

SEMINAR: Nutrition and Health

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

Email: azakari@rollins.edu
Phone: (407) 488-8162 **Text Only**

ANT 301
Spring 2016

Room location: Cornell Hall Rm 121
Wednesday 4-6:30pm

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**

What I Eat : Menzel/ D'Aluisio
ISBN:9780984074402

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

The Cultural Feast - An Introduction to Food and Society
second edition

9780534525828

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:

Quizzes

Quizzes – 3 - one on each section **15%**

Homework **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 if you are absent for work completed in class. Assignments may be announced in class or on blackboard.

Attendance/ Class Participation **20%**

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 **20%**

(according to availability)

Grocery Store Presentation: 4 openings/ Discussion Leader: 9 openings 10%

Recipes: 13 openings 10%

Grocery Store Project: American, Asian, Indian and Arabic Grocery Store

Each of you will go to **one** of these grocery stores in the Orlando area. You will need to spend a few hours there. I have a question sheet for your use. You will observe and reflect on the food, how is it displayed, how do the customers interact with the food and how do they describe it or talk about it? What is expensive and what is cheap? What seems to be a staple? How many fresh, frozen, packaged items? Ask Employees about shopper habits, observe shoppers, take photos and record details. I will provide you with specific instructions. You will need to prepare a 15-minute power point presentation with photos to give to the class on your findings. This will need to be turned into blackboard prior to the presentation.

Discussion Leader: You will need to prepare from our readings a 15-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.

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. 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 in a power point presentation. This presentation should be at least ten slides. Six of which are a history of the food or nutritional information on the ingredients used or a history of the ingredient.

Research Paper-

20% (15% paper, 5% rough draft)

This class requires a 4500-word count research paper. The word requirement does **NOT** include your title page, bibliography of at least **15** scholarly sources, charts or other attachments. **The body of the paper needs to be at least 4500 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. **I MUST APPROVE YOUR TOPIC** before the first draft and bibliography is due. You will need to turn the paper into blackboard, turnitin.com, as well as bring to the last class before exams.

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

Conference: Before class on must have met with me before/ after class, etc. for a 10 minute conference on paper topic and rec'd approval for your topic. Sign up on sheet provided.

Rough Draft: a 1000-1500 page rough draft of your paper is due. Citations, grammar, punctuation, etc. will be graded. The paper **MUST** include your thesis, opening paragraph and 3 anthropology sources in your bibliography. – **Rough Drafts rec'd after that will receive a 10-point penalty every day they are late.**

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

1) Literature Review – survey at least **15** 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 10-15 scholarly peer reviewed sources to substantiate and further your assertions. The paper should generate or answer a specific question on your topic.**

5) This Paper should be based on a family from your What I Eat Book and center around their eating habits. You will take a central theme that you see in their diet such as, rice, salt, processed foods, dairy, etc and base your paper on that. You should have some background information about the country, its history in terms of food, agriculture etc. Then you will expound on the topic and talk about the impact of that item and how it has affected your family and more broadly, the country. You can talk about health, environment, global impact, globalization, nutrition, health, fertility, longevity, etc. **This paper requires at least 10-15 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.

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 25th, 2016

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

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

See Blackboard for weekly assignments and readings

- Class 1 - Introduction to Class, Student Introductions, short power point, syllabus, course expectations
- Film: Forks Over Knives
-
- This week I will introduce to you what is Nutritional Anthropology. We will go over how to use canvas, the syllabus, introduce ourselves and talk about class expectations. We will have a short lecture which will give you a broad understanding of what we will cover in the class.

At home assignments for class 1 are *due on January 20th, 2016 - all homework to be printed and brought to class*

to turn in

- Read: Syllabus - read over then sign sheet that you have read and understand - 10 hw points
- Watch: [Library Orientation video](#)
- Go To: [Facebook Page – Look at and register –](#)
- Watch: [This is Anthropology Prezi](#)
- Bring any questions on syllabus, assignments, etc.
- Read: Chapter 1 of the Cultural Feast
- Read: [Food of Association \(Nina Etkin\) pgs. 1-49](#)
- Read: [Food for Thought](#) - Ann Gibbons
- Summary: Write a half to one page summary on each of your three readings.. be sure to include some of the salient points as well as an overall summary - within the summary answer the question: I was most interested in and why
- Complete: Forks Over Knives Film Discussion Sheet
-

Class 2 - In Class:

- Introduction to the field of Nutritional Anthropology
 - Reading Summaries - bring to class to discuss
 - Forks Over Knives - Discussion Sheet and Pledge Journals
- Sign up for projects and presentations

Introduction:

This week we will begin our first full class session. We will make sure that all syllabus and other questions are satisfied. I will lecture on the diet of our ancestors as well as we will discuss food as medicine. We will go over the film discussion sheet and have a class discussion on the readings. Including your summaries.

Blackboard Work -

At home assignments for class 1 are *due on January 27th, 2016*

- Read: Foods of Association (Nina Etkin), Part 2 [pgs. 59-75](#)
- 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](#) - scroll through to page number
- Read: The Senses – [Taste, Smell, & the Adapted Mind \(Eugene Anderson\) pgs. 70-81](#)
- Read: Ch. 3 The Cultural Feast
- Complete: An annotated bibliography for each of the readings - http://www.umuc.edu/library/libhow/bibliography_tutorial.cfm
- Pick two of the readings and write one discussion question on something that interested you

Class 3:

- Discussion Questions on your readings
- Go over your annotated bibliography and how it pertains to your research paper

- Watch a film on the history of beer / chocolate
- Recipe Presentation 1

Introduction:

Tonight we will discuss the films and summaries that you completed. Either looking at the history of beer or chocolate. Both with important nutritional and historical significance. We will continue to discuss the assigned readings and go over any questions on the early human diet and food as medicine. We will talk more in depth about coffee, chocolate and tea from both a historical and nutritional perspective. As well as look at fermented foods and where they fit into the diet. We will have our first recipe presentations and will hear more in-depth about topics we have read about. Tonight we will wrap up the first section of the course and you will have a take home exam to complete.

At Home assignments for class are due on February 3rd, 2016

Complete: Section Quiz

Class 4:

- Presentations 1 -3 to wrap up discussions on first section of class
- Film: Got Milk

Introduction:

We are starting the next section of the class. We will watch a film on dairy consumption, politics and health. It is an interesting film that brings up many points for discussion. Does milk really "do a body good" or is that only for certain people? What is the interplay of genetics vs politics vs ethnicity. Very interesting topic. We will go over any questions on the take home exam and on the section in general. We will also have some three presentations that will finish our conversation on food as medicine and the history of the most popular foods in our diet. I will introduce you to our next book, *Sweetness and Power*, an anthropological classic that will help us understand the history of sugar in our diet.

Blackboard Work - At Home assignments for class are due on February 10th, 2016

1 Read: [Drink Milk for Fitness \(Andrea S. Wiley\)](#)

2 Read: <http://www.livestrong.com/slideshow/1011130-type-milk-or-nondairy-milk-best-pros-cons-9-different-kinds/#slide=1>

- **Read:** *Sweetness & Power: The Place of Sugar in Modern History* pgs. 1-73
- [Reading Summary: Sweetness & Power Only,](#)
- [Film & Discussion Sheet:](#) Answer and bring to class to discuss

Class 5:

In Class:

- Class Discussion on Film & Discussion Sheet
- Lecture on *Sweetness & Power*, Section 1
- Recipe Presentations 2-4

Introduction:

This week we will talk about the food industry, specifically dairy, and how sometimes profit is more the motive than health. Looking at ethnicity, demographics and age we will analyze whether dairy is needed in the typical American diet. We will also hear student recipe presentations and talk about the readings you had from last week from Sweetness and Power.

Research for your paper and rough draft - No Class on February 17th, 2016

- **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
- Rough Draft for Paper - Sign up for 10 minute conference to discuss
- Complete: Write a 1 page double spaced summary on each of your readings

Class 7:

- Lecture Sweetness and Power Part 2
- Student Presentations 4 & 5
- Recipe Presentation 5 & 6

Introduction:

This week I will lecture on the book and the many themes it covers from diet, slavery, colonial expansion and the health impact all stemming from the production of sugar. At this point the book has covered sugar as a commodity and as a part of the world cuisine. We will look at this from many angles and we will also talk about world cuisine, what is it and what is its importance in our lives.

- **Read:** Sweetness & Power: The Place of Sugar in Modern History pgs. 151-214
- **Read:** [Diet & Decolonization: Dietary Changes Since 1750 \(Pelto, et al\)](#) 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

Complete: 3 discussion questions

Class 8:

- Final Discussion Sweetness & Power
- Recipe Presentation 7 & 8
- Film - Bad Sugar

Introduction:

Today we will watch a film and have our final discussions on Sweetness & Power. We are finishing this section of the class and you will have a quiz due for the next class. We will have two recipe presentations as well.

At Home assignments for class are due on March 23rd no class on March 16th, 2016

Read: Fast Food Nation: pgs. 1-88

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

Discussion Questions – Bring 1 discussion question from each reading

Quiz: Section 2

Bring Papers to class and any questions

Class 9:

- Discuss our first readings of Fast Food Nation along with your discussion questions
- Recipe Presentations 9 & 10
- Paper Guidance - from 5:30-6:30 I will be available to answer any questions or help with paper questions - this will be the time to follow up on our conference and any issues that were addressed there

Introduction:

This week will discuss the first chapters of Fast Food Nation, your discussion questions and the history of the fast food industry in the United States. We will have two recipe presentations. We will then take one hour to have a clinic to answer any questions or concerns on your papers. Please bring your papers and questions to class as this will be the time to address them.

At Home assignments for class are due on March 30th, 2016

- **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**

Complete:

- After Reading Eating American by Sidney Mintz, as well as the other assigned articles, write a 2 page response paper about your thoughts on the reading and on the book Fast Food Nation. Highlight important points and make comparisons between the articles and the book. This should be not only a summary it should compare Mr. Mintz's reading with the book and you should be able to make connections and conclusions. Be sure to answer the question, is there an American cuisine (why or why not) using all the sources.

Class 10:

- **Presentations: 6 - 8**

Class Discussion: response papers and readings, is their an American cuisine?

http://money.cnn.com/video/news/2014/10/30/five-stunning-stats-about-mcdonalds.cnnmoney/index.html?iid=S_Taboola
<https://www.youtube.com/watch?v=9ORiKlpasOw>
<https://www.youtube.com/watch?v=P3SVu6gjxgk>

Introduction:

Tonight we will continue our discussion on fast food and how globalization has impacted the diets of other countries, particularly China. We will discuss what that change means to the health of the people that live there. We will hear how farming practices have changed and how the tomato industry is run, right here in Florida. We will also discuss the response papers you wrote about the articles and how they correlate to our current readings. Part of our discussion will focus on workers rights and how workers are treated in this industry. We will have several student presentations.

At Home assignments for class are due on April 6th, 2016

- 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: http://www.huffingtonpost.com/2013/03/06/mcdonalds-guest-workers_n_2819621.html
- Read: <http://foodbabe.com/2014/07/29/fig-newtons-100-whole-grain/>
- Analyze: pick a food you eat at least once a week and look up the ingredients, bring into class to share your findings
- Discussion Questions - Write one discussion question for each reading

Class 11:

- Discuss food analysis and discussion questions
- Grocery Store Presentations

Introduction:

In this class we will discuss the food analysis that you have put together as well as your discussion questions on your reading. We will spend the remaining time in class hearing from your classmates on their grocery store projects and what they found it. We will focus on how food is marketed to different ethnicities and if we see any differences from a traditional American grocery store. We will not have class next week and you will watch the film Food Inc. at home and continue to see the results of our global obsession with highly processed foods. When we return we will discuss workers conditions in meat and other processing factories. We will continue to connect how all of these systems are symbiotic and how they affect each other and ultimately us, the end consumers.

At Home assignments for class are due on April 20th, 2016, No class on April 13th

- 3 Read: [Fast Food Nation: The Dark Side of the All-American Meal](#) pgs. 222-288
- 4 Read: [Could Less Meat Mean More Food? \(Stokstad\)](#) pgs. 506-507
- 5 Read: [Botany of Desire; The Apple \(Pollan\)](#) pgs. 50-58
- 6 Read: [Fast Food/ Organic Food: Reflexive Tastes and the Making of “Yuppie Chow” \(Guthman\)](#) pgs. 496-509
- 7 Read: [Direct from Farm to Table: Community Supported Agriculture in Western Illinois \(Newsad, et al\)](#) pgs. 494-505

Watch Film: Food Inc. below - You will write a 2 page summary of the film and relate at least 3 of the readings assigned to the film in order to receive full credit.

Class 12:

- Discuss Film, Inc, be prepared to discuss your summary
- Watch a short film - <https://www.youtube.com/watch?v=X9wHzt6gBgI>
- Recipes 9-11
- Final thoughts on Fast Food Inc

Introduction:

Tonight we will finish our discussions on the book Fast Food Nation. We will discuss food additives and how the industry is currently operating. We will watch John Oliver speak on chicken farming and discuss how that correlates with your readings and the film you watched. We will end our discussion on Fast Food Nation and answer any final questions on your paper. We will also have several recipe presentations.

At Home assignments for class are due on May 6th, 2016

- **Final Quiz** watch film – complete assignment

Film: Killer at large

Class 13:

- Discuss end of class, final,
- Any make up projects, etc
- Recipes 12-13 plus any extra credit

Introduction:

In this class we will discuss the end of class and expectations for your final and paper. If they are any final presentations we will hear those.

At Home assignments for class are due on May 6th, 2016

Paper and final Due