

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department College <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix Number	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course	Course Title
Credits <i>(See Definition of a Credit Hour)</i>	Grading <i>(Select One Option)</i> Regular Sat/UnSat	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i>	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites, with minimum grade*		Corequisites	Registration Controls <i>(Major, College, Level)</i>
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course Yes No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines .	
Minimum qualifications to teach course Doctorate in Anthropology or other related discipline			
Faculty Contact/Email/Phone		List/Attach comments from departments affected by new course Sociology Department has no objections to the new course.	
Approved by		Date	
Department Chair <u>Meredith Ellis</u>		<u>02/03/2026</u>	
College Curriculum Chair <u>Robin Larson</u>		<u>02-09-2026</u>	
College Dean <u>[Signature]</u>		<u>2/11/2026</u>	
UUPC Chair <u>Korey Sorge</u>		<u>2-23-26</u>	
Undergraduate Studies Dean <u>Dan Meeroff</u>		<u>2-23-26</u>	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

The banner features a background of palm trees against a blue sky. In the bottom left corner, there is a stylized owl logo in blue and red. The text is centered in the upper half of the banner.

ANT4534-001
FOOD, BODIES AND CULTURE

T/TH 3:30-4:50
3 credits

Fall, 2026

Prof. Catalina Fernández

Office: Social Science Building (44) Office 173

Office hours: TBA

Classroom: TBA

Telephone: 561-297-XXXX

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Course Description

This course explores how food shapes human biology, health, and social life from evolutionary origins to the modern globalized world. Using a biocultural perspective, the course examines how food practices, subsistence strategies, and food systems shape human evolution, health, inequality, and environmental sustainability across time and cultures.

Instructional Method

In-Person. There is no remote option for this course. Students are expected to attend in-person lectures and discussion. Students are expected to contact the professor if unable to attend.

Prerequisites/Corequisites

There are no related prerequisites/corequisites for this course.

Course Objectives/Student Learning Outcomes

1. Describe and analyze how biological, cultural, political and environmental factors interact to shape human diets and what is considered a healthy diet and a healthy body.
2. Examine the role of food, subsistence strategies, and major dietary transitions in human evolution and the relevance of research on ancient diets to our lives today.
3. Evaluate the health and nutritional consequences of different food systems across the life course and global contexts.
4. Apply critical thinking skills to evaluate how political interests and power structures shape dietary guidelines, nutritional knowledge, and public debates about food and health.

Course Evaluation Method

- **Attendance and Participation (10%):** Attendance in this class is mandatory. Students are expected to attend all scheduled sessions, arrive on time, stay for the entire class period, and be awake, alert, and engaged throughout class. Regular lecture and discussion participation are crucial for success in this course. Many of the class activities are team activities, and therefore it is crucial that all members of the team are present. Attendance will be taken in each class and counted towards your final grade. You are allowed up to 3 unexcused absences without being penalized. After 3 unexcused absences, your attendance grade will correspond to your percentage of attendance. For instance, if you miss 5 out of the 30 class sessions in the semester, you'd have missed ~16.6% of the sessions, and your total attendance grade will be reduced accordingly. Please notify me in advance (>2 weeks) if you will be absent due to a religious observance or participation in an official university-sponsored activity.
- **Reading quizzes (30%):** There will be 6 reading quizzes throughout the semester. These quizzes are designed to help you stay on track with course readings and come to class prepared for discussion and activities. Quizzes will focus on key ideas, concepts, and arguments from the assigned readings rather than small details. The format for each quiz may vary but this will be promptly announced on Canvas.
- **In-class debate (20%):** For this assignment you will be required to work in a group of ~5 students. The topic to be discussed will relate to evolutionary perspectives on diet, from the origins of prehistoric diets to modern understandings of dietary needs and food cultures. Students will be assigned to groups and will work together to prepare and present their position. Each team will be given a topic and position. The evaluation will be based on the quality and accuracy of content, depth of research, use of evolutionary evidence, clarity and persuasiveness of arguments, and active participation during the debate. Because teamwork matters, individual contributions will also be considered using peer and self-evaluation. Everyone is expected to participate and contribute fairly, therefore individual grades may be adjusted if contributions within the group are not equal.
- **Group Project: (20%):** For this assignment you will be required to work in a group of ~5 students. Each team of students will select a current issue related to food and nutrition in a local context and investigate the connections of said issue with health outcomes, food and nutrition policy and other broader structural factors. A list of potential topics and a more detailed description of this assignment will be provided by week 10. Each team will prepare a 15-minute oral presentation for the class. Your group project grade will be based on the quality of the project, including understanding of the topic, depth of the investigation, organization, and how clearly ideas are communicated. Because teamwork matters, individual contributions will also be considered using peer and self-evaluation. Everyone is expected to participate and contribute fairly, therefore individual grades may be adjusted if contributions within the group are not equal.
- **Exam (20%):** At the end of the semester, there will be a cumulative final exam. The format of the exam will be a combination of short-paragraph and multiple-choice questions.

Grade Cutoffs

94-100 = A 80-83 = B- 74-76 = C 64-66 = D

90-93 = A- 80-83 = B- 70-73 = C- 60-63 = D-

87-89 = B+ 77-79 = C+ 67-69 = D+ 0-59 = F

Classroom Etiquette Policy

All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. You are encouraged to speak to the professor during office hours about any concerns you have regarding class participation and class dynamics.

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the professor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or a professor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellphones); cursing or shouting at others in such a way as to be disruptive; or other violations of a professor's expectations for classroom conduct. You are asked not bring distractions to class. Any use of small electronic devices (i.e., cell phones) during class will negatively impact your grade.

For more information, see the FAU Office of Student Conduct and Conflict Resolution:

<https://www.fau.edu/studentconduct/>

Attendance Policy

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Policy on Make-up Tests, Late work, and Incompletes

Class activities, debate and quizzes are due in class, unless otherwise noted. There are no make-ups unless the student is participating in University-approved activities or experiencing extraordinary circumstances that are documented (e.g., severe illness, death in the family, etc.). It is the student's responsibility to notify the instructor in such cases immediately and provide supporting documentation.

Please note that a student who has previously communicated about their inability to attend a lab or take a quiz may be given full consideration by the professor. The professor and student will create a plan for any late or missing work contingent on the timing of the request. Students participating in university-approved activities (e.g., athletic teams, scholastic teams, musical and theatre performances, etc.) should communicate with their professor about their planned activities and inability to complete their work on the due date. In these cases, students will be allowed to make up missed work within a week of the deadline without a reduction in final grade.

AI Language Specific To This Course

The use of AI to assist in any work assigned in this specific course is **prohibited**, unless an assignment explicitly ask you to use it, as indicated by the instructor. In that case, the use must be properly documented and cited per instructor guidelines. As a general rule, for most assignments and quizzes AI usage is prohibited. Turning in an AI-generated paper as your own work constitutes academic dishonesty and may also constitute plagiarism. Using other AI tools, such as Grammarly AI is also discouraged in this class. If you cheat or plagiarize, you will automatically receive a zero for the assignment or exam and may also be subject to academic actions (for more information, see University Regulation 4.001). This includes using AI tools such as ChatGPT, Grammarly, QuillBot, and Otter.ai., or CourseHero, and other online sources.

Dropping / Withdrawing from the Course

You are responsible for completing the process of dropping or withdrawing from a course. Consult the FAU Registrar's Office for more information: <https://www.fau.edu/registrar/>

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must

register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

University Policy on Critical Thought and Debate

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way.

During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Disclaimer

The professor reserves the right to make modifications to the course syllabus and schedule throughout the semester.

Required Texts/Readings

- Wrangham, Richard. *Catching Fire : How Cooking Made Us Human*. New York: Basic Books, 2010. Print. Available online at FAU libraries

- Ulijaszek, Stanley J, Neil Mann, and Sarah Elton. *Evolving Human Nutrition : Implications for Public Health* / Stanley J. Ulijaszek, Neil Mann, Sarah Elton. Cambridge ; Cambridge University Press, 2012. Print.
- Nestle, Marion. *Food Politics: How the Food Industry Influences Nutrition, and Health, (Revised and Expanded Edition)* California Studies in Food and Culture. 2007. ISBN 978-0520254039
- Other articles assigned for this class will be provided through Canvas

Course Topical Outline

WK	Dates	Topic	Readings
1	08/25-08/27	Introduction: Biocultural perspectives on food, health and disease & Nutrients and building bodies: energy needs	Ulijaszek et al. selected chapters + Gavin et al. article
2		Nutrition and health in the life cycle	Moffat article (Canvas)
3		How food made us humans? Primate and human metabolism	Wrangham, selected chapters) + Milton article
4		“Man the Hunter”? Hunting, gathering and prehistoric diets	Wrangham, selected chapters)
5		From foraging to farming and the agriculture transition	Ulijaszek et al. selected chapters
6		Subsistence systems and health	Ulijaszek et al. selected chapters + article (Canvas)
7		Foodways and biocultural adaptations worldwide	Dufour article and Godman et al. article
8		Food production and processing: environmental and health consequences	Nestle (selected chapters)

9		Dietary transitions and globalization	Nestle (selected chapters)
10		Dietary guidelines throughout the history. What to eat?	Nestle (selected chapters) + Willett & Stampfer article
11		Globalization of food systems and power	Nestle (selected chapters)
12		Overnutrition, Undernutrition, and Hunger	Wutich et al + Piperata et al article
13		Evolutionary, health, and environmental considerations of diets	Tilman and Clark + Henry et al + NYT 2025 article
14	11/24-11/26	Thanksgiving break	-
15	12/01-12/03	Project Presentations	-
16	12/08-12/10	Reading Days and Final Exam	-