

# **SEMINAR: Nutrition and Health**

Professor Austin Zakari  
Office: 1 hour before class and by appointment

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ANT 301  
Spring 2014

Room location: Cornell Hall Rm 134  
Monday: 6:45-9:15pm

## **Course Description**

This is a 300 level seminar course in nutritional anthropology that aims to cover current and emerging topics in bio cultural approaches to food and nutrition. The field of nutritional anthropology, like much of anthropology, is marked by diverse approaches to the study of food and nutrition. Our focus in this class revolves around how anthropology helps to understand the bio-cultural dimensions of the relationship between food, wellness and the world we live in. Issues such as globalization, socio-economic inequality, cultural dimensions and health will be explored. The class will examine food from three distinct angles. Food as medicine, food as a commodity and food within our globalized and industrialized world. Food is not just a biological necessity. Examining; what people eat, how they came to eat it, how they procure and prepare their food, where and how they eat food, how food is used in rituals or special occasions, how and why food is medicinal and what people think about their food practices are all critical in our analysis of the impact and importance of food both today and historically. The objective is to further understand our own health through the economics, politics, social organization, history and beliefs of our society.

## **Class Structure**

This is an upper level class. Your participation in the class and the completion of assignments is vital. Readings, class discussions and activities, guest speakers, lectures and films are all apart of the curriculum. Students will serve as discussion leaders and the classroom format is an interactive learning process that requires you to participate actively. Classroom participation is a component of your final grade. Therefore, you must come prepared to engage in relevant discussion and activity. Be prepared.

## **Required Texts** (For sale at the College Bookstore/ Online)

Sweetness and Power: The Place of Sugar in Modern History  
ISBN-13: **978-0140092332**

Obesity: Cultural and Biocultural Perspectives (Studies in Medical Anthropology)  
ISBN-13: **978-0813548906**

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser  
ISBN: **0-06-093845-5**

## **Electronic Reserves**

Additional readings will be posted on Blackboard. Do the readings well before class so that you do not have the problem of finding a computer that does not let you open the documents.

## **CONTENT AND SCHEDULE ARE SUBJECT TO CHANGE**

CHECK BLACKBOARD WEEKLY FOR ANY UPDATES OR CHANGES TO SYLLABUS INCLUDING DUE DATES AND ASSIGNMENTS

### **METHOD OF EVALUATION:**

#### **Tests**

Exams – 3 exams one of each section                      **30%**

#### **Homework/ Quizzes**                                              **25%**

You will have various homework assignments either under the date of the class, on blackboard or they will be assigned in class. There is no makeup or late quizzes accepted if you are absent. Quizzes may be announced in class or on blackboard. I may also give unannounced quizzes in order to check your understanding of the material.

#### **Attendance/ Class Participation**                                              **15%**

I believe that all of you have taken this class to actively participate. I expect you to come to class on time, if you are late you must enter the room quietly and discreetly. Eating is permitted during the break, a drink or quiet snack is fine during class. If this becomes disruptive I reserve the right to ban eating from the class. Each class you will receive class participation credit if you engage in the discussion. I have heavily weighted class participation because it is an integral part of understanding the material. You are allowed **one** absence that will not affect your attendance grade. Quizzes, extra credit and other class related items are not able to be made up if you are not in class. I reserve the right to dismiss from the class any student whose disrespectful demeanor disrupts the class or myself. This includes the use of electronics or other mediums that are not appropriate.

#### **Discussion Leader / Recipe Project / Grocery Store Presentation**                                              **10%**

You may choose **one** (according to availability)

Recipes: 13 openings

Discussion Leader: 8 openings

**Recipes:** Make a recipe to share with the class from your ethnicity or try something new outside of your normal. Bring to class (I will provide plates, napkins, silverware) to share. You will need to write an 1200-word essay about why the recipe is important to you. Include a history on the food or recipe and where it originated and any themes or areas we discussed in class that are pertinent. You will need to present to the class this information on a power point and turn in your essay online, **NOT** the power point.

**Discussion Leader:** You will need to prepare from our readings a 15-20 minute power point presentation and discussion questions. You will be assigned a topic from our readings and you will need to research and present data to the class on the subject. This data should not be covered in the book, this presentation is an enhancement to our class readings. This will need to be turned into blackboard prior to the presentation.

#### **Research Paper-**                                                                      **20%**

**This class requires a 3000-word count research paper.** The word requirement does **NOT** include your title page, bibliography of at least **10** scholarly sources, charts or other attachments. **The body of the paper needs to be at least 3000 words, double-spaced, properly formatted with page numbers and citations.** Excessive quotations are not appropriate and the paper should be a representation of the readings and research you have undertaken. This

should be a succinctly written piece of work that has a recognized, consistent format, precise grammar and punctuation usage as well as proper citations in **APA or MLA** format only. The class is structured to help you throughout the writing of the paper. Start early, it is a large assignment and is a total of 20% of your grade. It cannot be done in one or two days. The topic and at least 5 scholarly citations are due first. I will counsel you on your topic and how you are going to proceed. **Your topic should be picked from one of the readings or topics we discuss in class.** The paper should have a central theme or argument and needs to encompass ideas in nutrition and health, from an anthropological viewpoint. It should include at least one of the additional readings we have done during the semester. I encourage you to speak to me about your topic before the topic/ bibliography is due. If the topic is not appropriate you will need to redo the sources, better to speak to me first to make sure you are on the correct path for your paper.

<http://www.rollins.edu/tutoring-writing-center/> **407-646-2308**

You may format your paper one of following ways: **ALL PAPERS REQUIRE 3+ ANTHROPOLOGY SOURCES**

1) Literature Review – survey at least **10** scholarly (peer reviewed) sources or books relevant to a particular issue, theory or area of research. The purpose is to offer an overview of significant literature published on a topic. **The paper should generate specific questions for further research.**

2) Ethnography – **If you choose this option you will need to start early in the semester to ensure you have gathered enough data.** This project involves conducting a fieldwork based research project on an aspect of food that we have discussed in class. **This by far will require the most time to complete.** You will define the topic, write a research design, carry out the study (interviews, on-site observation, multiple visits to one or several field sites) analyze your data, and write up your results. You will need to include anthropological theory or other relevant class topics in your paper. Possibilities include: oral food histories, soup kitchen, food banks, immigrants and food, farming, farm workers, natural food stores, study of a groups food habits such as: orthodox Jews, Seventh Day Adventist etc. **For this paper you will be required to turn in with the assignment your field notes and photos. At least 5 scholarly (peer reviewed) sources are required for this paper**

3) Follow that food – for this paper you will choose a food that you eat and follow it from your mouth to where that food was produced, by whom, and how. You will research aspects of the food such as cultural significance, political economy, environmental impact and social relations (i.e. worker conditions) of that food item. If you choose a locally produced item, (honey, eggs, milk, yogurt) you could actually visit the production site. Or you may choose a more global item (rice, pasta, beef) where you would investigate the food on a local and on a global scale. **This paper requires at least 10 scholarly (peer reviewed) sources. If you visit the site it also requires any field notes or photos.**

4) Public Assistance and Nutrition – for this paper you will need to familiarize yourself with the State of Florida and the federal guidelines on food stamps, WIC, food banks and other food assistance avenues. Using these guidelines you will investigate diet, nutrition and health on a “food stamp diet”. You will use themes from class to construct a research paper that details how adults and children live on this diet. You may research your paper from the angle of nutrition transition, obesity, children, food security, etc. **This paper requires at least 10 scholarly peer reviewed sources to substantiate and further your assertions. The paper should generate or answer a specific question on your topic.**

### **Classroom Etiquette:**

Be Prepared and Be On Time

Email any changes/ exceptions/ requests – All should be in writing

Cell Phones Off or On Vibrate

No: Txt Messaging, emailing, FB, YouTube, TV/Movies or gaming

Computers are not allowed during class time

Eating of Quiet Snacks ok, Eat Full Meals during break

Step out of the class if you must use any electronics/ except during the break

### **Late Work/ Make up Exams**

Late Work due to absences will be lowered 5% for each day they are late. **Exams:** If you are absent due to an **extraordinary** circumstance, and you have notified me prior, you may make up the exam within a reasonable period with a 15% penalty to the grade, except in cases of documented emergencies where the penalty may be waived. Blackboard, extra credit, turnitin.com and other participation activities cannot be made up if not completed on time. Projects turned in late will receive one letter grade penalty for each day late.

### **Extra Credit – 2.5% each – no more than 2 extra credit projects per semester**

From time to time I may extend the offer for extra credit. These assignments will vary from answering questions, looking up additional material, leading class discussion, theoretical definitions, attending events or seminars, etc. These points are entirely at my discretion and are not able to be made up if not in attendance at the time they are offered.

**Easter Project** - Write a 2 page, double-spaced, essay on how you and your family celebrate Easter. Incorporate food and culture into the paper. Also add information on the history of the food or on the celebrations or rituals that your family observes.

– **Bring to class as each person will need to discuss what they have written**

**Event** - Attend a cultural event and write a page about the experience and present to class

**Pledge Journal** – If you keep a brief journal about the pledge you made at the beginning of class. This should be a small notebook with your experiences trying to meet your goal. Turn in a copy of the journal to me at the end of the semester and be prepared to share with the class the challenges you encountered.

As well, from time to time I may extend the offer for extra credit. These assignments will vary from answering questions, looking up additional material, leading class discussion, theoretical definitions, attending events or seminars, etc. These points are entirely at my discretion and are not able to be made up if not in attendance at the time they are offered. No student is allowed more than **two extra credit assignments** to be added to their grade.

### **Grading Scale**

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-
77-79 C+	73-75 C	70-72 C-	67-69 D+	63-66 D
60-62 D-	59 and below F			

### **THE ACADEMIC HONOR CODE**

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

**“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”**

Material submitted electronically should contain the pledge; submission implies signing the pledge.

### **Learning Disabilities/ Disabilities Statement**

If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) – Thomas P. Johnson Student Resources Center, 1000 Holt Ave., Winter Park, FL 32789 or call 407-646-2354 for an appointment. Forms for tests must be signed and returned within 48 hours of an exam.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

**Information Technology** <http://www.rollins.edu/it/>

System upgrades and maintenance is scheduled for Sunday mornings until noon. All night lab is available in library and helpdesk available by phone, on-line or in library

**Student Handbook** <http://tars.rollins.edu/holt/orientation/>

**Withdrawal Without Academic Penalty Deadline**

## **March 21, 2014**

Deadline for withdrawal from intensive courses is the Monday following the mid-point class meeting. Withdrawals must be submitted in writing to the Holt School Office.

**All work submitted may be used anonymously for instructional or research purposes**

**\* All Additional Readings Available Electronically either on Blackboard (BB) or Library**

### **Class Schedule – Homework and Assignments Due on Class Date; Readings assigned for next class**

## **Week 1 1/13**

**In Class Work:** Introduction to Class, Student Introductions, short power point, Syllabus, Course Expectations, talk about discussion questions & reading journals

**Canvas Work** – At home assignments & **Homework for Class One & 2 both due on January 27th**

Read syllabus

Library Orientation video

Facebook Page – Look at and register –

This is Anthropology Prezi

Homework Assignment for Class 2

**Read:** Food for Thought (Ann Gibbons) pgs. 47-50

**Read:** Foods of Association (Nina Etkin) , pgs. 1-75

**Complete:** PLANEAT/ FILM, Have a discussion sheet/take home

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Bring any questions on syllabus, assignments, etc.**

## **Week 2 1/20 – NO CLASS - HOLIDAY**

## **Week 3 1/27**

**In Class Work:**

**Questions: Syllabus, Canvas, etc.**

**Class Discussion: Film Discussion Sheet**

**LECTURE:** Intro to Evolutionary Diet, Food as Medicine and Spices

**Distribute:** Class Sign up Sheets

**Class Discussion:** Readings & Discussion Questions

**Film:** Hidden India

### **Canvas Work**

**Read:** Foods of Association (Nina Etkin) , pgs. 75-88

**Read:** Bread & Beer: The Early Use of Cereals in the Human Diet (Katz & Voigt) 72-81

**Read:** **The Senses** – Taste, Smell, & the Adapted Mind (Eugene Anderson) pgs. 70-81

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Film & Discussion Sheet:** Watch **one** of the following films, write a 2 page double spaced response paper on how the film relates to our readings and what is the nutritional and historical importance of these products. Be sure to reference all the readings for full credit.

History Channel: America Eats – Chocolate

History Channel: Modern Marvels – Brewing

## **Week 4 2/3**

**In Class Work:**

**Presentation: 1, 2 & 3**

**Recipe Presentation: 1**

**Class Discussion:** Readings, Discussion Questions & Film Sheets

### **Canvas Work**

**Exam: Complete at home (open book)**

## **Week 5    2/10    6:45-9pm**

**In Class Work:**

**Recipe Presentation: 2-4**

**Film: Got Milk**

### **Canvas Work**

**Read:** Drink Milk for Fitness (Andrea S. Wiley)

**Read:** Sweetness & Power: The Place of Sugar in Modern History pgs. 1-73

**Reading Journal:** Be prepared to discuss these questions during class

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Film & Discussion Sheet:** Answer and bring to class to discuss

## **Week 6    2/17**

**In Class Work:**

**Class Discussion: Milk Reading and Film Sheet**

**Lecture: Sweetness & Power Part 1**

**Recipe Presentation: 5**

**Presentation: 4**

**Class Discussion on readings**

### **Canvas Work**

**Read:** Sweetness & Power: The Place of Sugar in Modern History pgs. 74-150

**Read:** Industrial Food: Towards the Development of a World Cuisine , pgs. 72-90

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.



**Reading Journal:** Be prepared to discuss these questions during class

## **Week 7 2/24**

**In Class Work:**

**Lecture: Sweetness & Power Part 1**

**Presentation: 5**

**Recipe Presentation: 6 – 8**

**Class Discussion on readings**

**Canvas Work      Both week 7 & 8 Canvas work due on March 10<sup>th</sup>**

**Read:** Sweetness & Power: The Place of Sugar in Modern History pgs. 151-214

**Read:** Diet & Decolonization: Dietary Changes Since 1750 (Peltó, et al) pgs. 353-361

**Read:** The Nutritional Impact of European Contact on the Omaha: A Continuing Legacy pgs. 109-121

**Read:** Diabetes, Diet and Native American Foraging Traditions, pgs. 231-237

**Read:** Marked Improvement in Carbohydrate and Lipid Metabolism in Diabetic Australian Aborigines After Temporary Revision to Traditional Lifestyle (O'Dea) pgs. 508-516

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Response Paper:** write a 2 page double spaced response paper tying together the additional readings with Sweetness and Power, what are the similarities, the political and health ramifications of this radical change to diet. Be sure to reference all the readings for full credit

**Film and Discussion Sheet:** Watch Darwin's Nightmare, answer questions on discussion sheet, bring to class on 3/10 for discussion

## **Week 8 3/3**

NO CLASS SPRING BREAK – SEE CLASS 7 FOR ASSIGNMENTS DUE: 3/10

## **Week 9    3/10**

### **In Class Work:**

**Lecture:** Sweetness & Power Part 3; final thoughts

**Lecture:**        Sidney Mintz - Harvard – Women, Men & Food

**Film:** Bad Sugar

**Class Discussion:** Film & Readings

### **Canvas Work**

**Read:** Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser pgs. 1-88

**Read:** Eating American (Mintz) pgs. 23-33

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Exam:** Take home exam Due 3/24

## **Week 10        3/17**

### **NO CLASS – AT HOME STUDY THIS WEEK/ RESEARCH PAPER TOPIC**

**Research:** Paper Topic, Thesis Statement with opening paragraph and 5 Sources Due – **Bring to class**

## **Week 11        3/24    7-8:30**

### **In Class Work:**

**Recipe Presentation:** 9 & 10

**Class Discussion on readings**

## **Canvas Work**

**Read:** Fast Food Nation: The Dark Side of the All-American Meal pgs. 89-131

**Read:** China's Big Mac Attack (Watson) pgs. 345-357

**Read:** Of Hamburger & Social Space: Consuming McDonald's in Beijing, pgs. 449-468

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Film & Response Paper:** Choose one of the movies below, write a 2- page double spaced response paper tying together the film and our reading in Fast Food Nation. Be sure to include an overview of the movie, how it ties into the book **AND** the additional readings due this week in order to receive full credit, what you learned and what you found to be the most important application to your life in both the book and film.

- Fresh
- Vegucated  
King Corn

## **Week 12                      3/31    6:45-9pm**

**In Class Work:**

**Presentations:** 6 & 7

**Recipe Presentation:** 11 & 12

**Class Discussion:** Film response papers and readings

## **Canvas Work**

**Read:** Fast Food Nation: The Dark Side of the All-American Meal pgs. 132 - 222

**Read:** The Chain Never Stops (Schlosser) pgs. 485-495

**Read:** New Agricultural Bio-technologies pgs. 373-383

**Read:** [http://www.huffingtonpost.com/2013/03/06/mcdonalds-guest-workers\\_n\\_2819621.html](http://www.huffingtonpost.com/2013/03/06/mcdonalds-guest-workers_n_2819621.html)

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Reading Journal:** Be prepared to discuss these questions during class

## **Week 13      4/7**

### **In Class Work:**

**Class Discussion:** Readings and Discussion questions

**Film:** Food Inc.

### **Canvas Work**

**Read:** Fast Food Nation: The Dark Side of the All-American Meal pgs. 222-288

**Read:** Could Less Meat Mean More Food? (Stokstad) pgs. 506-507

**Read:** Botany of Desire; The Apple (Pollan) pgs. 50-58

**Read:** Fast Food/ Organic Food: Reflexive Tastes and the Making of “Yuppie Chow” (Guthman) pgs. 496-509

**Read:** Direct from Farm to Table: Community Supported Agriculture in Western Illinois (Newsad, et al) pgs. 494-505

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Reading Journal:** Be prepared to discuss these questions during class

## **Week 14      4/14**

### **In Class Work:**

**Class Discussion:** Readings and Discussion questions; Final thoughts on Fast Food Nation

**Class Reading:** You will be assigned an article to read and will have discussion questions to answer based on the article

**Class Presentation:** 8

**Film:** Botany of Desire

### **Canvas Work**

**Read:** Obesity, Cultural and Bio-cultural Perspectives pgs. 1-83

**Read:** NY Times Article – Answer discussion questions

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

**Reading Journal:** Be prepared to discuss these questions during class

## **Week 15      4/21**

**In Class Work:**

**Class Discussion:** On readings, journal and discussion questions

**Film:** In Organic we trust

**Recipe Presentation:** 13

### **Canvas Work**

Obesity, Cultural and Bio-cultural Perspectives - pgs. 84 - 134

**Reading Journal:** Be prepared to discuss these questions during class

**Discussion Questions:** Bring one discussion question for **each** reading; this will be a homework grade and will be turned in during class as well should be posted so that students are prepared to answer during class discussion.

## **Week 16      4/28**

**In Class Work:**

Finish up all final presentations, questions, etc.

Turn in Journals, class discussion

**Class Discussion-** reading journals and final discussion on Obesity, Cultural and Bio-cultural Perspectives

**Film:** Killer at large 90

**Final Exam** – watch film – summarize the class, use references from film and 3 books we read – tie in all common themes – such as political economy, globalization, food as a commodity, food as a medicine, colonization and slavery, diet, chronic disease, the relationship between nutrition and health, the relationship between economics and health

## **Week 17      5/5**

**\*\*\*CLASS IS NOT MANDATORY\*\*\***

I will be in class from 7-8:30 to answer any questions, collect any late work, discuss papers or any issues with papers, etc.

**PAPERS AND FINAL EXAM ARE DUE ON WEDNESDAY MAY 7<sup>TH</sup> BY MIDNIGHT**