posing a question at some level of explanation, deriving a hypothesis, collecting data, evaluating the hypothesis in light of the data collected. You may conduct an observational or experimental project and collect your own data, or you may collect data via a literature search using previously published sources. Your question should be focused on asking why there is variability across social groupings of people (cultures or subcultures) and proposing hypotheses that include at least two of our four levels of explanation (proximate, ultimate, developmental, evolutionary). Your report should be between 3000 and 4000 words, and should present results in a visual format—graphs, charts, tables, photographs. Your report must include an Introduction, Methods, Results, Conclusions, and References section. The introduction should include a review of the problem and relevant prior work or literature, including both readings in class and outside readings, as appropriate to your topic. Grading on your report will be along the following criteria: style and organization 5 points, relevance to class 5 points, interpretation of results 10 points, data used and methods adequate to question 10 points. The oral presentation component of your project (five minutes only!) will be worth 10 points, and will be graded on clarity (4 points), content (4 points) and style (2 points, based on 1) sticking to the allotted time, and 2) not putting too many words on each slide). There will be a random lottery draw at the beginning of the semester to determine whether you will be presenting on the first or second day of the final week. **Note that a project proposal is due by the beginning of the 4th week of class: I must sign off on your project proposal before you can proceed!**

Some examples of potential research questions:

Experimental: Can cross-cultural differences in the use of spices be explained by varying presence of harmful bacteria? That is, do spices make food safer? Compare the mold/bacterial growth rate of apple juice kept at room temperature with and without spices.

Observational: To what extent does cultural variation in diet depend on the ways that people use food to create social relationships? What kinds of foods are good for socializing/feasting? To explore this question, you might examine the social functions of food in particular subcultures on campus.

Literature review: Why is there variation in the methods of cooking cross-culturally?

Accessibility

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources Web site provides **contact information for every Penn State campus**: <http://equity.psu.edu/sdr/disability-coordinator> . For further information, please visit the Student Disability Resources Web site: <http://equity.psu.edu/sdr> .

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, **participate in an intake interview, and provide documentation** : <http://equity.psu.edu/sdr/applying-for-services> . If the documentation supports your request for reasonable accommodations, your **campus's disability services office** will provide you with an accommodation letter. Please share this letter with your instructors and discuss the

accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Academic Integrity

Cheating on an exam, quiz, or plagiarism will result in a failing grade in the class, and the issue will be pursued further under the university's regulations concerning academic integrity. This activity includes, but is not limited to, copying ideas or words from a source without appropriate citation, copying from another **student's** work, bringing answers to the exam (e.g., written on a sheet of paper, an arm, or a cap visor), or getting answers by phone text messages. Students who are unsure about what is meant by cheating should consult the College of the Liberal Arts web site: <http://laus.la.psu.edu/current-students/current-students/academic-integrity>