ANTH 220: Introduction to Nutritional Anthropology

Winter 2017

University of Oregon

Note: Please print this document for your records.

Course Location: We are ONLINE! Wherever you are, our course can follow.

Course Time: Although this is online, there is a schedule of weekly events, and a final project. You will need to budget your time appropriately.

Instructor: Dr. Lawrence Ulibarri

Office: 354 Condon Hall

Office Hours/phone: Monday 9-11, Thursday 10-12 and by appointment
I’ll regularly check my email
Email will be returned within 24 hours
Video Chat by appointment
Phone: 541-346-8188

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TA: Ms. Anna Sloan, M.S.

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COURSE DESCRIPTION
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, is it 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.

LEARNING OBJECTIVES

After successful completion of this course, students will have an understanding of the following key issues:

- Critique and understand the role of food and nutrition in human adaptation. This will be measured throughout the course in our discussions and quizzes.
- 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.
- 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.
- Understand the role of anthropology in nutrition and health studies. This will be partly measured in our discussions, quizzes, and in your final project.
- 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.

COURSE FORMAT

The course is designed in 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.

Week 1: Week one will be a bit different from our normal schedule of events. In week one, you will complete two (2) Ice Breaker Activities. One of them is designed to help all of us get to know you as a person. This “Intro Ice Breaker” activity is a post you will make on Wednesday, Jan. 11th, and your will need to respond to at least two other classmates Intro Ice Breaker posts by Friday Jan. 13th. I’ll keep a rubric to help me record who responds and who hasn’t. Your response can be simple and short, but should reflect that you have read your classmates Intro Ice Breaker.

The second Ice Breaker activity is the “Food Quote” exercise. This should be submitted online on or before Jan 13th (week 1). You can find both activities in our week 1 Module.
**Week 2 through Week 9:** These weeks are virtually the same. Every Friday will be either a quiz or progress paper. On some Wednesdays and Fridays there is a planned discussion board, and your participation will be mandatory (i.e. graded). Please see the schedule below so you can adequately prepare for upcoming quizzes, papers, and discussions. Weeks 2 through 9 follow the basic schedule noted below.

**Monday through Thursday:** Students should watch the short video introduction and listen to the narrated lecture that has been uploaded onto YouTube. A link will be provided to the lectures, and a temporary link will be provided to the video documentaries. The lecture will provide an overview or introduction to key issues, ideas, and personalities covered in the week's readings. All readings should be completed, as this will form the core of your quizzes. For weeks in which we have a discussion, you will need to post your first post (critical thought post) by Wednesday.

**Friday:** Take the online quiz (if there is a quiz for that week), or submit your progress papers (for weeks where there is a paper requirement). For weeks in which we have a discussion board, you’ll need to respond to at least two other classmate’s discussion comment.

**Final Project**

At the end of the term (week 10), all students are required to submit a final project. All final projects will be evaluated by me and/or the TA. However, each student will also evaluate five other students’ projects. As an evaluator, your comments will be graded. Final projects can be on a topic of your choice, and in a format of your choice (e.g. papers, presentations, self-made videos, social research, and in certain circumstances collages, sketch books, sculptures, etc.). These are due by Wednesday March 15th, and your evaluations of other projects must be completed by Wednesday March 22nd. Your final project is discussed in more detail below, and more information will be available in the Final Project module on our Canvas website.

**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 related to 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
- Audacity or any other free audio player download (for projects)
- Webcam or built in camera on computer for video chats, like Skype or Google+ Hangouts
- Headphones with an attached mic
- Flip cam or smart phone for creating videos (if necessary for projects)
- A private student account on YouTube for uploading videos (for projects).

EXPECTATIONS AND GRADING

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 several 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 include several topic ideas. To keep overlap between student projects to a minimum, you may not be able to research your first topic choice. You need to refine your topic (e.g. the topic of Protein or Sugar or Food and Globalization are all too broad, you will need to refine this to a specific culture, or practice, or person etc). Your best chance to get a topic that you are interested in is to submit early and submit multiple topic ideas. An Energy Balance Project will be outlined to the class in the Final Project Module (see number 4 below), and everyone can do this project as their final project. If you choose a different research topic, you will also need to submit the likely project format.
Your second progress paper should be 2 to 3 pages in length. It should include a project outline, including a brief outline of your Introduction, Main body points of research topic, Relation to the course material and Nutritional Anthropology, and Conclusion. You also need to include a reference or literature cited page to illustrate that you are beginning to gather research on your topic and put together your project. Grading will be based on completeness of your outline and research progress. If you are doing the Energy Balance Project, you will also need to illustrate that data has been gathered.
Your final progress paper should be 2 to 10 pages in length. It should be a rough draft of your project. If you decide for a research paper, this should be a partially completed draft of your final paper. If you decide for a presentation, ppt, or prezi, you still need to write out a rough draft of
your project on paper (e.g. Slide one includes X and Y from references A and B, and I will talk about points J, K and L). If you decide for the Energy Balance 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. I have a zero tolerance policy for disrespect and hate-speech.

4) Final Project

Research/presentation final projects

Your final project will be graded according to the rubric below, from the Association of American Colleges and Universities. Grading is based on the appropriateness of your topic, the amount of research, time, and effort you put into your project, and the presentation of the project (the final form). Your final project topic can be on anything related to our course, to food and culture, or food and nutrition, or food and physiology, or food and policy or practices. Your final project topic needs to be preapproved by me. Your final project format can also be a format that you choose. This might be an essay (usually 10+ double-spaced pages in addition to your references), a narrated PowerPoint presentation similar to my presentations (usually 10 to 15 minutes in length), a personally made video (usually 10 to 15 minutes in length), or a short research/social project. Your formats needs to be preapproved by me. Under specific circumstances, you can also compose an art collage, sketch book, sculpture, or another form of artistic expression depicting some aspect of Nutritional Anthropology. In order to be approved for an art project you need to submit or show me samples of your art work. This option is generally only available to art majors or individuals that have artistic skill. If you are considering this format for your final project, you will need to contact me and submit examples.
Not everyone will be approved, and approval is completely dependent on artistic ability and vision. This prevents a disastrous final project and a failing final project grade. Your grade will also partly depend on showing me how your art piece is progressing during the progress papers. Details will be provided on Canvas. PLEASE keep in mind, if you opt for an art project be sure that you clarify with me first, and that this format has been approved. An art project submitted without my approval will not be graded **Your final project topics and format will need to be selected by week 4, February 3rd, 11:59 pm.** Selection of a topic and format after this date will result in an accumulative late penalty each day. A final project submitted without preapproval will not be graded.

**Energy Balance final projects**

If you opt for the Energy Balance Project, your energy balance project will be graded according 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 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. Additional Details will be provided on Canvas. As above, your selection of an Energy Balance Project will need to be submitted by week 4, February 3rd, 11:59 pm. Submission of your final project idea (either Energy Balance or research topic ideas) after this date will result in an accumulative late penalty each day. A final project submitted without preapproval will not be graded.

**Submitting final projects**

When finished, your final projects will be uploaded on week 10 in a format viewable by everyone in our class, or a link must be provided for all class members to access and view all final projects (e.g. on YouTube, Prezi, google docs, etc.). PLEASE do not post a final project to a site that requires people to sign-up or be a member, even if signing up or membership is free. You need to post to a free access site. Final projects are due by 11:59PM PT on Wed, March 15th. Because these are personal projects, all must be finished and posted by the due date. A rubric will be created for you to grade five preselected fellow classmate’s final projects. Your evaluations of those projects will need to be submitted on or before Wed, March 22nd by 11:59PM PT. Your responses to your peer’s final projects should be short, similar to the above discussion posts, and focusing on constructive criticism (e.g. what you liked and dislike about the final project for each person, suggested areas for improvement).
GRADING

The weight of each form of evaluation to the total course grade is as follows:

- Week 1 Ice Breaker exercises 1 7 points (~2.69%)
- Week 1 Ice Breaker exercise 2 5 points (~1.92%)
- Weekly Quizzes 68 points total, 17 pts each (~26.15%)
- Weekly Progress papers 30 points total, 10 pts each (~11.54%)
- Weekly discussion boards and posts 45 points total, 15 pts each (~17.31%)
- Final Projects 80 points (~30.77%)
- Final project evaluations 25 points (~9.61%)

TOTAL 260 points total

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-69%, D = 60-69%, F < 60% (with minus and plus grades assigned at appropriate cutoffs).

The grading system used in this course is as follows:

A – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.

B – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.

C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

F – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

There is no extra credit for this course, although 5 extra credit points will be awarded to the three best final projects.

REQUIRED TEXTS

The only required textbook below can all 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.

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 HONESTY

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
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.**
Rubric for evaluating your Weekly Quizzes, Weekly Progress Papers, Weekly Discussion posts, and Final Projects

Note: This rubric assesses language skills, content, communication, critical thinking, and craftsmanship of communication. A rank of ‘5’ will receive the full points possible, and a rank of ‘1’ will receive 0 points. Points shown here are for the final project.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Writing Comprehensibility</th>
<th>Language Accuracy and Usage</th>
<th>Critical thinking</th>
<th>Appropriateness and creativeness of content</th>
<th>Interactivity of Papers/posts</th>
<th>Format, Structure, Time</th>
<th>Preparation Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (80 points total)</td>
<td>Not difficulty for prof./peers to understand</td>
<td>Few or no significant errors, Consistent evidence of sensitivity to language /culture norms</td>
<td>Minimal recitation of course material, Consistent and appropriate use of material learned outside of class. BUT, reference to and inclusion of course material. Great advice offered to peers</td>
<td>Strong relevance and creativity of content to weekly readings and to the class in general</td>
<td>Papers and response posts are very thought provoking, engaging, and interactive (peers are drawn to respond to these posts)</td>
<td>Fully followed all directions for project/post</td>
<td>Excellent degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>4 (60 points total)</td>
<td>Minor difficulty for prof./peers to understand</td>
<td>Some minor errors, but does not impede written responses</td>
<td>Minimal regurgitation of read material, some evidence of external learning. Inclusion of course material. Good advice offered to peers</td>
<td>High degree of relevance and creativity of content to weekly readings and to the class in general</td>
<td>Papers and response posts are somewhat thought provoking, engaging, and interactive</td>
<td>With one exception, followed all directions for project/post</td>
<td>High degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>3 (40 points total)</td>
<td>Some difficulty for prof./peers to understand</td>
<td>Consistent errors, overuse of colloquialisms, poor word choices, impedes responses</td>
<td>Moderate repetition of posts and ideas, and recitation. Moderate evidence of the use of materials or ideas outside of class. Minor inclusion/ref. of course material. Mostly good advice offered to peers</td>
<td>Moderate relevance and creativity of content to weekly readings and to the class in general</td>
<td>Papers and response posts are moderately thought provoking, engaging, and interactive</td>
<td>Followed most directions for project/post</td>
<td>Moderate degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>2 (20 points total)</td>
<td>Significant parts are incomprehensible</td>
<td>Frequent errors, poor word choices, minor cultural awareness and sensitivity</td>
<td>Mostly repetition of posts and ideas, and recitation. Minimal evidence of the use of any materials or ideas outside of class. Minimal connection to course material. Poor advice offered to peers</td>
<td>Minimal relevance and creativity of content to weekly readings and to the class in general</td>
<td>Papers and response posts are minimally thought provoking, engaging, and interactive</td>
<td>With few exceptions, did not follow directions for project/post</td>
<td>Minimal degree of preparation, editing, and development of ideas and thoughts</td>
</tr>
<tr>
<td>1 (0 points total)</td>
<td>Completely incomprehensible</td>
<td>Consistent and frequent errors, No evidence of cultural awareness and sensitivity</td>
<td>Only repetition and recitation of course material, No evidence of the use of any materials or ideas outside of class. No connection to course. Consistent poor advice offered to peers</td>
<td>No relevance and creativity of content to weekly readings and to the class in general</td>
<td>Papers and response posts are not thought provoking, engaging, and interactive (there is no reason or draw to respond to these posts)</td>
<td>Did not follow directions for project/post</td>
<td>No evidence of preparation, editing, and development of ideas and thoughts</td>
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</tbody>
</table>
## Final Project Assessment Rubric

Note: This rubric, **in addition to the above rubric**, will be used to assist me in grading your final projects.

Extracted from: [https://commons.georgetown.edu/m/media/resources/InquiryAnalysis.pdf](https://commons.georgetown.edu/m/media/resources/InquiryAnalysis.pdf) March 6, 2015

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic selection</strong></td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.</td>
<td>Identifies a focused and manageable/double topic that appropriately addresses relevant aspects of the topic.</td>
<td>Identifies a topic that while manageable/double is too narrowly focused and leaves out relevant aspects of the topic.</td>
<td>Identifies a topic that is far too general and wide-ranging as to be manageable and double.</td>
</tr>
<tr>
<td><strong>Existing Knowledge, Research, and/or Views</strong></td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
</tr>
<tr>
<td><strong>Design Process</strong></td>
<td>All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.</td>
<td>Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.</td>
<td>Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.</td>
<td>Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</td>
<td>Lists evidence, but it is not organized and/or is unrelated to focus.</td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
<td>States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.</td>
</tr>
<tr>
<td><strong>Limitations and Implications</strong></td>
<td>Insightfully discusses in detail relevant and supported limitations and implications.</td>
<td>Discusses relevant and supported limitations and implications.</td>
<td>Presents relevant and supported limitations and implications.</td>
<td>Presents limitations and implications, but they are possibly irrelevant and unsupported.</td>
</tr>
</tbody>
</table>
NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified, as I feel appropriate.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates (m/d)</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1    | 01/11       | Review week 1 module  
                           Review syllabus  
                           Watch video introductions  
                           Complete ice breaker activities |
|      | 01/13       | Make an Intro Ice Breaker post by Wednesday Jan 11th (4pts) |
|      |             | Respond to at least 2 other students Intro Ice Breaker post by Jan 13th (3pts)  
                           AND  
                           Submit your quote Ice Breaker activity by Jan 13th (5pts) |
| 2    | 01/20       | Introduction to Nutritional Anthropology part 1&2 (Lecture)  
                           Basics of Nutrition – Macronutrients part 1 (Lecture) |
|      |             | Quiz online (0 pts, fun online quiz) |
| 3    | 01/27       | Basics of Nutrition – Macronutrients part 2 (Lecture)  
                           Energy Metabolism, Energy Balance, and Nutritional Status (Lecture) |
|      |             | Quiz online (17pts) |
| 4    | 02/01       | Biological baseline (Lecture)  
                           Agriculture: changes in diet and health (Lecture) |
|      | 02/03       | Discussion board critical thought post due Wed (7.5pts)  
                           Discussion board response posts due Friday (7.5pts)  
                           AND  
                           Progress Paper 1 due online (10pts) |

Required Reading

Ch. 1-4, pgs 1-24

No readings

Ch. 6 & 7, pgs 31-46  
Ch. 10 & 11, pgs 63-71
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>02/10</td>
<td>Variation in food systems (Lecture) Materialist perspectives to production and food consumption (Lecture) <em>Food, Inc.</em> Video Documentary</td>
<td>Quiz online (17pts)</td>
<td>Ch. 13, 15, 16, pgs 85-93, 107-119 Ch. 18 &amp; 20, pgs 134-138, 157-167 Video</td>
</tr>
<tr>
<td>6</td>
<td>02/17</td>
<td>Ideology, symbolism and social power of foodways (Lecture) Adapting food to people and people to foods (Lecture)</td>
<td>No assignment due</td>
<td>Ch. 22 &amp; 23 (pgs 180-203) Ch. 24 &amp; 26 (pgs 207-214, 218-230)</td>
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<td>7</td>
<td>02/24</td>
<td>Foods as medicine (Lecture) Undernutrition (Lecture) <em>Fed Up</em> Video Documentary</td>
<td>Quiz online (17pts) AND Progress Paper 2 due online (10pts)</td>
<td>Ch. 30-32 (pgs 273-299) Ch. 33-34 (pgs 306-326) Video</td>
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<td>8</td>
<td>03/01</td>
<td>Diet and globalization (Lecture) Overnutrition and hunger (Lecture)</td>
<td>Discussion board critical thought post due Wed (7.5pts)</td>
<td>Ch. 39 &amp; 41 (pgs 362-366, 372-382) Ch. 47-49 (pgs. 452-478)</td>
</tr>
<tr>
<td>9</td>
<td>03/03</td>
<td>Solutions, policies, and problems (Lecture)</td>
<td>Discussion board response posts due Friday (7.5pts)</td>
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<td>Date</td>
<td>Event Description</td>
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<tr>
<td>03/15</td>
<td>Final Projects DUE (must be posted by 11:59pm) (80pts) &lt;br&gt;AND &lt;br&gt;Discussion board critical thought post due Wed (7.5pts)</td>
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<td>03/17</td>
<td>Discussion board response posts due Friday (7.5pts)</td>
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<tr>
<td>03/22</td>
<td>Evaluation responses due for your 5 preselected classmates final projects (25pts)</td>
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