



NUTR 0330: Anthropology of Food and Nutrition - Spring 2023

Class Meetings: Mon. 3:15 to 6:05, Remote

Instructor: Ellen Messer, Ph.D. Ellen Messer, Ph.D. Ellen.Messer@Tufts.edu

Instructor Office Hours: Wed. 1:30-3:30 or by appt.

Semester Hour Units: 3

Prerequisites: Some social science background

Course Description:

This course offers an advanced introduction to anthropological theory and methods designed for food and nutrition science and policy graduate students who want to understand agriculture, food, and nutrition through a biocultural and sociocultural lens. It offers training in anthropological food-systems research and advocacy, with special emphasis on the biological and cultural evolution of human diets and food systems and the many ways traditional through modern cultures construct human ecological, social, and economic relationships through food. The course overall encourages critical thinking and scientific assessment of anthropology's evidence base, analytical tools, logic, and meaning-making, in the context of contributions to multi-disciplinary research and policy teams. By the end of this course, students will understand what roles anthropology plays in nutrition research, policy, and practice, and how key concepts and evidence can inform a diversity of nutrition interests and career paths.

Weekly modules, organized into topical readings and discussions, demonstrate the anthropology's value added to cutting-edge food-related issues, including the origins of plant-based and sustainable diets (is meat-eating essential? why did agriculture replace foraging?), food as medicine (food classifications connecting nutrition and health), food and social justice (who owns the rainforest? What are different cultural variations on the human right to food?), and indigenous and small-farmer food activism as dimensions of food sovereignty (claims and community-organizing at multiple political levels).

Ethnographic case studies, in addition, cover contending, cross-cultural perspectives on organic versus genetically engineered food and agriculture, traditional and local versus globalized and liberalized diets, demographic questions (how many people can the earth support--depends on what people are eating and acceptable standards of living), and obesity (cultural standards of acceptable weight). Policy and practice exercises ponder culturally appropriate language and interventions to improve women's and children's nutrition, mitigate food crises, and food strategies designed to share resources more equitably.

Crosscutting themes integrated across all modules consider diversity and inclusion, sustainability, and connections between local and global food systems.

Instructor. Professor Messer brings to this course her academic bio-cultural training in ecological anthropology (ethnobotany), anthropological approaches to religion, and nutrition, and her life-long advocacy focused on ending hunger and advancing human rights.

Her long-term research interests concern the evolution and diversification of plant-based diets and dietary transformations associated with global food trade and industrial food processing. Her present and continuing research examines the ideas and impacts of U.S. NGOs working against hunger (1970s through the present) and the intersections of climate, political, and food-price volatilities that strengthen

connections between conflict and hunger. She has published past research on cultural dimensions of agrobiotechnology crops, and in 2022 is moving into additional Tufts research on novel foods.

Her policy research advances biocultural approaches to human foodways and rights-based approaches to food security and nutrition policies, with special attention to breaking the links between food security and violent conflict.

Course Objectives:

1. Appreciate anthropology as a discipline, whose concepts and methods can be applied to food and nutrition issues: its holistic questions, multiple sub-disciplinary and thematic modes of inquiry, approaches, and evidence base; quantitative and qualitative research tools and ethical concerns; and how anthropology differs from and complements other disciplinary modes of inquiry.
2. Recognize the significance of archaeological, primate and human evolution, historic, ethnographic, and linguistic evidence for contemporary biocultural perspectives on human evolution and food and nutrition studies.
3. Master the basic terms of anthropological analysis and discourse and be able to reference them effectively in professional work on topics of professional interest.
4. Know how to access (bibliographies, data bases) and navigate (key words) the anthropological literature in general, and especially relevant to food and nutrition research and policy questions.
5. Identify anthropology's U.S. and international institutional structures, and where to access anthropology's professional networks working on nutrition issues.
6. Understand qualitative and quantitative methods used by anthropologists, their standards of data collection, analysis, interpretation, and ethical concerns, as these relate to theory, policy, and practice.
7. Be able to incorporate anthropology literature into a research proposal or write-up on a focused food and nutrition question.
8. Use anthropology to respond to structural violence.

Deliverables Assignments and activities incorporate background readings, related discussions, and short writing assignments, plus an anthropological literature review on a focused food and nutrition project relevant to each student's particular interests.

Weekly synchronous 3-hour live classroom sessions feature an introductory overview lecture, student-facilitated discussion of readings, and professor-moderated debate or exercise illustrating that week's themes. Throughout the term, participants keep a written reading log (critical response diary), to be handed in week 3 and 6. In lieu of a mid-term exam, there are two 2-page graded written essay assignments, due weeks 4 and 8. The term-long food-and nutrition proposal-writing project will explore anthropological literature on a focused food and nutrition question, with an outline due week 9, and a short literature review and annotated bibliography due week 12. A final discussion will explore the value-added of anthropology to food and nutrition studies, with reference to historical literature reviews and earlier synthesizing volumes in nutritional anthropology.

Summary of Assignments and Grading:

<u>Assignment(s)</u>	<u>Grading Weight</u>
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(1) Weekly reading logs (graded pass/fail), with critical responses to required and outside readings, plus responsibility for leading class discussions of readings on a rotating basis. Write-up's due Wk 3, 6, 11	20%
(2) Weeks 4 and 8: graded two-page critical responses to questions summarizing major ideas from readings	20%
(3) Weeks 5, 9, and 12: topic and 100 word summary, outline, then final version of a concise anthropological literature review, including annotated bibliography, on a focused food and nutrition project-proposal question	40%
(4) Final 3 pp discussion (Wk13) explores anthropology's value-added	20%

Instructions for Submission of Assignments and Exams: Assignments will be submitted on CANVAS by 9 PM the evening prior to the class session when particular assignment is due. *Students who are unable to complete an assignment on time for any reason should notify the instructor by email with a brief explanation for why the extension is needed.*

Assessment and Grading: A passing grade in the course is B- or better. Course grades will be based on the below (subject to revision during the course):

A > 94% A- 90 - <94%

B+ 87 - <90% B 84 - <87% B- 80 - <84%

Penalties for late or incomplete assignments: Grade reductions for assignments more than three days late (half grade), and unexcused absences.

Course Texts and Materials

Each week incorporates key texts for critical discussion defining key terms, illuminating focal concepts, demonstrating methods and applications.

Required texts are:

Monaghan, John and Peter Just (2000) *Social and Cultural Anthropology. A Very Short Introduction*. Oxford (on-line: <https://ebookcentral.proquest.com/lib/tufts-ebooks/detail.action?docID=232868>)

Wrangham, Richard R. (2009) *Catching Fire: How Cooking Made Us Human*. NY: Basic Books

DuFour, Darna L., A.H. Goodman, and G.H. Peltó (2013) *Nutritional Anthropology. Biocultural Perspectives on Food & Nutrition*. 2nd Ed. Oxford

A simple, optional background reading on biocultural approaches is:

Anderson, Eugene N. (2005) *Everyone Eats: Understanding Food and Culture*. New York University Press. (outlines biocultural dimensions of human evolution and food systems)

All reserve readings are available on Hirsch Library e-reserves, and most are available on CANVAS, which is where students will submit weekly assignments.

Academic Conduct: Each student is responsible for upholding the highest standards of academic integrity, as specified in the [Friedman School's Policies and Procedures Handbook](http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy>). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Diversity Statement: We believe that the diversity of student experiences and perspectives is essential to the deepening of knowledge in this course. We consider it part of our responsibility as instructors to address the learning needs of all of the students in this course. We will present materials that are respectful of diversity: race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, socioeconomic status, citizenship, language, or national origin among other personal characteristics.

Accommodation of Disabilities: Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Course Topics and Assignment Schedule at a Glance

Class	DATE	TOPIC	ASSIGNMENTS & ACTIVITIES
1	Jan. 23	Introduction	<p>Introduction to anthropology, its subfields, and methods.</p> <p>Class exercises: Introductions; anthropology data bases; key controversy: universals vs. cultural relativism</p> <p><i>Discussion: Encountering and countering anthropology's racist legacy</i></p>
2	Jan 30	Biocultural Evolution of Humans and their Food Environments: evidence from Biological and Physical Anthropology	<p>Readings (logs)</p> <p>Class exercises:</p> <p>Debate 1: Is meat-eating essential to human evolution and well-being? What is the evidence?</p> <p><i>Debate 2: Resolved: race should be abolished as an analytical concept</i></p>
3	Feb.6	Sociocultural Origins and Evolution of human diets: evidence from Archaeology	<p>Readings (logs)</p> <p>Class exercise: Local mapping and calendar round</p>

		on foraging and transitions to agriculture	Discussions: Why agriculture? Why forage? <i>Discussion: Contending and contentious narratives. Whose interpretation prevails?</i>
4	Feb. 13	Community based diets and local food systems: evidence, tools, and concepts from social and cultural ethnographic studies	2-page critical response due Class exercises: Ethnography: Mapping kinship, resources, time allocation. <i>Ethical discussion: the challenges of working in colonial or post-colonial contexts.</i>
5	Feb. 23	Gendered and Cultural Value-Based Approaches to Child Nutrition (food, health and care): evidence from economic, political, political-economic anthropology	Lit Review topic & brief summary due Readings (logs) Class exercise: Ethnography: Characterizing and integrating substantivist, formalist, or other economic rationales into analysis <i>Discussion: Gendered and Cultural-Value Based Approaches to Child Nutrition (food, health, and care) (1)</i>
6	Feb. 27	Ecologies: cultural, human, political, spiritual: Conceptual and ethnographic studies of water and food	Readings (logs) Class exercise: Ethnography: Mapping cognitive and operational food and nutrition environments (tomatoes, potatoes) <i>Discussion: Food Sovereignty from multiple ethnic perspectives</i>
7	Mar. 6	Linguistics: cognitive, semiotic, and interpretative approaches; language and cultural identity	Readings (logs) Class exercises: Ethnography: ethnic cuisines and culinary language, identity, Food & ritual. <i>Discussion: Indigenous US Foodways and Black Food Matters</i>
8	Mar. 13	Anthropology of food and nutrition: historical overview through current research, policy, and practice	2-page critical response due Class exercise: Working with key words, bibliographies, and data bases <i>Discussion: Inclusion and Diversity in Professional Anthropology</i>

BREAK			
9	Mar. 27	Famine, Food Systems, and Food Crises Child survival, demography, and gender	Lit. Review outline, with subtopics, key words, and preliminary references due Class discussion: literature reviews <i>Ethical discussion: critical anthropology</i>
10	Apr. 3	Food classification, Biocultural Analyses of Anti-Nutritional Factors in Foods, and Foods as Medicines	Readings (logs) Class exercise: Food classification: genetic-engineering, branding, labeling <i>Discussion: Genetic Engineering, Inclusion, & Food Sovereignty: Film & Text Discussion on South Central Los Angeles Community Farm</i>
11	Apr. 10	Dietary structure, nutritional content, and socioeconomic and cultural change	Readings (logs) Biological and Cultural Food traceability (exercise) Book Review: <i>Black Food Matters</i> <i>Film Discussion: “Soul Food Junkies”</i>
12	Apr. 21	Integrating Diversity & Inclusion into Anthropology of Food & Nutrition’s studies of Child Survival, Gender, and Diet	Lit. Review Due Sharing results of lit. review projects <i>Discussions: Value added of Diversity & Inclusive Perspectives on Food, Health, and Care.</i>
13	Apr. 24	Summary and Conclusions: anthropology’s added value to nutrition’s inclusive lens	<i>Discussion: anthropology’s added value to nutrition’s inclusive lens</i> Take home final exam

This schedule is subject to modification at the instructor’s discretion.

Detailed Description of Course Topics, Assignment Schedule, and the Learning Objectives for Each Class Session: Class 1: Introduction

Learning Objectives:

- Describe anthropology as a holistic discipline, and situate anthropology of food and nutrition within it.
 - Four subfields

- Theoretical, Applied, Policy-Engaged, Advocacy, and Public Anthropology
- Cross-cutting thematic interest groups (agriculture, health, environment, food and nutrition, human rights, religion, practice)
- Anthropology of food and nutrition
- Quantitative and qualitative methods, ethics
- Ethnography, biocultural anthropology, and human classification
- Professional associations, literatures, and data bases

Key Controversies & Discussion Questions:

- (1) By what criteria is anthropology a science or/and humanities? What kinds of frameworks, terms of analysis, standards of evidence and interpretation are used to construct respective problems and solutions?
- (2) In what senses are anthropological studies theoretical or applied, and how do the two relate to policy, advocacy, and “public” anthropology studies? Consider, e.g., “Development” as an anthropological professional field and intellectual problem.
- (3) How does anthropological research manage advocacy and ethics? In studies of the environment, human rights, reproduction, infant feeding -- what should be the limits on activism or inaction? If the researcher is part of the action, can she be objective?
- (4) How do ideas surrounding *universals vs. cultural relativism* relate to human classification, behaviors, language, biocultural evolution?

Exercise: working with key words, bibliographies, and data bases

Discussion: Encountering and countering anthropology's racist legacy

Required Readings:

Monaghan, John and Peter Just (2000) *Social and Cultural Anthropology. A Very Short Introduction*. Oxford (provides short introduction to the field in 146 very small pages). Read chapter 1, and as much of the rest as you have time.

Tumilowicz, A., L.M. Nefeld, and G. Pelto (2015) Using Ethnography in Implementation Research to Improve Nutrition Interventions in Populations. *Maternal and Child Nutrition* 11, Suppl. 3, pp.55-72 Access at: <http://onlinelibrary.wiley.com/doi/10.1111/mcn.12246/full>

Nutritional Anthropology (NA), Part I. “A Taste of Nutritional Anthropology”, pp.1-26

Blog: Kehoe, Alice (2020, Nov.5) “Ruth Bader Ginsburg and Me.” *Allegra*

Access at: <https://allegralaboratory.net/ruth-bader-ginsburg-and-me/>

Optional Readings:

Bernard, H. Russell (2011) *Research Methods in Anthropology. 5th ed. Qualitative and Quantitative Approaches*. Walnut Creek: Alta Mira Press, pp.1-22 (“Anthropology and the Social Sciences”) and, as you have time, pp. 82-112, (“Research Design: Experiments and Experimental Thinking”)

Escobar, Arturo (1991) Anthropology and the Development Encounter: The Making and Marketing of Development Anthropology. *American Ethnologist* 18(4): 658-682

Kanter, R., Gittelsohn, J. (2020) Measuring Food Culture: a Tool for Public Health Practice. *Curr Obes Rep* 9, 480–492 (2020). <https://doi-org.ezproxy.library.tufts.edu/10.1007/s13679-020-00414-w>

Key words, concepts & definitions: universals vs. cultural relativism

Class 2: Biological and Physical Anthropology and Biocultural Evolution

Learning Objectives:

Use anthropology's concepts and tools to assess:

- *Biocultural evolution* of humans in relation to diet: Foraging time, energy expenditure, nutrient contents and budgets, diet palatability and digestibility.
- *Optimal growth and adaptation*: Andean, Guatemalan, Asian food-systems examples; seasonal and periodic stressors; biocultural perspectives on the "*small but healthy hypothesis*"
- Gender dimorphism: *adaptation or adjustment* to circumstances?
- Disease, diet, and *evolution of human populations in ecosystems*
- Undernutrition and overnutrition, obesity and malnutrition; local concepts of child growth & development; energy & nutrient intakes in relation to function

Discussion questions:

- (1) Evolution of human diet: What background do primate and physical anthropology studies provide for our understandings of evolution of human diet?
- (2) Growth, size, adaptation, and function: Distinguish between adaptation and adjustment to nutritional stress, and qualify growth and size as indicators of human well-being.
- (3) What biological, cultural, and political factors influence the "small but healthy" hypothesis, in what context (s), and what evidence supports it? How has this idea been used for policy purposes?
- (4) What are some ethical dilemmas that physical and biological anthropologists confront in studying human ecology in politically, economically, and environmentally stressed environments, and how have they responded?

Debate 1: Is meat-eating essential to human evolution and well-being?

Debate 2: Resolved: race is a socially constructed, not biological concept.

Required Readings:

Wrangham, R. (2009) *Catching Fire: How Cooking Made Us Human*. NY: Basic Books (read preface and pp.1-36 on background to human evolution, and skim other chapters for interest) (Note: Gibbons, A. "Food for Thought", *NA*, pp. 47-50 offers a science journalist's response to "cooking and human evolution" arguments.)

Eaton, S.B. and M. Konner (1985) Paleolithic Nutrition: A Consideration of Its Nature and Current Implications. *NA*, pp.51-59

Pontzer, H., B.M. Wood, D.A. Raichlin (2018) Hunter-gatherers as Models in Public Health. *Obesity Reviews* 19,S1:24-35. Access at:

<https://onlinelibrary.wiley.com/doi/full/10.1111/obr.12785?smid=nytcore-ios-share>

Henry, A.G., A.S. Brooks, and D.R. Piperno (2014) [Plant foods and the dietary ecology of early modern humans](https://doi.org/10.1016/j.jhevol.2014.05.002), *Journal of Human Evolution* 69: 44-

54 https://anthropology.columbian.gwu.edu/sites/anthropology.columbian.gwu.edu/files/downloads/Henry_Brooks%202014.pdf Check additional references by Brooks on "raw foods" diets

Martorell, R., H.L. Delgado V. Valverde, and R.E. Klein (1989) Body Size, Adaptation, and Function. *Human Organization* 48(1):15-20. *NA* pp.321-326i

Dufour, Darna and Barbara Piperata (2018) Reflections on Nutrition in Biological Anthropology. *Am. J. Phys. Anthropol.* 165:855-864 Access at: <https://onlinelibrary.wiley.com/doi/full/10.1002/ajpa.23370>

Goodman, Alan (2013) Presidential Address. Bringing Culture into Human Biology and Biology Back into Anthropology. *Am. Anthropologist* 115(3):359-373. [PDF](#)

Explore the website: <https://www.understandingrace.org/HumanVariation> which contains the interactive museum exhibit launched by the Am. Anthropol. Assn.

Optional readings:

Am. Anthropol. Assn. (2011) *Race and Human Variation: Why are we so different?* Take a virtual tour of this exhibit at: <http://www.understandingrace.org/about/virtour.html>.

Key words, concepts & definitions: adaptation; small but healthy hypothesis

Class 3: Archaeology & Prehistory: Human agricultural origins and sociocultural evolution

Learning Objectives :

- Characterize relationships of people to land (resources)
- Track catchment areas and trade routes
- Assess plant, animal, mineral, microbial, and water resources
- Describe social stratification based on differential access to resources and outcomes

Key concepts & terms of analysis:

Foraging
 Seasonality and scheduling
 Optimal foraging (theory): time, energy, and specific nutrient budgets
 Systems theory and the origins of agriculture
 Social stratification relative to population growth
 Hydraulic agriculture, hydraulic theory of state formation
 Ethnographic analogy
 Feasting (vs.) fasting
 Activity areas

Discussion Questions:

- (1) Questions and evidence regarding evolution of human diet:
 Were “man the hunter” and “woman the gatherer”, as Marshall Sahlins opines, “The Original Affluent Society”? What do current studies of modern hunter-gatherers or foraging alongside agriculture and other occupations, have to teach us about human origins, and use of the environment? How do tools of archaeological analysis provide relevant insights into analysis of modern land-use systems and diets? Paleolithic diet? Were diets healthy? Predominantly plant or animal? Medicinal foods? What is the evidence on seasonality and scheduling, and how does it provide reference point for evolution of human diet and food systems (including preferences for sweet, salty, or fat)?
- (2) Agricultural and dietary transformations, their causes and consequences: What motivates agricultural transitions? Do agricultural transitions deliver nutritional benefits; if so for whom? What is the evidence or what evidence is required?
- (3) Evolution of civilization: what do settlement patterns indicate about population growth, stratification, and distribution, plant and animal domestication, and water management in the ancient world? (see Jacobsen and Adams)
- (4) What are the uses and logical limits of ethnographic analogy?

Debate 1: Transitions from foraging to agricultural (farming and herding) modes of subsistence are advantageous: from whose perspectives? What is the evidence?

Discussion: Contending and contentious narratives. Whose interpretation prevails?

Ethnographic exercise: Local mapping and calendar-round

Required Readings:

Lee, R. Lee, R. What Hunters Do for a Living, or, How to Make out on Scarce Resources (NA 37-46)

“Agriculture: The Great Revolution” (?) NA 60-62

Cohen, Mark N. “Origins of Agriculture” NA 63-67

Goodman, A.H. and G.J. Armelagos “Disease and Death at Dr. Dickson’s Mounds” NA 68-71

Katz, S.H. and M.M. Voigt, “Bread and Beer: The Early Use of Cereals in the Human Diet” NA 72-81 OR

Katz, Sol et al. (1974) "Traditional *Maize* Processing Techniques in the New World: Traditional alkali processing enhances the nutritional quality of maize." *Science* 184 : 765-73

Optional Readings: Non-required readings in NA Unit I and II.

Middleton, Guy D. (2018) Bang or Whimper? The evidence for collapse of human civilizations at the start of the recently defined Meghalayan Age is equivocal. *Science* 361, 6408:1204-1205
Access at: <http://science.sciencemag.org/content/361/6408/1204>

Codding, B. and K. Kramer, eds. (2016) *Why Forage? Hunters and Gatherers in the 21st Century*. Albuquerque: University of New Mexico Press. Read the Introduction (pp.1-14) and one or more of the ethnographic case studies (chapter 3 by Richard Lee, and ch. 4 by R. Hitchcock and M. Sapignoli, update perspectives on the San, which is a case study in your textbook.)

Key words, concepts & definitions (incorporated into terms of analysis, above)

Class 4: Social and cultural ethnographic studies: concepts & tools

Learning Objectives: Review main categories of ethnographic research

- Historic background studies
- Classic ethnographies with community focus
 - British social anthropology
 - French cultural studies
 - US: Native Americans, South Pacific, Latin American, Asian, and African community ethnographies
- Multi-level ethnographies, communities in state and global contexts
- Studying "up": ethnographies of institutions, bureaucracies, businesses

Key concepts & terms of analysis:

Ethnocentrism

Universals vs. cultural particulars ("cultural relativism")

Cosmology, world view, ethos, behaviors

Communities: closed, corporate, open to state and global influences

Coping strategies

Discussion Issues:

- (1) Consider value of key terms of ethnographic analysis and human classification and their significance for multi-disciplinary nutritional studies:
 - a. kinship (consanguineal, affinal), genealogy (lineages), marriage rules; age, gender
 - b. class, race, and ethnicities; political-geographic-ethnic-religious (PGER) identities (special case: *Horizontal Inequalities and Conflict* (Frances Stewart)
 - c. “closed corporate communities” with peasantries (special case: *Peasant Wars of the Twentieth Century* (Eric Wolf 1969);
 - d. evolution of the state and locational analysis (on food, see Gonzalez 2014)
- (2) Audrey Richards (1939): review her terms of analysis in its colonial context. Which aspects are relevant to historical and cross-cultural comparison? What are some limitations? How valid is Moore & Vaughn’s *Cutting Down Trees* critique, that Richards was a tool of colonial powers, inattentive to the changing cultural-political context, and intentionally or unintentionally misleading in her emphasis on “absent males” and shifting cultivation as related causes of underproduction and hunger?
- (3) If ethnographic results are community-specific, and often use opportunistic samples, what are contributions and limits on generalizability of ethnographic findings?
- (4) Although anthropologists often do long-term studies, they contribute rapid ethnographic methods, especially useful for nutritional studies. What are they, how rapid, and in what contexts are they advantageous?

Kinship and Time Mapping Exercises

Ethical discussion: Anthropologists and related disciplines practice in colonial and post-colonial political contexts. What are the ethical challenges, and how are they relevant to nutrition science and policy?

Required Readings:

Review “food” ethnographic discussions by Monaghan and Just (from Week 1)

Richards, Audrey (1939) *Land, Labour, and Diet in Northern Rhodesia: An Economic Study of the Bemba Tribe*. London: G. Routledge (This is the classic food ethnography. Read final chapter, pp.381-405 (on-line) and as much of the rest as you have time and interest. We will discuss framework, the conclusions, and more recent critiques. Access at:

<http://ehrafworldcultures.yale.edu/ehrafe/citation.do?method=citation&forward=browseAuthorsFullContext&id=fq05-002>

Moore, H. and M. Vaughn. (1987) *Cutting Down Trees: Women, Nutrition, and Agricultural Change in Northern Province of Zambia, 1920-1986*. African Affairs 86, 345: 523-540 (If you are interested, you can read a more complete account in *Cutting Down Trees: Gender, Nutrition, and Agricultural Change in a Northern Province of Zambia, 1890-1990*. Heinemann)

Logan, Amanda (2020) *The Scarcity Slot. Excavating Histories of Food Security in Ghana*. University of California Press. Ch.5, pp.129-157 (the-scarcity-slot-6-consuming-a-remotely-global-modernity-in-recent-ti.pdf) Download pdf at: <https://www.luminosoa.org/site/chapters/m/10.1525/luminos.98.f/>

Dufour, Darna et al. (1997) Living on the Edge: Dietary Strategies of Economically Impoverished Women in Cali, Colombia. Am. J. Physical Anthropol. 102:5-15

Peña, Devon P., Luz Calvo, Pancho McFarland, and Gabriel R. Valle, eds. (2019) *Mexican Origin Foods, Foodways, and Social Movements. Decolonial Perspectives*. University of Arkansas Press. Provocative conceptual and case studies critique structural violence and analytic concepts like “food sovereignty” from Mexican/Latinx Perspectives. Selected chapters.

Michelle Cristine Medeiros Jacob, Ivanilda Soares Feitosa, Joana Yasmin Melo de Araujo, Natalia Araújo do Nascimento Batista, Temóteo Luiz Lima da Silva, Virgínia Williane de Lima Motta & Ulysses Paulino de Albuquerque(2020) Rapid Ethnonutrition Assessment Method Is Useful to Prototype Dietary Assessments with a Focus on Local Biodiverse Food Plants, Ecology of Food and Nutrition, DOI: [10.1080/03670244.2020.1852227](https://doi.org/10.1080/03670244.2020.1852227)

Optional Readings:

Scrimshaw, Susan. Rapid Anthropological Assessment Procedures: Applications to Measurement of Maternal and Child Morbidity, Mortality, and Health Care. *Data Needs for Food Policy in Developing Countries. New Directions for Household Surveys*. J. von Braun and Detlev Puetz, eds. Occasional Papers, International Food Policy Research Institute, pp. 138-156. Access at: https://books.google.com/books?id=N4imAyq-aqEC&pg=PA138&lpg=PA138&dq=%22rap%22+rapid+assessment+procedures+presentation+susan+scrimshaw&source=bl&ots=-Be-Ssfv2x&sig=ACfU3U05t0JjYdjv152V9M_JfpvLSDTLA&hl=en&sa=X&ved=2ahUKEwirvoSB25jgAhVPzlkKHQCaBqkQ6AEwEHoECAgQAQ#v=onepage&q=%22rap%22%20rapid%20assessment%20procedures%20presentation%20susan%20scrimshaw&f=false

Zobrist S, Kalra N, Peltó G, Wittenbrink B, Milani P, Diallo AM, et al. Using cognitive mapping to understand Senegalese infant and young child feeding decisions. *Matern Child Nutr*. 2018;14:e12542 A Focused Ethnographic Study (FES) manual was used to generate a context-specific understanding of the perceptions of mothers in Northern Senegal about dimensions of food-decision making in relation to 38 local food items; that can subsequently be used to inform a culturally-appropriate nutrition intervention.

First critical review essay due.

Class 5: Economics, politics, and political-economics

Learning Objectives:

- Distinguish substantivist (Polanyi) vs. formalist (Firth, others) economics (debates), and the cultural relativist critique of both (Gudeman).
- Compare particular vs. universal notions of scarcity, well-being, and abundance, influencing cross-cultural comparative notions of economic “rationality” (Sahlins, Harris), material accumulation, and exchange (“gift” and redistributive economic systems) (Mauss, Douglas, Sahlins)
- Calculate relative well-being and sustainability in terms of material resources, time, money, and access to information and non-material resources, risk (risk-taking or aversion). The notion of “limited good” versus “limited goods”. (For week 6, see also Barbara Rose Johnston, *Who Pays the Price?*, especially Rappaport article on notions of impact.)
- Compare commodity-based global transformations of food production (Geertz) and agricultural trade (Mintz)
- Assess locational analysis within political states (C. Smith) as a way to integrate information at local, national, global scales

Discussion Questions:

- (1) How and in what contexts do anthropologists use formal versus substantivist or other approaches as tools of analysis?

- (2) Distinguish between agricultural intensification and agricultural involution, and the motivating circumstances for each (Geertz). How important are good ideas vs. complete supporting evidence?
- (3) What concepts and methods does Mintz use to connect the history of sugar, dietary transformations, industrial revolution, and world trade? Think of other cases that might adopt his approach and possible limitation.
- (4) Political anthropologists like Carol Smith demonstrate that it is impossible for ethnographers to interpret the internal workings of communities without reference to larger scale political-economic structures. In this context, what are evolving roles and contributions of anthropologists?

Class Exercise: characterize and integrate substantivist, formalist, and other economic rationales into analysis of a nutrition problem.

Ethical Discussion: ***Gendered and Cultural-Value Based Approaches to Child Nutrition (food, health, and care)***: Practicing humanitarian and nutritional anthropology in Darfur, Sudan: what are some dilemmas and how do researchers offset them?

Required Readings:

Harris, M. "India's Sacred Cow" NA pp.134-138 (Optional: Harris, Marvin (1966) The Cultural Ecology of India's Sacred Cattle. *Current Anthropology* 7.1: 51-66 (includes commentaries by respondents)

Geertz, Clifford (1963) *Agricultural Involution: The Processes of Ecological Change in Indonesia*. Berkeley, California: University of California Press (we will discuss, critically, a short excerpt, define the term "involution" in class, and consider Geertz's insights on recognizable patterns and problematic evidence)

McCabe, J.T. , P.W. Leslie, and L. DeLuca, "Adopting Cultivation to Remain Pastoralists..." NA pp. 94-106

Finnis, "Now It Is an Easy Life ..." NA pp. 107-111

Galvin, Kathleen, et al. (2015) Nutritional Status of Maasai Pastoralists Under Change. *Hum. Ecol. Interdisc. J.* 43,3: 411-424. Access at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4512275/>

Himmelgreen, D.A., N. Romero-Daza, and C.A. Noble, "Anthropological Perspectives on the Global Food Crisis" NA, pp 120-128

Optional Readings:

Young, Helen et al. (2009) Livelihoods, Power, and Choice: The vulnerability of the Northern Rizaygat, Darfur, Sudan.

http://www.unep.org/conflictsanddisasters/Portals/6/documents/Sudan/Livelihoods_Tfts_Report.pdf

(This very extensive report describes cultural history of pastoralism, livelihoods, and conflict)
Hart, Keith and Chris Hann (2007) *A Short History of Economic Anthropology*. (paper expanded into a book summarizes anthropology's historical contestations with economics, and what anthropologists contribute to the understandings of socialism, economic development, and capitalism/globalization) <http://themorybank.co.uk/2007/11/09/a-short-history-of-economic-anthropology/>

Stryker, Rachael and Roberto J. Gonzalez, eds. (2014) *Up, down, and sideways: anthropologists trace the pathways of power* NY: Berghahn (Chapters by Gonzalez, Grandia)

Wells, Jonathan C. 2016 *The Metabolic Ghetto. An Evolutionary Perspective on Nutrition Power Relations and Chronic Disease*. Cambridge University Press.

Class 6: Ecologies: cultural, human, political, spiritual

Learning Objectives:

- Reconcile cultural materialism (review M. Harris, Wk. 5 reading) vs. ideational approaches (including “the new ethnography” which privileges linguistics, see Wk 7 readings), and their intersections with history (Geertz, this week and wk 7, C. Smith, Wk 5)
- Distinguish *Cultural ecology* (Julian Steward): cultural core and periphery and their intersections from *Human ecology: systems theory* and methods as an approach to evolution of human populations in ecosystems, drawing on the ethnographic work of Gregory Bateson, systems modeling of van Bertalanffy and Jay Forrester, and archaeological interpretations of Kent V. Flannery (Review Archaeology, wk.3)
 - *Cognitive vs. operational environments* (Rappaport)
 - Cybernetics (general systems theory), as applied to ecosystems and cultural systems
 - Adaptation, trophic levels, and levels of meaning (Rappaport)
 - *Maladaptation and the Anthropology of Trouble* (Rappaport adds global and policy perspectives to human ecology)
- Distinguish environmental anthropology, political ecology, spiritual ecology: whereas Human ecology emphasized self-organizing systems, environmental anthropology and political ecology add power, politics, and discourse analysis, and move the ecological anthropology discussion terms of analysis from self-organizing to power dominated systems.

Discussion Questions:

- (1) What are the key similarities and differences between cultural ecology and human ecology? (consider local populations and human populations in ecosystems as units and levels of analysis)
- (2) Rappaport's initial writings on human ecology reject the notion that individuals or power motivate and determine ecological processes. What are the strengths and weaknesses of this position, and of his units of analysis?
- (3) Studies of dietary globalization attempt to combine political, economic, and ecological analyses. From the standpoint of scientific method, how successful are the examples from the readings (e.g., Leatherman and Goodman)

Discussion: Food Sovereignty from multiple ethnic perspectives

Class Exercise: Mapping Cognitive and Operational Environments

Required Readings:

Rappaport, Roy A. (1993) Distinguished Lecture in Anthropology: The anthropology of trouble. *Am. Anthropol.* 95(2):295-303

<https://search.proquest.com/docview/198127492/fulltextPDF/A004197C5B814F6BPQ/1?accountid=14434>

Dufour, D. “Insects as Food: A Case Study from the Northwest Amazon” *NA* pp.157-167

Nieschmann, “When the Turtle Collapses, the World Ends” *NA* pp.362-366

Dufour and Bender, “Nutrition Transitions” *NA* pp.372-382

Leatherman & Goodman, “Coca-cola-ization”, *NA* pp.383-395

Dumas SE, Maranga A, Mbullo P, Collins S, Wekesa P, Onono M, Young SL. (2018) "Men Are in Front at Eating Time, but Not When It Comes to Rearing the Chicken": Unpacking the Gendered Benefits and Costs of Livestock Ownership in Kenya. *Food Nutr Bull.* 39(1):3-27. doi: 10.1177/0379572117737428. Epub 2017 Dec 10. PMID: 29226708.

Optional Readings:

Johnston, Barbara Rose, ed. (1994) *Who Pays the Price? The Sociocultural Context of Environmental Crisis*. Washington D.C.: Island Press. See especially: Rappaport, Roy A. (1994) Human Environment and the Notion of Impact, pp.157

Videos: Steve Lansing,

"Ecological Anthropology" (1 minute 20 secs.) Access at:

<https://www.youtube.com/watch?v=1M42I2QgnfU>

Bali's water temple guidance for adaptive, self-organizing water and rice systems (20 mins). Access at: <https://www.youtube.com/watch?v=h9ozS8BKUFI>

Class 7: Linguistics: cognitive, semiotic, and interpretative approaches, language and cultural identity

Learning Objectives:

- Reconcile ethnoscience ("the new ethnography") and cultural materialism
- Navigate ethnographically grounded symbolic analysis and thick descriptions (examples from Clifford Geertz, *Interpretation of Culture*; and Stephen Lansing, "The Goddess and the Computer" and Bray's study of Malaysian food systems)
- Demonstrate symbolic and ritual uses of food (Mary Douglas, Victor Turner)
- Negotiate communications and reflexivity
 - Discourse analysis as cognitive and semiotic science
 - Policy and advocacy framing and rhetoric
 - Post-modern and reflexive, social and cultural studies of science and technology, globalization
 - Perspectives vs. analysis of the whole (see brief essay by Sahlins)

Discussion Questions

- (1) Anthropologists distinguish between social-systems and semiotics as modes of analysis. What are their differences, and how are they combined in practice?
- (2) Anthropologists argue over the discipline's identity as "science" or "humanities". What are the differences in standards of evidence and analysis, and in what contexts are these important? How do anthropologists negotiate local, national, and transnational scales of analysis in these engagements? (Geertz, Appadurai)
- (3) What are some differences distinguishing ethnotaxonomy, ethnoecology, and various types of symbolic or ritual descriptions of biological and ecological domains, and in what circumstances are they usefully applied?
- (4) Geertz, Douglas, Turner, and Rappaport all focus on ritual as a context to understand cultural categories and relationships. What are significant differences in their approaches, and how do they relate to anthropological science and interpretation?

Class exercise: Ethnoclassification of fruits and vegetables

Class exercise: Ethnographic observation and analysis of ritual use of foods

Discussion: Ohio Food auctions (from multiple anthropological perspectives)

Discussion: Indigenous US Foodways and Black Food Matters

Required Readings:

(Review Monaghan and Just's introduction to anthropology)

Weismantel, "The Children Cry for Bread ... " *NA* 172-180

Allison, Japanese mothers and obentos" *NA* pp.180-190

Heller, C. "Techne vs. Technoscience ..." *NA* pp.191-206

Cohen, J.H. and S. Klemetti (2014) The Social and Economic Production of Greed, Cooperation, and Taste in an Ohio Food Auction. *Economic Anthropology* 1,1: 80-87 Access at: <https://anthrosource.onlinelibrary.wiley.com/doi/10.1002/sea2.12005>

Appadurai, Arjun (1988) How to Make a National Cuisine. Cookbooks in Contemporary India *Comp. St. Soc. Hist.* 30 (1): 3-24 OR

(1981) Gastropolitics in Hindu South India. *Am. Ethn.* 8:494-511

Garth, Hanna and A.M. Reese, eds. (2020) *Black Food Matters. Racial Justice in the Wake of Food Justice*. Introduction, pp. 1-28 University of Minnesota Press.

Yates-Doerr, E. (2014) Obesity Science and Health Translations in Guatemala. *Anthropology Now* 6,1:2-14 Access at:

<https://www.tandfonline.com/doi/abs/10.1080/19492901.2013.11728412>

Optional Readings:

Heiss, Sarah N. and Benjamin R. Bates (2014) Where's the Joy in Cooking? Representations of Taste, Tradition, and Science in the *Joy of Cooking*. *Food and Foodways* 22,3:198-216

Geertz, Clifford (1973/1977) *The Interpretation of Cultures*. NY: Basic Books (excerpts, with emphasis on Geertz's concepts and methods of "thick description," and juxtaposition of semiotic and systems modes of analysis for understanding culture change)

Douglas, Mary (1966) *Purity and Danger*. (excerpts, with emphasis on her structural analysis of food classification in relation to social and cosmological classification, natural symbols, and implicit meanings)

Turner, Victor (1972) Symbols in African Ritual. *Science* 179:1100-1105

Class 8: Anthropology of food and nutrition: historical overview through current practice*Learning Objectives:*

- Compare nutritional anthropology's biocultural roots in the US and UK with reference to the following terms:
- Biocultural evolution of human populations and food systems
- Food habits and changing food habits:
- Applied and engaged studies of agriculture, food, and environment systems undergoing change
- Multi-level analysis and activist responses to famines and food crises ("resilience")

Discussion Questions

- (1) What major streams of anthropology coalesced in nutritional anthropology of the mid-1970s, and how did these change over the 1980s, 1990s, 2000s, 2010s?
- (2) What are some major distinctions distinguishing US anthropology of food and nutrition from UK or other schools?
- (3) In what situations do nutritionists and agricultural scientists call on anthropologists for assistance or leadership?

- (4) Describe and contextualize anthropological framings and methods for nutritionists (distinguish basic, applied, adaptive research and policy contexts).

Discussion: Inclusion and Diversity in Professional Anthropology (professional profiles)

Exercise: Historical time line of anthropology, food and nutrition, and anthropologists in multi-disciplinary nutrition contexts. Map and discuss changes that occur over 1970s through 2020s.

Required Readings:

Messer, E. (1984) Anthropological Perspectives on Diet. *Ann. Rev. Anthropol.* 13: 205-49 (Food systems perspective. Summarizes food and nutrition dimensions in approaches presented in the first 7 weeks)

Mintz, S. and C. Dubois (2002) The anthropology of food and eating. *Ann. Rev. Anthropol.* 31: 99-119 (good resource tracing changing trends in nutritional anthropology; a good introduction to this literature)

Counihan, C. and V. Siniscalchi, eds. (2014). *Food Activism. Agency, Democracy, and Economy*. NY: Bloomsbury. Skim the table of contents to appreciate the conceptual and political-geographic scope. Then read Ch. 2 (Gross, Joan E. "Food Activism in Western Oregon", pp.15-30) and Ch.15 (Siniscalchi, V. "Slow Food Activism between Politics and Economy. pp.225-241)

Am. Anthropol. Assn. (2016) Review of the year in advocacy:

https://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=1674594242&message_id=13800369&user_id=AAA%5F&group_id=1420948&jobid=36052948

O'Donnell, Thomas, Jonathan Deutsch, Cathy Yungmann, Alexandra Zeitz, Solomon H. Katz. 2015 New Sustainable Market Opportunities for Surplus Food: A Food System-Sensitive Methodology (FSSM). *Food and Nutrition Sciences* 6 (10). News release version at: <https://www.sciencedaily.com/releases/2015/08/150826113813.htm>

Optional Readings

Panther-Brick, Catherine and James F. Leckman (2013) Editorial Commentary. Resilience in Child Development. Interconnected pathways to wellbeing. *J. Child Psychology and Psychiatry*. 54,4: 333-336.

Pelto, G., P. Pelto, and E. Messer, eds. (1989) *Research Methods In Nutritional Anthropology*. Tokyo: UNU Press (skim chapter headings and read those of interest on line)

Optional Readings (see also readings for Wk 9):

ICAF (Berghahn Press) Anthropology of Food and Nutrition series, ed. by Helen Macbeth and colleagues

Critical Response 2 due.

Class 9: Famine, Food Systems, and Food Crises; Demography of hunger

Learning Objectives:

- Distinguish different theories of famine causation, who uses them, and how they are applied at multiple social levels.
- Evaluate critical anthropology's approach to hunger and health

Discussion Questions:

- (1) How do anthropological conceptualizations of household and community food strategies compare and contrast with Amartya Sen's frameworks analyzing entitlements and famines?
- (2) The hallmark of anthropology is ethnography; how do anthropologists working at more inclusive or non-local levels of analysis incorporate anthropological concepts and methods? How do these efforts make their studies "holistic"?
- (3) What different institutional bases do anthropologists use in the US, UK, or other places?
- (4) How do studies in this week's readings bridge gaps separating theoretical, applied, advocacy, and policy-engaged studies? What are value added of multi-level anthropological studies?

Ethical discussion: critical anthropology

Exercise: Working with bibliographies and data bases

Required Readings:

Colson, Elizabeth (1979) In Good Years and Bad: Food Strategies in Self-Reliant Societies. *Journal of Anthropological Research* 35:18-29 (classic study of hierarchy of resort to responses in food crises)

Scheper-Hughes, Nancy (1997) Demography Without Numbers. IN *Anthropological Demography*, D. Kertzer and T. Fricke, eds., pp.201-222. Chicago: University of Chicago Press
OR Scheper-Hughes, Nancy (1995) Sweetness and Death: The Legacy of Hunger in Northeast Brazil. IN *The Color of Hunger. Race and Hunger in National and International Perspective.*, D. L.L. Shields, ed. Pp. 121-144. New York: Rowman & Littlefield Publishers Inc.

De Waal, A. and A. Whiteside. "New Variant Famine ... ", *NA* pp. 333-337

Panter-Brick, C., et al. "Child Malnutrition and Responses to Famine in the Nigerien Sahel" *NA* pp.338-348

Optional Readings:

Messer, E. (2009) Rising Food Prices, Social Mobilizations, and Violence. *NAPA Bulletin* 32. Note: this forms part of an edited volume, *The Global Food Crisis: New Insights Into an Age-Old Problem*, edited by David Himmelgreen. Anthropologists use combinations of ethnographic and policy studies to describe and integrate local to global causes of and responses to the 2007-2008 world food crisis. This special issue of a key "practicing anthropology" publication collects studies by anthropologists working at multiple levels.

Class 10: Biocultural Analyses of Anti-Nutritional Factors in Foods and Foods as Medicines

Learning Objectives:

- Distinguish cultural food preferences relative to biological factors in food habits (e.g., dairy, legumes)
- Describe the cultural dimensions of a food and medicine continuum, as conceptualized in various non-Western health systems, and also how patients and practitioners negotiate and combine different ideas of health, healing, and the body in or out of balance.
- Evaluate both sides and the middle in arguments over safety and nutritional value of genetically engineered crops and foods.

Discussion Questions:

- (1) Compare the methods used in Young et al.'s and Dufour's very different studies. How do they compare and contrast with methods used in other research covered so far in this course, and expand the range of interdisciplinary methods with which you are familiar?
- (2) How did milk acquire nutritional pride of place in the US diet? How does the researcher's analysis of human biological variation and cultural-political narratives advance strategies for re-thinking the role of milk for healthy diets?
- (3) "Ethno-pharmacology is a well-respected subfield of ethnobiology and economic botany. With reference to earlier readings and discussions, how might you add additional questions and layers of interpretation to Etkin's presentation of issues and materials?
- (4) Stone, in his 2002 article, rails against the hyperbole on both sides of the GMO argument. How have GMO terms and evidence changed?

Discussion: Genetic Engineering, Inclusion, & Food Sovereignty, including film discussion of South Central Los Angeles Community Farm***Class Exercise: GMO policies: classifications, labeling, and branding****Required Readings:*

Young, Sera et al. "Why on Earth? Evaluating the hypotheses about the physiological functions of human geophagy" *NA* pp.139-156 (Note: this is an excellent guide to lit review)

Dufour, D. "A Closer Look at the Nutritional Implications of Bitter Cassava Use" *NA* pp.207-214

Wiley, A.S. "Drink Milk for Fitness" ... *NA* pp.218-230

Etkin, N. "Spices: the Pharmacology of the Exotic" *NA* pp.259-273

Grivetti, "Chocolate", *NA* pp.287-292

Blum, L.S. et al. "Coping with a Nutrient Deficiency ... Vitamin A ..." *NA* , pp.273-286.

Stone, G. (2020): watch his "Glenn Stone and GMOs" 4 min. video at:

https://www.youtube.com/watch?v=Vta5fcTL3NM&feature=emb_title which summarizes three visions of rice and GMO golden rice's violations or ignorance of cultural senses of "place." His lifelong work also provides life long perspectives on agricultural "de-skilling" and ecological impacts of new technologies are multiple scales. Then read:

Stone, G. 2002 Both Sides Now. Fallacies in the Genetic-Modification Wars, implications for Developing Countries, and Anthropological Perspectives. *Current Anthropology* 43:611-630 (access all Glenn Stone's publications at: <https://anthropology.wustl.edu/people/glenn-davis-stone>)

Kudlu, Chithrabha and Glenn D. Stone (2013) The Trials of Genetically Modified Food. Bt eggplant and Ayurvedic medicine in India. *Food, Culture, and Society*. 16,1:21-42

http://www.academia.edu/2776022/The_Trials_of_Genetically_Modified_Food_Bt_Eggplant_and_Ayurvedic_Medicine_in_India

Stone, G.D. and D. Glover (2016) Disembedding Grain: Golden Rice, the Green Revolution, and Heirloom Grains in the Philippines. *Agr. Hum. Values* <https://anthropology.wustl.edu/people/glenn-davis-stone>

Optional Readings

Stone, Glenn Davis (selected readings). Stone, based at Washington University, St. Louis (close by Monsanto), provides critical readings on advocacy for and against GMO adoptions.

<https://anthropology.wustl.edu/people/glenn-davis-stone>

Stone, G.D., D. Glover, and S. Kim 2020 Golden Rice and technology adoption theory. *Technology in Society* 60:101227 (with D. Glover and S. Kim). [[pdf](#)]

K.R. Kranthi and Glenn D. Stone (2020) Long-term impacts of Bt cotton in India. https://cpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/4/945/files/2020/06/kranthi_stone_2020_nature_plants_0.pdf

Discuss whether on the basis of what evidence you accept the conclusions of his jointly-authored “Perspectives” contribution to *Nature Plants* (2020): “It now appears that Bt cotton’s primary impact on Indian agriculture will be its role in this rising capital-intensiveness rather than any enduring agronomic benefits.” (p.195)

Pena, D. et al., Eds. (2018) *Mexican Origin Foods, Foodways, and Social Movements*. University of Arkansas Press. (selected essays) and associated film on South Central Farm/Community Garden (Los Angeles) Access at: <https://www.youtube.com/watch?v=Qs-3f678vys> (24 mins). Update Oct 2020: “Breaking Through the Concrete” at: <https://www.youtube.com/watch?v=lqCdNCH2ekc> and brief illustrated summary at: <https://www.youtube.com/watch?v=0WBK31jVGY>

Class 11: Dietary Structure, nutritional content, and change

Learning Objectives:

- Elicit cross cultural notions of "good" or "satisfying" foods, food security, satiety versus dearth, healthy eating, body size, nutrition-related illness and its management
- Map sociocultural and material-physical traceability of foods
- Construct cross-cultural classifications of and preferences for organic and natural foods

Discussion Questions:

- (1) What do anthropological methods contribute to studies of food preferences, dietary construction, and food traceability?
- (2) How do Watson's conceptualization of fast foods and circulation of GM soy in world food systems support or downplay globalization as assault on food sovereignty, or right to food? (first define these terms)
- (3) A recent issue of *Food and Foodways* (see Laudan 2011) argues that social scientists should be studying cultural dimensions of food traceability. How can such studies meet criteria of scientific rigor and policy relevance?
- (4) Describe sociocultural parameters of local vs. organic foods. Whose uses them, for what purposes? Where do farm-to-fork alternative distribution channels fit into this picture?

Book Review: *Black Food Matters*;

Film Discussion: “Soul Food Junkies”

Class exercise: Biological and Cultural Dimensions of Food Traceability: Campus sustainable food projects

Required Readings:

Mead, Margaret (1943) *The Problem of Changing Food Habits*. Washington, D.C.: Bulletin 108, U.S. National Research Council, National Academy of Sciences (classic, multiple-entendred US policy work ca. World War II) http://www.nap.edu/openbook.php?record_id=9566&page=20

Garth and Reese, Eds. (2020) *Black Food Matters*. (remaining chapters)

Hurt, Byron (2013) "Soul Food Junkies" (Film: PBS Independent Lens)

Pelto and Pelto, "Diet and Delocalization..." NA pp.353-361

Dufour, D.L. and R. L. Bender "Nutrition Transitions: A View from Anthropology" NA pp.372-382

Errington, F. et al. (2012) Instant noodles an anti-friction device. *Am. Anthropol.* 114:19-31.

Barlett, P. F. (2011), Campus Sustainable Food Projects: Critique and Engagement. *American Anthropologist*, 113: 101–115. <https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1111/j.1548-1433.2010.01309.x>

Laudan, Rachel (2011): Afterword, Food and Foodways: Explorations in the History and Culture of Human Nourishment, *Food and Foodways* 19:1-2, 160-168

Collinson, Paul & Helen Macbeth, eds. (2014) *Food in Zones of Conflict. Cross-Disciplinary Perspectives*. NY: Berghahn Books. Several chapters consider dietary transitions associated with war. Read chapters (1) by Shepler, on Sierra Leone (27-38) https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C2816273#page/45/mode/1/chapter/bibliographic_entity%7Cdocument%7C2816275 and (4) by Kent, on Sri Lanka (65-75). https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C2816273#page/82/mode/1/chapter/bibliographic_entity%7Cdocument%7C2816278 https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C2816273

Optional Readings:

Mintz, S. (1979) "Time, sugar and sweetness," *Marxist Perspectives* 2 (4): 56-73.

Pelto, Pelto, and Messer (1989) *Research Methods in Nutritional Anthropology*. (Judith Goode and colleagues' anthropological methods of dietary structure and content for nutritionists, and E. Messer's Determinants of Food Intake)

Wilk, Richard (1999) "Real Belizean Food": Building Local Identity in the Transnational Caribbean. *American Anthropologist* 101,2: 244-255

Bertran, M. ed. (2006) *Antropologia y Nutricion*. Mexico City, Mexico: UAM (Several of these chapters on changing time, space, and person dimensions of food will be summarized for class discussion, for those who do not read Spanish.)

Macbeth, Helen, ed. (1997) *Food Preferences and Taste: Continuities and Change*. Oxford: Berghahn Books.

Watson, James L. (1998; 2nd ed. 2006) *Golden Arches East. McDonald's in East Asia*. Stanford University Press (read introduction and conclusion, and one other essay)

Smith, Chery F. (selection of readings on diets of poverty in urban Minneapolis communities. Demonstrates anthropologist's use of qualitative methods)

Piperata, B.A. et al. (2001) The nutrition transition in Amazonia: Rapid economic change and its impact on growth and development in Ribeirinos. *Am. J. Phys. Anthropol.* 146: 1-13

Piperata, B.A. et al. (2011) Nutrition in transition: dietary patterns of rural Amazonian women during a period of economic change. *Am. J. Phys. Anthropol.* 23: 458-469.

Class 12: Child survival, demography, and gender

Learning Objectives:

- Compare local ("cognitive") versus scientific ("operational") perceptions of adequate, under- or over-nutrition, child growth and mortality
- Support anthropologist's critique of official population statistics and child-survival programs
- Construct place- and culture-specific studies of gender discrimination
- Distinguish research (science) vs. advocacy and activist studies and interpretations

Discussion Questions:

- (1) What are the talking points of Scheper-Hughes' argument regarding "demography without numbers" and what is their significance for research and policy?
- (2) Both Das Gupta and Miller (also Harris-White, if you want to read further) find regional and economic differences surrounding gender discrimination in Indian households. How do their findings relate to other readings you have done on South Asian nutrition and nutrition programs?
- (3) Van Esterik, a lifelong advocate for breastfeeding over bottle-feeding, argues that one cannot simultaneously embrace full scientific evidence-based positions and be an effective advocate. What does she mean, and how do you respond professionally (ethically) to her preference for advocacy?

Class exercise/discussion: Sharing results of literature review projects.

Required Readings:

Chavez et al. "The effect of malnutrition on human development ..." *NA* pp.306-

Brewis, A. "Big Fat Myths" *NA* pp.463-468

Gladwell, M. "The Pima Paradox" *NA* pp.469-478

Connell, C.L. et al. "Children's Experiences of Food Insecurity Can Assist in Understanding its effect on their well-being." *NA* pp. 442-451

Supplementary Readings

Das Gupta, M. (1987) Selective Discrimination Against Female Children in Rural Punjab, India. *Population and Development Review* 13:77-100, OR

Miller, Barbara (1997) Social Class, Gender, and Intrahousehold Food Allocations to Children in South

Asia, *Social Science and Medicine* 44(11):1685-1695.

Class 13: Summary and Conclusions : Value added of anthropology

Learning Objectives:

- Review food and nutrition science and policy studies within anthropology
- Summarize biocultural perspectives on human evolution, ecology, and foodways.
- From nutritional anthropology to anthropology of food and nutrition: describe what has changed since 1974 in Anthropology of Food and Nutrition? What four topics would you include in a review article, updating which perspectives from prior overview volumes and review articles?

Required Readings:

“Looking for solutions” Final Section. NA pp.489-516