

INTRO TO NUTRITIONAL ANTHROPOLOGY

ANTHROPOLOGY 220

SPRING 2018

Class Time: Anytime you have a web connection

Location: Anywhere you have a web connection

Instructor: Evan Simons

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Office: 369 Condon Hall

Office Hours: Email anytime and meeting by appointment

Course Overview: What is your favorite and least favorite food? What dish have you never eaten before? Everyone has an answer. Why? Food is fundamental to life, it's animal physiology, and nutrition is affected by cultural perceptions. The goal of this course is to challenge you to think critically about food, health, and nutrition. In other words, to explore these topics from an anthropologic (biological and cultural) and scientific (method and hypothesis testing) approach. This course will focus on the evolution of the hominin diet, and the ecological and cultural factors shaping modern diets. We then place this into a broader primate evolutionary context. The first part of the class will introduce students to the fundamentals of nutrition and the analyses of nutritional and health status. The second part will examine variation in human and primate diets from an evolutionary and comparative perspective. This part of the course will also involve an energy balance project that all students must complete. In the last part of the class, students will examine ecological and cultural factors that shape contemporary human diets. This includes factors that contribute to undernutrition and overnutrition, as well as the biological consequences of food access and nutritional choices. A final project will conclude the course, and all students will submit a research paper on an approved topic of their choice.

Course Objectives:

1. Critique and understand the role of food and nutrition in human adaptation. This will be measured throughout the course in our discussions and quizzes.
 2. Deconstruct diets and cultural perspectives of food from a biological and nutritional perspective. This will be partly measured in our discussions, quizzes, and in your final project.
 3. Understand the relationships between cultural pressures, cultural environments, natural environments, health, nutrition, disease, and hunger. This will be partly measured in our discussions, quizzes, and in your final project.
 4. Understand the role of anthropology in nutrition and health studies. This will be partly measured in our discussions, quizzes, and in your final project.
 5. Engage in nutritional anthropologic research by analyzing our own diets, food perceptions, and environmental biases. This will be measured in your progress papers and in your final project.
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Course Format:

The course is designed as an asynchronous online course, meaning it is entirely online. A good place to familiarize yourself with our course is to explore the Canvas course site, and review the Modules under the navigation sidebar on the left side of the screen. There you will find a link to weekly activities, including our course syllabus, our two icebreaker activities, links to the lectures, links to the video documentaries later in the term, and important regulations and guidelines concerning Netiquette. As a course which incorporates discussions, Netiquette is extremely important.

We will have a weekly schedule of events and assignments, but you may complete the work on your schedule from any location. Each week we will review course material and on various weeks you are required to participate in a discussion board event, and complete quizzes.

Canvas:

This course is delivered on a computer using Canvas. This learning management site will allow you to complete academic work in a flexible manner on your computer. Videos, textbooks, online articles, relevant links, and the link to my lectures are all included on the course site. I am available to support and guide you throughout this ten-week course. You can expect to spend approximately 10+ hours per week for a successful outcome, including readings, critical discussion development, project development, and other class activities.

A Canvas site will be maintained for this class, which will be your main source for course information, documents, and announcements. When you register for the class, you will automatically be enrolled to the site. All problems concerning the use of Canvas should be handled at the ITC center in the Knight Library. Issues related more specifically to related the design and accessibility of this course and the material should be directed to me. The Canvas site will contain essential information for the course including the syllabus and additional readings.

Make sure that you regularly check your Canvas-linked e-mail account.

Make sure your computer is ready for this course. If you don't have the following installed on your computer, make sure you do as soon as possible:

- Browsers: Chrome, Safari or Firefox
 - Microsoft Office Suite software, Mac's Pages, Open Office Suite software, or a compatible word-processing suite
 - Adobe® Reader® software (available as a free download at <http://get.adobe.com/reader/>)
 - QuickTime player, VLC, or any other free video player download
 - Webcam or built in camera on computer for video chats, like Skype or Google+ Hangouts
 - Headphones with an attached mic
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Required Texts:

The only required textbook (below) can be bought online through sites like Amazon or Barnes & Noble. This textbook can also be purchased through the Duckstore. Please make sure you have this book as soon as possible so you can appropriately discuss the material. In addition to the required textbook, there will be articles that are uploaded. These articles are also required readings.

Dufour, D.L. Goodman, A.H., & Pelto, G.H. (2012) *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*, 2nd Edition. Oxford University Press. ISBN-13: 987-0199738144

Assignments and Expectations:

Regular online attendance, participation, and maintaining course readings are required to pass this course. Quizzes, discussion posts and other assignments must be posted or turned in at the scheduled time — **under no circumstances will make-up assignments or extensions to post in our discussions be given without a documented and cleared excuse** (see *Accommodations* and *Personal Issues* below). You will not receive credit for a late assignment unless you notify me in advance. Final projects turned in late or without topic/format approval will not be graded. Evaluation will be based on the following four components:

1. Weekly Quizzes

There will be quizzes on four of the 10 weeks. Each quiz will be taken online by Friday (see schedule below), you'll have two (2) hours to complete the quiz, and the questions will come directly from the readings and the lectures.

2. Weekly progress papers

There will be progress papers due on three of the 10 weeks. Each progress paper will be due online on Friday (see schedule below), and will illustrate progress being made on your final project.

Your first progress paper should demonstrate that you have read the guidelines and have familiarized yourself with the USDA Star Tracker website for the Energy Balance Project.

Your second progress paper should include an outline of what you will be doing and further demonstration that you understand what data you will be collecting and how it will be collected. Grading will be based on completeness of your outline and data collection progress. You also need to include a reference or literature cited page.

Your final progress paper should be 5 to 10 pages in length. It should be a rough draft of your project. You will need to show rough drafts of your tables, graphs, and data calculations. As before, this should include a list of your references, which should be consistent and illustrate that you have continued to read and gather new resources (e.g. articles, interviews, books, etc.). Grading will be based on progress made from the previous paper and the quality of your rough draft.

3. Weekly discussion boards

There will be a discussion board during three weeks, and you have two components that you will be graded on. **For the first component / post** – this is your critical thought post. I expect you to post a short critical response on the weekly readings, articles, videos, and lecture. This should be 2 to 3 paragraphs in length, it should be a well-composed critical response and reaction to the readings, videos, lectures, etc. These critical thought posts are a good chance for you to develop questions and show your critical evaluation skills. This should NOT simply be a rehash of our readings and lectures. Be sure to include a few questions, outside material, make connections between historic and current events, illustrate critical thinking skills, and include references and citations. This post should be made by Wednesday 11:59pm, but can be made before (as early as Sunday each week).

For the second component / posts – these are your response posts. You will need to respond to at least two other students' critical thought discussion post by Friday at 11:59 pm, but you are welcome to respond to several students posts. Your response posts should be a well-composed response and reaction. The purpose and goal of your response is to extend your classmates' thinking, to expand your classmates' knowledge or understanding, and to add to your classmate's thoughts and analyses. In other words, it is about adding to the learning of your classmates and the class in general, and engaging in discussion.

This is not a random internet blog site. This is not the place to insult or make fun of people even though you are friends. Please keep Netiquette in mind. **We have a zero tolerance policy for disrespect and hate-speech.**

4. Final Project

Energy Balance

All students will complete the Energy Balance Project, your energy balance project will be graded according to the rubric below, from the Association of American Colleges and Universities. Grading will be based on the quality of your research, and the quality of the scientific paper submitted. This will include an Introduction, and Methods and Materials sections. Your Results section will need to include graphs and tables with proper labels and descriptions, in addition to a written description of your data, and presentation of your calculations and values. Your Discussion section will need to include your critical analysis of the project and your data, critical analysis of the software program(s) used, and should relate your project to what we have learned and read about in this course. Your paper should conclude with a brief Conclusion section. This paper should be at least 10 double spaced pages in length with one-inch margins. It can be slightly shorter (or longer), but the focus is on quality and scientific writing. Ten pages that are well written and that include all of the above components is typically the minimum. You also need to include a title page, in-text citations and a References section in addition to the above sections (these pages do not count as part of or total page numbers). Additional details will be provided on Canvas.

Submitting final projects

When finished, your final projects will be uploaded on the Finals Week Module. Please make sure they are either in PDF (.pdf) or Word document (.docx) format.

Final projects are due by 11:59PM PT on Monday, December 3rd.

Grading: There will be no make-up assignments or extensions without a documented reason. Grades will be posted on Canvas. It is your responsibility to check your grades regularly and to report any problems (e.g. if you are missing credit).

CONTENT:

Ice Breaker Exercises (2 @ 5 points each) = 10 points
Quizzes (4 @ 20 points each) = 80 points
Progress Papers (3 @ 10 points each) = 30 points
Weekly Discussion Board Posts and Responses (3 @ 15 points each) = 45 points
Final Project = 80 points
Total = 245 pts

GRADE SCALE:

A+ = 235 A = 230 A- = 220 B+ = 215 B = 205 B- = 196
C+ = 191 C = 181 C- = 172 D+ = 167 D = 156 D- = 147
F = < 147

Accommodations:

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet or discuss with me immediately. You will need to provide me with a notification letter from Disability Services outlining your approved accommodations.

Personal Issues:

If there is a serious issue related to your ability to participate in our course, you need to contact me immediately. Delay in asking for help right away will cause you to fall seriously behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Examples of serious issues include your computer crashes, you are ill and can provide a doctor's note explaining it is not advisable for you to participate in our class, a family death, etc. As this is an online course, certain activities will not be acceptable excuses for an accommodation, such as personal travel, conference participation, and participation in or travel associated with other events related to campus organizations, clubs, or groups. However, please contact me so I understand the situation!

Academic Dishonesty:

The University of Oregon and I consider academic honesty to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, our University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers of our University recognize the necessity, and accept the responsibility, for academic honesty. As a student who enrolls in this course, you agree to respect and acknowledge the research and ideas of others in your work and to abide by those rules for progress papers, discussions, posts, final projects, etc.

Plagiarism:

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion board forum posting
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment
- For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out <http://library.uoregon.edu/guides/plagiarism/students/index.html>

Additionally, I will be monitoring all work for evidence of plagiarism. Software is now available which can scan a paper or paragraph and compare it to hundreds of sources on the Internet to analyze the degree of its originality and similarity. In cases in which plagiarism is observed, it is my responsibility to take appropriate action. Please, for your protection and development, **cite you sources properly and do not plagiarize.**

You can find proper use and examples of citation methods at the University of Oregon library website: <http://library.uoregon.edu/guides/citing/apa.html>

GENERAL INFORMATION

ADA Statement: Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact UO Disability Services Office at 541-346-1155. NOTE: As per FERPA regulations Faculty are no longer automatically informed as to the ADA status of students. If you have special requirements, you must bring your information to me as soon as possible.

Equal Opportunity Compliance Statement: It is the policy of the University of Oregon Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Office of Affirmative Action at 541-346-3123.

Keep Copies of Your Work: As an online course, you should consider storing all of your work on a personal external hard drive to protect your material from possible hard drive failures. The recommended workflow is to create all your work (including response papers and discussion posts) on a word processing document and then cut and paste into the forum on Canvas. The University of Oregon and I (your instructor) are not responsible for lost or missing coursework. **Be safe...back up your work.**

CLASS SCHEDULE: Overview of Topics and Lectures

Week ONE: Review Week 1 Module, review syllabus, video introductions

Week TWO: Introduction to Nutritional Anthropology, Basics of Nutrition – Macronutrients Part 1

Week THREE: Basics of Nutrition – Macronutrients Part 2, Energy Metabolism/Balance, and Nutritional Status

Week FOUR: Biological Baseline, Agriculture: changes in diet and health

Week FIVE: Variation in Systems, Materialist perspectives to production and consumption, Video: *Food, Inc*

Week SIX: Ideology, symbolism, and social power of foodways; Adapting food to people and people to food

Week SEVEN: Foods as medicine, Undernutrition, Video: *Fed Up*

Week EIGHT: Diet and Globalization, Overnutrition and hunger

Week NINE: Solutions, policies, and problems

Week TEN: Food and quotes

* *Syllabus is subject to change.*

CLASS SCHEDULE: Assignments and Readings

Week	Due Dates	Topics	Required Reading/Videos
1	09/26 09/28	Review Canvas site Review syllabus Complete ice breaker activities Review final project info (5 documents) 1. Make an Intro Ice Breaker post 1. Respond to at least 2 other students Intro Ice Breaker posts 2. Submit your quote Ice Breaker activity	Syllabus/Netiquette All 5 posts under "Final Project Information"
2	10/05	1. Fun Quiz (0 points)	Ch. 1-4, pgs 1-24; Current news articles
3	10/12	1. Quiz 1	Current news articles
4	10/17 10/19	1. Discussion board critical thought post #1 1. Discussion board response posts 2. Progress Paper 1	Ch. 6 & 7, pgs 31-46 Ch. 10 & 11, pgs 63-71 Current news articles

5	10/26	1. Quiz 2	Ch. 13, 15, 16, pg 85-93, 107-119 Ch. 18 & 20, pg 134-138, 157-167 Current news articles <i>Video: Food, Inc.</i>
6		No assignments due	Ch. 22 & 23 (pg 180-203) Ch. 24 & 26 (pg 207-214, 218-230) Current news articles
7	11/09	1. Quiz 3 2. Progress Paper 2	Ch. 30-32 (pg 273-299) Ch. 33-34 (pg 306-326) Current news articles <i>Video: Fed Up!</i>
8	11/14	1. Discussion board critical thought post #2	Ch. 39 & 41 (pg 362-366, 372-382) Ch. 47-49 (pg 452-478)
	11/16	1. Discussion board response posts	Current news articles
9	11/23	1. Quiz 4 2. Progress Paper 3	Ch. 51, 53-55 (pg 482-488, 494-516) Current news articles
10	11/28	1. Discussion board critical thought post #3	Current news articles
	11/30	1. Discussion board response posts	
Finals Week	12/03	1. Final Projects DUE (must be posted by 11:59pm)	

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