

Instructor: Matthew Jobin  
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Office Hours: TR 12:00-1:00

Class Time: TR 9:55-11:40  
Location: O'Connor 210

FINAL EXAM (subject to change): Thursday, December 8, 9:10am to 12:10pm

How can we explain people's varying tastes in food? How much of our sense of taste is informed by biology, and how much is culture and experience? Why do many of us crave certain foods, even in unhealthy amounts? This course will examine both the biological underpinnings of human nutrition and the surprising cultural variation in what is considered "good to eat". Along the way we will examine the amazing transformation worked on humanity by the rise of agriculture, and what it means to live in a world of industrial food production with a body that is essentially designed for hunting and gathering.

**This class satisfies the Core Science, Technology and Society requirement.**

## Learning Goals and Objectives

- 1.1 Recognize and articulate the complexity of the relationship between science and/or technology and society.
- 1.2 Comprehend the relevant science and/or technology and explain how science and/or technology advance through the process of inquiry and experiment.
- 1.3 Analyze and evaluate the social impact of science and/or technology and how science and/or technology are themselves impacted by the needs and demands of society.

### Departmental goals for this course:

Students will...

- 1 Demonstrate an awareness of the diversity of past and present cultures in which humans have lived. This includes an understanding of the varied social, cultural and biological forces that shape our attitudes and access to food
- 2 Understand how anthropologists have applied their knowledge and skills to address major human issues including food scarcity, malnutrition, eating disorders and genetic modification of foodstuffs.

- 3 Critically examine and evaluate potential responses and solutions to these human issues.
- 4 Demonstrate a proficiency in theory, concepts and methods of the anthropological subfields that intersect with nutrition and the culture of food.

**Disability Accommodation Policy:** To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center (408) 554-4111/TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

## Required Texts

Sizer, Frances and Whitney, Elle, *Nutrition: Concepts and Controversies*. Thomson Higher Education, 12th Edition.

Diet Analysis+ 10.0 Online Version

<https://www.cengagebrain.com/shop/isbn/9780538495097>

## Class Sessions

Lecture	Date	Lecture Topic	Readings/ Due Dates
1	Tue., Sept 20	Course Structure The Science of Nutrition	Chapter 1
2	Thu., Sept 22	Standards of Nutrition, Choices of Food	Chapter 2
3	Tue., Sept 27	Why we Crave: Evolution and Food	Chapter 3  Article: Bioarchaeology - the lives and lifestyles of past people

<b>Lecture</b>	<b>Date</b>	<b>Lecture Topic</b>	<b>Readings/ Due Dates</b>
4	Thu., Sept. 29	The Sweet Life: Carbs, Sugars and Health  Tolerances	Chapter 4
5	Tue., Oct 4	Agriculture, politics and economics  Video: King Corn	Article: Land and Livelihood
6	Thu., Oct. 6	Fats and Lipids in the Diet	Chapter 5  Article: Food consumption, activity, and overweight among elementary school children  <b>Research Paper Topics DUE</b>
7	Tue., Oct. 11	Midnight in the Larder of Good and Evil	Chapter 9  Article: You are what you eat - religious aspects of the health food movement
8	Thu., Oct 13	Protein  Meat is murder?	Chapter 6  Article: Diet in Early Homo
9	Tue., Oct. 18	MIDERM EXAMINATION  Video: Food, Inc.	
10	Thu., Oct. 20	Vitamins	Chapter 7
11	Tue., Oct. 25	Minerals	Chapter 8

Lecture	Date	Lecture Topic	Readings/ Due Dates
12	Thu., Oct. 27	To Have and Have Not: Hunger and Scarcity Starvation and Eating Disorders	Chapter 15 (pp. 574-585), Chapter 8 pp. 283-287
13	Tue., Nov. 1	Perceptions of Quality: Terroir, Luxury and the Value of Food	Article: Porta Palazzo Farmers' market: Local food, regulations and changing traditions
14	Thu., Nov. 3	You Are What You Om Nom Nom: Identity and Food, Cross-cultural views on Nutrition	Article: Taco Bell, Maseca and Slow Food <b>Diet Analysis Project DUE</b>
15	Tue., Nov. 8	The Bottle Battle: Pregnancy and childhood food	Chapter 13
16	Thu., Nov. 10	Meet you for lunch in 2132: Food for Health and Longevity	Chapter 11, 14
17	Tue., Nov. 15	Culinary tourism: How does the unfamiliar affect what we eat? But is it really "Champagne"? Law and Food	Article: Understanding Travelers' Experiences of Gastronomy
18	Thu., Nov. 17	Food and Technology Food Allergies	Chapter 12 pp. 445-463, Chapter 15 (pp. 586-591)
19	Tue., Nov. 29	"Real food": What is a GMO? Are they different from organic foods?	Article: Food at Moderate Speeds Chapter 12, pp. 463-482

Lecture	Date	Lecture Topic	Readings/ Due Dates
20	Thu., Dec. 1	The Industry of Eating and the Image of Home Advertising and “food porn”	Research Paper DUE BY CLASS TIME

## Grading

This course deals with both fact and argument, thus student evaluation depends on both essays and exams. Course goals such as Critical Thinking and Complexity will be emphasized in essay-format evaluations, while Scientific Inquiry and Science & Technology will be primarily evaluated through objective examinations.

**Class Participation (5%):** Students will be expected to make meaningful contributions to class discussion, including during their fellow students’ presentations, in order to demonstrate their grasp of the course readings and core concepts. Consideration and elucidation of discussion points will lead to a sharpening of students’ Critical Thinking faculties.

**Dietary Assessment(25%):** We will use the online software, Diet Analysis 10.0, associated with the textbook. Directions for this assignment will be distributed in class. This assignment will integrate the Science and Technology course goal through the use of software that tracks individual nutrition against published daily allowances, and implement the Scientific Inquiry goal via the systematic collection and statistical analysis of nutritional data. The assignment will involve the breakdown of nutritional intake into major energy sources (carbohydrate, lipids, proteins) for separate analysis, as well as the comparison of micronutrient intake levels against published recommended levels.

**Research Paper Project (25%, topic due Oct 6th, paper due Dec 1st, presentations during lectures 11-20):** You will form into pairs or groups of three to write a ten-

page paper on a food-related topic. Each team will research and write a summary of their findings using at least 6 scholarly references (15%). The topic and three references are due on October 6th (5%). Each team will give a presentation on their topic in class during lectures 11 to 20 (5%). This assignment will focus on Complexity and Critical Thinking, as each team examines one aspect of the complex web of necessity and choice that underlies one aspect of food, and attempts to place it in the context of the larger set of processes by which humans obtain needed nourishment. You may confer with me to select a topic of your own choosing - otherwise please choose amongst the following three project types:

**A: Ethnographic Field Project:** The team will undertake a field project in which they observe a place where food is prepared (a kitchen, restaurant, market stand), consumed (restaurant, dinner party) or sold (supermarket, farmers' market). Students will observe both the structure of the place and the behavior of the people present, and conduct at least three interviews with people present at the location in order to understand how this place provides identity and meaning for the people involved (these interviews can substitute for three of your references). Relate your findings to research on the origins and/or the social meaning of the food place.

**B: Ethnohistory Project:** Choose an "ethnic" cuisine, with ethnicity loosely defined here as any one-word description of a nationality or group that you might use to describe a set of foods or styles of preparation. For example, people in America might say they are going out to an "Italian" restaurant. Other good choices would include "Thai", "Mexican", or even "American" - and if from the beginning you might think these are misleading labels, that is part of the project. What alterations have been made to that cuisine over time and/or space, particularly if it moved from elsewhere to America? How accurate a description is that one-word label for the cuisine? Research the origins of some of the staple foods involved in the cuisine (e.g. pasta for Italian food). When were these staples introduced? What was that cuisine like before the introduction of those staples? What scientific evidence is there for the first use or domestication of this staple (e.g. wheat for pasta.)?

**C: The Future of Food:** Write an essay providing an argument based on both class and outside reading, on the future of one of the following topics: genetically modified foods, the slow food movement, "national" foods, the nutraceutical industry, the family dinner, sustainable agriculture, vegetarianism or veganism, safe drinking wa-

ter, or a similar topic approved by the instructor. You must make a substantive argument both for what you perceive to be the near-term future of the chosen topic to be and for what the future should be and why.

**Exams (45%):** There will be two exams, a midterm (20%) in class on October 18th and a final (25%) on December 8. The midterm and final examination will evaluate command of the facts presented in the course as well as grasp of the controversies and arguments found in the text and lecture material. Questions will be composed of multiple choice, fill-in, true-false, and essay questions.

## Grade Breakdown

Class Participation	5%
Research Project	25%
Dietary Assessment	25%
Midterm exam	20%
Final exam	25%

**Classroom protocol:** Attendance is required to all classes. All written assignments must be typed and handed to me during the class session in which they are due, unless I specify submissions via a Turnitin dropbox on Angel. Assignments will not be accepted over email. Make-up exams are only allowed in extreme circumstances with written documentation from proper authority. You must notify me in advance and make arrangements to take the exam soon before or after the scheduled time.

**Plagiarism:** Please be advised that plagiarism will not be tolerated in this class. If you take an idea or quotation from a source you must cite that source. This can include both academic and popular articles or your class text. You do not need to cite information that is generally known or in the public domain. If you have any questions about what constitutes plagiarism, please come see me. Penalties for academic dishonest at this university include receiving an 'F' grade in the class and possible dismissal from the university.

**Academic Misconduct:** The University's policy on academic honesty will be observed in this class. <http://www.scu.edu/studentlife/resources/academicintegrity/>

**How to excel in this class:** Come to each class with the assigned reading complete that way the information I present to you will help solidify knowledge you have already gained on your own. Ask questions, and please do visit during office hours to discuss any topic on which you feel unclear. Form study groups with your fellow students, share and exchange ideas. In general, completing the essays early will clear you to concentrate on the exams in the second half of the class.