ANTH 220: Introduction to Nutritional Anthropology  Fall 2021

University of Oregon

Note: Please print or save 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. You will need to budget your time appropriately.

Instructor: Elisabeth Goldman
Office Hour Link: https://uoregon.zoom.us/j/93800826338?pwd=MkljcDRwbk1icUI5bVIXNUIPdEVSDz09
Office Hour: Wednesdays 10:00 - 11:00am and by appointment (both remote)
E-mail: egoldman@uoregon.edu

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Office Hours: By appointment (remote)
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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, it is 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.

LEARNING OBJECTIVES
After successful completion of this course, students will be proficient in the assigned material and concepts covered, and able to:

- 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 measured in our discussions and quizzes.
- Understand the relationships between cultural pressures, cultural environments, natural environments, health, nutrition, disease, and hunger. This will be measured in our discussions and quizzes.
- Understand the role of anthropology in nutrition and health studies. This will be measured in our discussions and quizzes.
- Engage in nutritional anthropologic research by analyzing our own diets, food perceptions, and environmental biases. This will be measured in our discussions. If we have a final project, then this will also be measured in your final project.

COURSE FORMAT

The course is designed as an asynchronous online course. A good way to start familiarizing yourself with the course is to review the content of the Modules page, which you can find under the navigation sidebar on the left side of the screen. Here you will find links to all of the course material.

We 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 and 2: Week one is different from the normal schedule of events. You will first post a personal introduction (see the assignment link for details) by the end of the day on Wednesday (11:59p) of Week 1 and subsequently respond to 2 other classmates’ Intro Ice Breaker posts by the end of the day on Friday (11:59p) of Week 1. Your response can be simple and short but should reflect that you have read your classmates’ Intro Ice Breaker. Each part of the ice breaker (the introduction and the response posts) are given equal weight in your grade. When you respond to your classmates post, copy and paste the text from their ice breaker in your text box above your response (this is so we can who you responded to when we are grading).

The second ‘Ice Breaker’ activity is due in Week 2, the “Food Quote” exercise. This should be submitted online by Friday of Week 2. You can find both activities in our week 1 and week 2 Modules. This exercise is fun and easy, but the main purpose of this exercise is to get you to focus on citing and referencing material properly, which you will do in your discussions (and the possible energy balance project).
**Week 3 through Week 10:** These weeks are all similar in format. There are four weeks when a quiz will be due, four different weeks when a discussion board post will be due (these are distinct from your ice breakers), and your participation will be mandatory (i.e., graded). Please see the schedule below so you can adequately prepare for upcoming quizzes, and discussions. Weeks 3 through 10 follow the schedule noted below.

**Sunday through Wednesday:** Students should watch the short video introduction and listen to the narrated lecture(s) that has been uploaded onto YouTube or OneDrive. A link is provided to the lectures, and a link will be provided to any video documentaries. The lectures will form the core of the course material, and provide details and examples about or introduction to key issues, ideas, and personalities. This will form the core of your quizzes. Some lectures will review components of our readings. Readings will also be included in quiz material, but these are more supplementary in nature. The aim is to arrange our quizzes so that they focus on the lectures and online articles.

**By Friday at 11:59pm (Discussions):** On Week 4 we have the start of our class material discussion, you will need to submit your second discussion board post (critical thought post) by Friday. Due to the number of students enrolled in this class, everyone is divided into a specific discussion group based on the first letter of your last name. Read the assignment guidelines on the Canvas modules and see the assignment below for more details. For the first discussion post, all students in each group will post a critical thought post. For the next discussion in Week 6, all students will post a response post (within your specified groups) to a critical thought post (i.e. you respond to someone’s critical thought post, you do not post a second critical thought post). That means the critical thought post you made in Week 4 is something that we will build on in Week 6 in our discussion board by responding to it with new material and understanding. For the third and the forth discussion post in Weeks 8 and 10 you will again post a new critical thought post in week 8, and a new response post to a critical thought post in week 10, again within your specified groups. Details will be provided at the start of each week.

**Wednesday / Friday (Quizzes):** Take the online quiz (if there is a quiz that week). These quizzes will be based on the lecture and reading material, and mostly multiple choice, T/F, or matching. There may be one or a few short answer questions as well, but I will plan on making them mostly multiple choice. Quizzes occur in Weeks 3, 5, 7 and 10. Quizzes will have timed and locked components, so please read the quiz directions closely before taking a quiz. Information is provided below, and will be sent out in announcements during the weeks that we have a quiz.

**By Friday (Video worksheets):** Turn in a completed video worksheet based on a required video documentary for that week by Friday at 11:59p.

**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, watching lectures and documentaries, 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, access to Canvas, and computer related Canvas issues should be handled by the UO Canvas support. When in-person meetings are allowed, then students can get in-person help with Canvas at the Information Services Technology Service Desk in Room 68 of Prince Lucien Campbell Hall from 8 a.m. to 5 p.m., Monday through Friday. However, you will likely need to contact Canvas remotely or via phone during the pandemic. Anyone seeking Canvas help by phone should call the Technology Service Desk at 541-346-4357. The Tech Desk's phone lines are currently open 8 a.m. to 5 p.m., Monday through Friday. Issues more specifically related to the design and accommodation 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 do not 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 computer camera for meeting virtually
- Headphones with an attached mic (recommended)
- Smart phone/recording device for creating videos (if necessary for projects)
- A private student account on YouTube for accessing all elements of uploaded lectures and uploading videos (if necessary)

**EXPECTATIONS AND GRADING**

**Expectations**
Regular online attendance, participation, and completion of the course readings are required to pass this course. Quizzes, discussion posts and other assignments must be submitted by the scheduled time.
Late or Missed Assignment Policy

If you cannot turn in an assignment or take a quiz by the deadline indicated on the syllabus, **contact me before the assignment is due** to make arrangements for you to complete it the following week. All pre-arranged late assignments must be submitted within one week of the original due date or they will not be accepted.

If the deadline has passed for an assignment and you have not contacted me or your GEs to make arrangements, you have the option of completing the assignment for half credit (50%) if submitted within one week of the original deadline; because our assignments are due by 11:59pm, your 'extension' week starts at midnight of the following day (i.e., 1 minute after the original deadline). **If possible, notify me by email of your intent to complete the assignment late for half credit.** Assignments will not be accepted for credit if submitted more than one week late. This means if you miss a quiz that was due by Friday at 11:59pm, you must take the quiz by Friday at 11:59pm of the following week for half credit. Any assignments submitted more than a week late will not be graded.

**ASSIGNMENTS**

1) Ice Breaker Posts

**Ice Breaker 1: Introductions & Response Posts**

*Part A:* Each student will post a personal introduction on their group's Intro Ice Breaker board by Wednesday of week 1.

*Part B: Respond to at least two of your peers' Intro Ice Breaker posts by Friday of week 1.* Make sure you include the Intro post text you are responding to directly in your response post (see Assignment instructions for more detail).

2) Ice Breaker 2: Food Quotes

The second Ice Breaker assignment is designed to familiarize yourself with the process of citing and referencing course material in all of your discussion posts (with the exception of the Intro Ice Breaker Posts). This “Food Quotes” assignment requires you to gather a quote related to food or nutrition, then properly **cite and reference it.** The "Food Quotes" assignment is due on Friday of Week 2 by 11:59pm.

2) Quizzes

There will be four quizzes total, during Weeks 3, 5, 7, and 10. You will be able to take the quiz at a time of your choosing between Wednesday (starting at midnight) and Friday (by 11:59pm) of these weeks. You will have 45 minutes to complete the quiz and the questions will come from the readings and the lectures. Quizzes are timed, meaning once you start the quiz the timer begins and cannot be stopped. It will submit automatically at the 45-minute mark if you have not submitted it by this time. You can review material or reference your lecture notes as you are taking the quiz but keep the time limit in mind. Quizzes will only be accessible Wednesday through Friday of the
week they are assigned, so you will need to plan accordingly. This will require you to have watched the lectures and completed the readings before taking the quiz. Have any notes you took in front of you/open on your computer before you click 'start' on the quiz.

3) Discussion Posts

There will be Discussion Board assignment on four separate weeks. There are two types of posts you will be required to complete, Critical Thought posts (2x) and Response posts (2x):

A) Critical Thought Posts (CTPs) – due Week 4 and Week 8.
CTPs should be a critical review and exploration of the weekly readings, articles, videos, and lectures up until the date this post is due. Your post should be 3 to 5 paragraphs in length (do not write more than 5 paragraphs). These CTPs are a chance for you to develop your critical evaluation skills and engage in dialogue with your group members. CTPs should not rehash or simply summarize readings and lectures. Instead, include outstanding questions/reflections on the material, make connections between the readings and lectures, illustrate critical thinking skills, and include references and in-text citations for all material. Make sure to reference specific material and avoid being vague. This post is due by Friday at 11:59pm of week 4 and week 8.

B) Response Posts – due in Week 6 and Week 10.
i) Submit a Response Post to a group member's critical thought post in your Discussion group. When you post your response, make sure to copy the CTP you are replying to and include it directly in your response so we can see who you're responding to (otherwise we cannot see the other student's CTP from within the grading portal). In Week 6, choose a CTP from Week 4 and copy and paste the CTP text into the document where you are drafting your Response Post (remember, don't draft your responses directly in Canvas--you will lose your work if you accidentally close or refresh the browser). Once you have finished your response, use the text box to post both your peer's CTP text (copied and pasted) and your response to their CTP in a single Discussion board post (one per each peer you reply to) within your group.

In week 10, choose a CTP from week 8 to respond to. Follow the same directions as in Week 6 and include a copy of the CTP to which you are responding. You will need to respond to another students critical thought discussion post by Friday at 11:59 pm these weeks. The goal of your response is to expand on your classmate's knowledge or offer a new perspective. You should reference and appropriately cite relevant material, add to the learning of your classmates and the class in general, and engage in discussion. Be sure to address questions, make connections between course material discussed in the critical thought post and the newer course material learned, illustrate critical thinking skills, and include references and in-text citations.

Remember, this is not a random website's Comments section. This is not a place to insult or make fun of people, even in jest with someone you are friends with outside of class. Keep 'Netiquette' in mind and be respectful. There is zero tolerance for hate speech.
Feedback
If you want additional feedback on any assignment, set up an appointment with one of your GEs or me (your instructor). We will discuss your assignment with you, answer any questions, and (if applicable/desired) go over ways to improve your grade on the next assignment. We are able to give feedback most effectively through direct conversation, when you are able to stop us to ask questions and vice versa in real time. You are welcome and encouraged to drop by my virtual office hours any week you feel inclined to do so.

4) Video Worksheet assignments

Turn in the completed video worksheet for weeks in which we have a video documentary assignment. This will be due by Friday at 11:59 pm on these assigned weeks. See the Class Schedule for details. Links to the videos will be accessible on Canvas.

GRADING

Note that your grades will be The weight of each form of evaluation to the total course grade is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points / proportion of total grade</th>
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<tbody>
<tr>
<td>Week 1 Ice Breaker 1: Intros</td>
<td>11 points total, intro post and 2 response posts (5%)</td>
</tr>
<tr>
<td>Week 2 Ice Breaker 2: Food Quotes</td>
<td>11 pts (5%)</td>
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<tr>
<td>Video Worksheets (n=3)</td>
<td>30 pts total, 10 pts each (14%)</td>
</tr>
<tr>
<td>Quizzes (n=4)</td>
<td>88 points total, 22 pts each (40%)</td>
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<tr>
<td>Discussion CTPs and Response Posts (n=4)</td>
<td>80 points total, 20 pts each (36%)</td>
</tr>
<tr>
<td><strong>Total Points for all Assignments</strong></td>
<td><strong>220 points (100%)</strong></td>
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</tbody>
</table>

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.

Grades will be assigned as follows:
A+ = 97% and above; A = 93-96.9% ; A- = 90-92.9%
B+ = 87-89.9% ; B = 83-86.9% ; B- = 80-82.9%
C+ = 77-79.9% ; C = 73-76.9% ; C- = 70-72.9%
D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%
F = 59.9% and below

NOTE: There is no extra credit for this course at this time.

REQUIRED TEXTS

The only required textbook (Dufour, Goodman, and Pelto 2012, below) can be purchased through an online retailer (to buy new, used or to rent) or can be purchased from the UO 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 are articles uploaded to read as part of the weekly modules.


ACCOMMODATIONS

Appropriate accommodations are provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to discuss with me. The Accessible Education Center (AEC) (http://aec.uoregon.edu/) works with students to provide an instructor notification letter that outlines accommodations and adjustments to class design that will enable better access. Contact the AEC for assistance with access, disability-related questions, or testing accommodations. I will apply accommodations to quizzes/assignments per the information I receive from the AEC at the start of the term.

PERSONAL ISSUES IMPACTING COURSE PARTICIPATION

If you have a serious issue that affects your ability to participate in our course, contact me immediately. Delay in asking for help right away will cause you to rapidly fall behind in the course. Examples of serious issues include computer crashes (please document all computer issues as best as you can, take screenshots, and contact UO IT support), or you are sick and can provide a doctor’s note that explicitly indicates that medical professionals have advised you not to participate in class. You may need to provide some documentation in the case of computer issues or health-related concerns. I can help you obtain this documentation in many circumstances. If you have a computer related issue, document the issue, and contact me ASAP. 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.

EMOTIONAL HEALTH AND SUPPORT SERVICES

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, you can visit the Duck Nest (located in the EMU on the
ground floor) and get help from one of the specially trained Peer Wellness Advocates (if in-person visits are permitted). Find out more at health.uoregon.edu/ducknest. University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

ACADEMIC HONESTY

The University of Oregon considers academic honesty to be essential for each student’s intellectual development. As an institution fundamentally concerned with the free exchange of ideas, the University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers at the 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 your discussions, posts, quizzes, video worksheets, final projects, etc. The University Student Conduct Code (available at http://conduct.uoregon.edu/) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act.

PLAGIARISM

Additional information about a common form of academic misconduct, plagiarism, is available at https://researchguides.uoregon.edu/citing-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://researchguides.uoregon.edu/citing-plagiarism/plagiarism

Additionally, all work is monitored for evidence of plagiarism. Canvas-integrated software scans a paper or paragraph and compares it to thousands 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 your sources properly and do not plagiarize. The habits you develop in college are skills that will help you succeed in your future lives and careers and implementing the right practices now will serve you well for the rest of your working life. Do your own work. You are capable. You can find proper use and examples of citation methods at the University of Oregon library website: http://researchguides.uoregon.edu/citing-plagiarism/mla

UO COVID-19 REGULATIONS

The University of Oregon, in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks, cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. If you are on campus, including in an in-person classroom, you are required to wear a mask over your mouth and nose. Note that bandanas, gators and scarves do not provide the protection of a paper surgical or multi-layered cloth mask and so should not be used as masks. If you are unable to wear a mask and need to come to campus, contact the Accessible Education Center to arrange accommodations. Additionally, students should maintain at least 6 ft. of distance from others at all times. Please conduct regular symptom self-checks (https://coronavirus.uoregon.edu/regulations#self-check-procedures) and use this self-check log (https://coronavirus.uoregon.edu/sites/coronavirus1.uoregon.edu/files/2020-08/self-monitoring.pdf) to track symptoms. In addition, make sure you are familiar with exposure scenarios and follow medical guidelines (https://coronavirus.uoregon.edu/covid-exposure) to determine what to do if you suspect you were exposed.

FOOD INSECURITY AND BASIC NEEDS

If you are having difficulty affording groceries or accessing sufficient food on a daily basis, or lack a safe, stable place to live, please contact the Dean of Students Office (541-346-3216, or 164 Oregon Hall) for support. This UO website (https://blogs.uoregon.edu/basicneeds/food/) lists some resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

KEEP COPIES OF YOUR WORK

It is strongly recommended that you back up all your coursework. Because this is an entirely online course, you should store backups of your work in your University OneDrive. Alternatively, you can store your work on a personal external hard drive or USB stick to protect yourself from irrevocably losing your work should your hard drive fail. Best computing practices recommend you have at least two backups in two different formats (e.g., one cloud-based and one on an external drive), but I will leave that up to you. It is strongly advised you choose at least one of these methods!
The recommended workflow is to **draft your work (including responses or discussion posts) in a Word/Pages/text document on your computer.** Do not draft your responses directly in Canvas—Canvas does not autosave as you type so if you accidentally click the back button or close the browser window your work will be lost. The University of Oregon and I (your instructor) are not responsible for lost or missing coursework. **Be safe and back up your work.**

**CLASS SCHEDULE**

**NOTE:** While not currently anticipated, the class schedule is subject to change. You will be notified of any changes to the schedule via Canvas—my recommendation is to aim check in to the course page and view any announcements at least once daily during the work week.
<table>
<thead>
<tr>
<th>Week</th>
<th>Week of (m/dd/yy)</th>
<th>Topics &amp; Required Lectures</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/27/21</td>
<td>• Watch/read Welcome video</td>
<td>Syllabus, and Netiquette/Discussion Guidelines, Late Assignments policy</td>
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<td></td>
<td></td>
<td>• Review week 1 module course documents (syllabus, late assignment policy, and discussion guidelines)</td>
<td>Post Intro Ice Breaker by Wednesday at 11:59pm (5 of 11 pts)</td>
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<td></td>
<td></td>
<td></td>
<td>Respond to 2 of your classmates' Intro Ice Breaker posts by Friday of Week 1 at 11:59pm (5 of 11 pts)**</td>
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<td>**Make sure to follow the directions in the Canvas assignment link—copy the text from each post you are responding to and include it in your reply (1 of 11 pts)</td>
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<tr>
<td>2</td>
<td>10/04/21</td>
<td>Introduction to Nutritional Anthropology part 1&amp;2 (Lecture)</td>
<td>Chapters 1-4, pages 1-24; Online articles (see Week 2 module)</td>
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<td></td>
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<td>Basics of Nutrition – Macronutrients part 1 (Lecture)</td>
<td>Icebreaker 2 Food Quotes - Submit by Friday at 11:59p</td>
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<td>3</td>
<td>10/11/21</td>
<td>Basics of Nutrition – Macronutrients part 2 (Lecture)</td>
<td>Online articles (see Week 3 module); Quiz online, due by Friday at 11:59p</td>
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<td></td>
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<td>Energy Metabolism, Balance, and Nutritional Status (Lecture)</td>
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<td>4</td>
<td>10/18/21</td>
<td>Biological baseline (Lecture)</td>
<td>Ch. 6 &amp; 7, pp. 31-46 Ch. 10 &amp; 11, pp. 63-71</td>
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<td></td>
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<td>Agriculture: changes in diet and health (Lecture)</td>
<td>Online articles (See week 4 module) Discussion board critical thought post due on Friday (20 pts) by 11:59p</td>
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<td>5</td>
<td>10/25/21</td>
<td>Variation in food systems (Lecture)</td>
<td>Ch. 13, 15, 16, pp. 85-93, 107-119 Online articles (see Week 5 module)</td>
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<td></td>
<td></td>
<td><em>Food, Inc. Video Documentary (may be changed)</em></td>
<td>Video worksheet due by Friday at 11:59pm (10 pts)</td>
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<td>Quiz online, due by Friday</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<td>6</td>
<td>11/01/21</td>
<td>Materialist perspectives to production and food consumption (Lecture)</td>
<td>Ch. 18 &amp; 20, pgs 134-138, 157-167</td>
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<td>Ideology, symbolism and social power of foodways (Lecture)</td>
<td>Ch. 22 &amp; 23 (pgs 180-203); Online articles (see week 6 module)</td>
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<td>7</td>
<td>11/08/21</td>
<td>Adapting food to people and people to foods (Lecture)</td>
<td>Ch. 24 &amp; 26 (pgs 207-214, 218-230), Video</td>
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<td>8</td>
<td>11/15/21</td>
<td>Foods as medicine (Lecture)</td>
<td>Ch. 33-34 (pgs 306-326)</td>
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<td>Undernutrition (Lecture)</td>
<td>Ch. 30-32 (pgs 273-299)</td>
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<td>Online articles (see modules)</td>
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<td>9</td>
<td>11/22/21</td>
<td>Diet and globalization (Lecture) Overnutrition and hunger (Lecture)</td>
<td>Ch. 39 &amp; 41 (pgs 362-366, 372-382) Online articles</td>
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<td>Ch. 47-49 (pgs. 452-478) Online articles</td>
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<td>10</td>
<td>11/29/21</td>
<td>Solutions, policies, and problems (Lecture)</td>
<td>Ch. 51, 53-55 (pgs 482-488, 494-516) Online articles</td>
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<tr>
<td>Finals Week</td>
<td>12/6-12/10/21</td>
<td>No final. Grades to be submitted!</td>
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