

DISCIPLINE SPECIFIC ELECTIVE COURSE -8 (DSE-8)
Nutritional Anthropology

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Nutritional Anthropology	04	03	Nil	01	Class XII pass	NIL

(Teaching hours required: Theory, 45 hours; Practical, 30 hours)

Course Objectives

To understand human diet and nutrition from an explicitly anthropological perspective; augment the basic knowledge of nutrition with special reference to its evolutionary perspective by developing deeper insights of biocultural perspective in the contemporary food habits and dietary practices.

Learning Outcomes

The students will be able to:

1. demonstrate understanding of the importance of nutrition in lifestyle diseases,
2. identify nutritional transition, and eco-cultural zones
3. describe the emerging trends in lifestyle diseases due to nutritional abnormalities.

Syllabus:

UNIT1 Introduction to Nutritional Anthropology (12 Hours)

Basic principles, aim and objectives of nutritional anthropology, Macro- and micro-nutrients and their importance in health, Trace elements and their importance in human nutrition.

UNIT 2 The Evolutionary Background (12 Hours)

Palaeolithic diet, Evolution of diet.

UNIT 3 Biocultural diversity of food and nutrition (12 Hours)

Eco-cultural zones, diet and nutrition, culture and Food Diversity, dietary and nutritional transition and lifestyle, Undernutrition and malnutrition and Nutritional disorders.

UNIT 4 Nutritional Requirements (09 Hours)

Recommended dietary

PRACTICALS (30 Hours)

1. Anthropometric assessment of nutritional status: Somatometry (Height, weight, BMI, Body fat percentage, Circumferences)
2. Development of Food Frequency Questionnaire (FFQ)
3. Haemoglobin and glucose estimation
4. Qualitative and quantitative methods of nutritional assessment

Suggested Readings

1. Eaton, S. B., & Konner, M. (1985). Paleolithic nutrition: a consideration of its nature and current implications. *The New England Journal of Medicine*, 312(5):283-289.
2. Farb, P. & Armelagos, G. (1980). *Consuming Passions: The Anthropology of Eating*. Boston: Houghton Mifflin Co. Pp. 3-14.
3. Hunter, J. M. (1973). *Geophagy in Africa and in the United States: A Culture-Nutrition Hypothesis*. *Geographical Review*, 63:170-195.
4. Jenkins, M. (2002). *Burgerstein's Handbook of Nutrition: Micronutrients in the Prevention and Therapy of Disease*.
5. Leonard, W. R. (2002). Food for thought: dietary change was a driving force in human evolution. *Scientific American*, 287:106-112.
6. Peltó, G. H., Goodman, A. H., & Dufour, D. L. (2000). The biocultural perspective in nutritional anthropology. In: Goodman AH, Dufour DL, Peltó GH. (eds.) *Nutritional Anthropology: biocultural Perspectives on Food and Nutrition*. Mountain View, CA: Mayfield Publishing Co. Pp. 1-9.
7. Teaford, M. F., & Ungar, P. S. (2000). Diet and the evolution of the earliest human ancestors. *Proceedings of the National Academy of Sciences*, 97:13506–13511.

Teaching Learning Process

The students will be encouraged to prepare FFQs through questionnaires. Somatometric techniques will be used to assess the nutritional status.

Assessment Methods

Examination schemes and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Keywords

Nutritional Assessment, Micro and Macro-nutrients, Malnutrition, Lifestyle Diseases