

Nutrition and Health

Professor Austin Zakari
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ANT 301
Fall 2016

Room location: Cornell Hall Rm 121
Wednesday 6:45pm – 9:15 pm

Course Description

This is a 300 level 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)

Sugar Changed the World 9780618574926

Sugar 9781780234342

What I Eat : Menzel/ D'Aluisio
I SBN: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:

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. Quizzes count as triple homework assignments.

Attendance/ Class Participation 25%

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. Every unexcused absence thereafter, will be penalized by a letter grade drop in attendance. 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 / Grocery Store Presentation/Ethnography 20% Due in Sign up Order (according to availability)

Grocery Store Presentation: 4 openings

Discussion Leader: 9 openings

Food Ethnography: 9 openings

Food Ethnography: Your assignment is to go somewhere off campus and spend a few hours in a food related location observing and recording your observations of the setting you have chosen. You may not go to a grocery store otherwise any food themed or related place is fine.

Go to a food related place you do NOT typically visit that will have some element of unfamiliarity to it. Your goal is to try to see this place objectively and critically analyze it as an anthropologist might, and to write a vivid ethnography documenting your analysis of the cultural conventions of the place. How is the “culture” here something taken-for-granted, but what might an outsider find unusual about it? How do the people interact with each other, what can you learn about them, and are there a particular way they act in this setting that they might not elsewhere? Is it different depending on the time of day? Are any of the themes of our course thus far reflected in the

scene before you? Notice how your presence there impacts the scene. Feel free to interact or not interact with individuals, depending on your preference. Avoid describing children, as this requires parental permission, and make sure the place you have chosen is safe (i.e. not Orange Blossom Trail after dark). Grade will be based on effort, choice of location, the strength of your description and analysis, and your ability to think like an anthropologist would and apply concepts we have discussed. Be sure to include location, time and date of observation. Consider themes we've covered in class thus far or ones that we will cover such as race, gender, class and kinship. Be sure to read the chapter on ethnographic methods and apply the methods and theories in your writings as well as relate them to your experiences.

You will create a 10 minute power point describing your work and what you found. You must relate at least three themes from the class or readings to your work.

Location Ideas and Observation Points: You may go other places as well

Food Pantry or Community Assistance Center: What type of food is available? What do you observe about the demeanor of the people asking for assistance? Gender? Age? In what part of town is it located? Do the participants feel it is effective help? Would they rather receive something else? Money? Training? Daycare?

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

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.

Recipe Project:

Due in Sign up order

10%

Everyone will 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% (20% 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			

Academic Honor Code Reaffirmation

<http://www.rollins.edu/college-of-arts-and-sciences/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at 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 the paper, quiz, test, lab report, etc., the handwritten signed statement:

"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.

Credit Hour Statement

Policy AC 2000: adopted 4/7/16

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from instructors as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are **[please fill in what this course requires, e.g., additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc.]**:

Disability Services

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

Title IX Statement (updated 7/12/16)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

October 8th, 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