**Nutritional Anthropology**

**ANT 476/576 | 3 Credit Hours**

**Fall 2020**

**Hybrid, Thursdays 2 – 4:30 pm**

**Ten Hoor 118 or via Zoom**

**When you have finished updating and published or republished this syllabus,**[**click here**](http://courseinventory.ua.edu/coreadmin/syllabusUpdate.html?code=ANT%20476)**to return to the CourseLeaf CIM form.**

**Prerequisites**

**UA Course Catalog Prerequisites:**

Prerequisite(s): ANT 102 and ANT 270

**Course Description**

**Course Description and Credit Hours**

An introduction to biocultural anthropological inquiries and methods in nutrition and nutritional anthropological research — including food habits, food systems, dietary variability, nutrition and health, and food movements. This experiential learning classes teaches students how to conduct nutritional anthropological fieldwork within local community settings. Writing proficiency is required for a passing grade in this course. A student who does not write with the skill normally required of an upper-division student will not earn a passing grade, no matter how well the student performs in other areas of the course.

**Required Texts**

**Required Texts from UA Supply Store:**

Dufour, Darna L., Alan H. Goodman, and Gretel H. Pelto, eds. 2013. Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition. 2nd ed. New York: Oxford University Press.

* Referred to as NA Reader throughout the syllabus and class.

**Student Learning Objectives:**

1) To remember methods associated with conducting nutritional anthropological assessments.

2) To identify and values multiple ways of knowing about food and health and how these perspectives are situated within the historic and social milieu of the community.

3). To understand the need for multiple methods of assessment to develop a solid understanding of nutrition, health, and health inequities, for example how is BMI both and important but insufficient measure for understanding human health and health risk?

**Student Learning Outcomes**

Students will:

1) To become critically sensitive to the importance of the local voice(s), that is, to listen, understand, and co-create research that is significant to the community you are serving.

2) To become more confident as budding anthropologists and your ability to learn this material and to do this work.

3) To be excited about biocultural anthropology as a broad, complex, multifaceted field of study, that is, a subject that is concerned about humanity beyond how it fits within the context of our research and work.

**Other Course Materials**

Any additional course materials will be provided in the appropriate weekly folder on Blackboard.

**Outline of Topics**

| **Week** | **Topic** | **Activities & Reading Assignments** | **Learning Activities** |
| --- | --- | --- | --- |
| 1 | **Introduction**  | **Thursday (8/20)**1) Rapport building2) Course syllabus3) Co-develop criteria: reflection journals and learning portfolio  | Nutrition journal due Wednesday, 9/2 @ 11:59 p.m. on BBReflection journal due Wednesday, 8/26 @ 11:59 p.m. on BB |
| 2 | **Section I:** Biocultural Perspectives in Nutritional Anthropology  | **Thursday (8/27)****Reading/Research Due (8/27):** 1) NA Reader: The Biocultural Perspective in Nutritional Anthropology pgs. 1-62) NA Reader: The Diets of Early Hominins, pgs. 31-363) NA Reader: Paleolithic Nutrition: A Consideration of Its Nature and Current Implications, pgs. 51-594) Ethnography/podcast/lecture/film search**In-Class Activities:** 1) RAP 2) Application exercises/reflection3) Co-develop criteria: nutritional and activity journals, and lab papers  | Reflection journal due Wednesday, 9/2 @ 11:59 p.m. on BB |
| 3 | **Section I:** Biocultural Perspectives in Nutritional Anthropology  | **Thursday (9/3)** **Reading Due:** 1) NA Reader: Pellagra, Sex, and Gender: Biocultural Perspectives on Different Diets and Health pgs. 215-2182) NA Reader: Evolution of Infant and Young Child Feeding: Implications for Contemporary Public Health pgs. 399 – 4143) NA Reader: Nutrition Transformations: A View from Anthropology, pgs. 372 - 3824) Article on BB: Koscinski 2014 **In-Class Activities** 1) RAP 2) Lab I: Energy Expenditure and Body Composition Lab 3) Nutritional journaling group assessment activity 4) Nutrition and health debate 5) 1-minute paper  |  Lab ILab I report due Wednesday, 9/9 @ 11:59 p.m. on BBReflection journal due Wednesday, 9/9 @ 11:59 p.m. on BB  |
| 4 | **Section I:** Biocultural Perspectives in Nutritional Anthropology  | **Thursday (9/10)** **Reading Due:** 1) NA Reader: No Heads, No Feet, No Monkeys, No Dogs: The Evolution of Personal Food Taboos pgs. 13-172) NA Reader: A Closer Look at the Nutritional Implications of Bitter Cassava Use, pgs. 207-2143) NA Reader: Why on Earth? Evaluating Hypotheses About the Physiological Functions of Human Geophagy pgs. 139-156 **In-Class Activities:** 1) RAP 2) Reflection: Nutrition and health debate 3) Lab II: Super tasters and blood pressure4) Application exercises/reflection  | Lab IILab II report due Wednesday, 9/16 @ 11:59 p.m. on BBReflection journal due Wednesday, 9/16 @ 11:59 p.m. on BB |
| 5 | **Section I:** Biocultural Perspectives in Nutritional Anthropology  | **Thursday (9/17)****Reading Due:** 1) NA Reader: Food for Thought: Did the First Cooked Meals Help Fuel the Dramatic Evolution Expansion of the Human Brain?, pgs. 47-50 2) NA Reader: Disease and Death at Dr. Dicksons’s mounds, pgs. 68-71 3) NA Reader: Growth as a Marker of Nutritional, Economic, and Political Ecology, pgs. 231-244 4) NA Reader: Evolutionary Perspectives on Optimal Foraging in Obesogenic Environments, pgs. 482 – 488**In-Class Activities**1) RAP 2) Lab III: Blood glucose and nutrition 3) Application exercises/reflection 4) 1-minuted paper  | Lab IIILab III report due Wednesday, 9/23 @ 11:59 p.m. on BB Preparation assessment  due Wednesday, 9/23 @ 11:59 p.m.Pre-Reflection Assignment (for fellowship) Wednesday, 9/23 @ 11:59 p.m. |
| 6 | **Section II:** Mini-Nutritional Anthropology Project  | **Thursday (9/24)****Reading Due:** 1) NA Reader: Origins of Agriculture, pgs. 63-682) NA Reader: Use of Tropical Rainforests by Native Amazonians pgs. 85-933) NA Reader: Anthropological Perspectives on the Global Food Crisis, pgs. 120-128 **In-Class Activities:**1) RAP 2) Film: La Cosecha/The Harvest3) Discuss RAP 4) Lab reflections/discussion5) Reflection journal criteria6) 1-minute paper  | Farmers Market – participant observation Reflection journal due Wednesday, 9/30 @ 11:59 p.m. |
| 7 | **Section II:** Mini-Nutritional Anthropology Project  | **Thursday (10/1)** **Reading Due:** 1) NA Reader: From Hunger Foods to Heritage Foods: Challenges to Food Localization in Lao PDR, pgs. 18-242) NA Reader: Now It Is an Easy Life”: Women’s Accounts of Casava, Millets and Labor in South India, pgs. 107-1113) Dr. Nickelson assigned readings: TBD **In-Class Activities**1) RAP 2) Group Dialogue: PO Experience 3) Interview design and data analysis plan 4) Dr. Nickelson guest lecture  | Farmers Market assignment: interview guide pilot Reflection journal due Wednesday, 10/7 @ 11:59 p.m. |
| 8 | **Section II:** Mini-Nutritional Anthropology Project  | **Thursday (10/8)**  **Reading Due:**1) NA Reader: “Drink Milk for Fitness” The Cultural Politics of Human Biological Variation and Milk Consumption in the United States, pgs. 218-2302) NA Reader: Spices: The Pharmacology of the Exotic, pgs. 259-272**In-Class Activities** 1) RAP 2) Group dialogue: Pilot interview experience 3) Restructure final assignment? 4) Qualitative methods 5) 1-minute paper  | Farmers Market assignment: finalize interview guide Reflection journal due Wednesday, 10/14 @ 11:59 p.m. |
| 9 | **Section II:** Mini-Nutritional Anthropology Project  | **Thursday (10/15)****Reading Due:** 1)NA Reader: Premastication: The Second Arm of Infant and Young Child Feeding for Health and Survival?, pgs. 415-4262) NA Reader: Hungry but not starving: Functional Consequences of Undernutrition in Adults, pgs. 327-333 3) NA Reader: Children’s Experiences of Food Insecurity Can Assist in Understanding Its Effects on Their Well-being, pgs. 442-451**In-Class Activities**1) RAP 2) Design quantitative methods 3) Group dialogue: Quantitative methods and research execution 4) Finalize plan for research and data analysis  | Reflection journal due Wednesday, 10/21 @ 11:59 p.m |
| 10 | **Section II:** Mini-Nutritional Anthropology Project  | **Thursday (10/22)****Reading Due:** 1) NA Reader: One Farmer, Hope – and Reason for Worry, pgs. 492-4932) NA Reader: Trading Nutrition for Education: Nutritional Status and Sale of Snack Foods in an Eastern Kentucky School, pgs. 452-4623) NA Reader: The Pima Paradox, pgs. 469 – 4784) Dr. Knol Readings - TBD**In-Class Activities** 1) RAP 2) Group Dialogue and Data Sharing 3) Dr. Knol Guest Lecture  | Finalize data analysis and begin write upReflection Journal due Wednesday, 10/28 @ 11:59 p.m |
| 11 | **Section II:** Mini-Nutritional Anthropology Project & **Section III:** Ethical, Applied Nutritional Anthropology  | **Thursday (10/29)****Reading Due:** 1) NA Reader: Improvement in Carbohydrate and Lipid Metabolism in Diabetic Australian Aborigines After Temporary Reversion to Traditional Lifestyle, pgs. 508-516 2) NA Reader: Coping with Nutrient Deficiency: Cultural Models of Vitamin A Deficiency in Norther Niger, pgs. 273 – 2863) Dr. Palowski readings - TBD**In-Class Activities:** 1) Dr. Palowski Presentation 2) RAP3) Service-learning discussion/Catch-up day  | Farmers market “study” draft due Wednesday, 11/4 @ 11:59 p.m Reflection journal due Wednesday, 11/4 @ 11:59 p.m |
| 12 | **Section III:** Ethical, Applied Nutritional Anthropology | **Thursday (11/5)** **Reading Due:** 1) NA Reader: Diet and Delocalization: Dietary Changes since 1750, pgs. 353 – 3612) NA Reader: Coca-Colonization of Diets in the Yucatan, pgs. 383 – 395 3) Dr. Pearl Readings - TBD**In-Class Activities:** 1) RAP2) Dr. Pearl Presentation 3) Group Discussion: Problem solving – prep and assessment for community work. 4) 1-minute paper 5) Co-develop final project criteria  | Develop final project plan Reflection journal due Wednesday, 11/11 @ 11:59 p.m |
| 13 | **Section III:** Ethical, Applied Nutritional Anthropology | **Thursday (11/12)** Reading: 1) NA Reader: Lands of Plenty, pgs. 440-442 **2) Ethnography/case study selected by class TBD****In-Class Activities** 1) RAP 2) Present project ideas for final project 3) Develop implementation plan and roles 4) 1-minute paper  | Prepare for final project implementation Reflection journal due Wednesday, 11/18 @ 11:59 p.m |
| 14 | **Section III:** Ethical, Applied Nutritional Anthropology | **Thursday (11/19):** Implement project (no class) | Reflection journal due Saturday, 11/21 @ 11:59 p.m on BBPost experience reflection due TBD on BB.  |
| 15 | Break | Break  |  |
| 16 | Final Presentations  | **Thursday (12/3):** 1) Project presentations 2) Co-grade presentations 3) Group class evaluation  | Reflection journal due Saturday, 12/5 @ 11:59 p.m on BB |
| Finals Week | Final Presentations | **Monday, 12/7, 12 – 2:30 p**1) Learning Portfolio Presentations2) Co-grade presentations 3) Review class objectives/reflections 4) Where do we go from here? |  |

**Exams and Assignments**

This is a small, experiential learning course – active participation and attendance are required. Attendance be accommodated to fit both in-person and/ virtual attendance given the circumstances of the COVID19 pandemic. All assignments will be submitted on BB in the appropriate weekly folder.

This course is organized into three main sections and includes two larger research projects and a learning portfolio. Within each section there are activities, smaller assignments, and opportunities for reflection that need to be submitted on Blackboard by a set due date (see table above). Evaluation criteria for all assignments will be co-developed between Dr. Horan and the students.

**Grading Policy**

There are **1,065 pts** a student can earn in this class. The course grade will be based on student effort and performance on the following tasks:

* **Pre and post-class reflections (20 pts):** This class is part of the UA’s Quality Enhancement Program (QEP) and Dr. Horan is a fellow in the Learning in Action Fellowship that is housed within UA’s QEP. Pre and post-class reflections will be available on the course BB page and are due by the specific due dates outlined in the table above. Each reflection is worth 10 pts each.
* **Weekly reflection journals (140 pts):** Reflection journals are worth 10 pts each and are assigned 14 times throughout the semester. Prompts for the reflection journal can be found in the appropriate weekly folder on BB. Grading criteria will be co-developed the first week of class.
* **Readiness Assurance Process (RAP; 110 pts)**: At the start of each class, there will be short recall quiz related to the reading for that week. Each quiz is work 10 pts each and will be completed on your computer at the beginning of class. There are 11 reading quizzes offered this semester.
* **Nutrition journal (20 pts)**: During weeks 1 and 2 of the semester, students will keep a nutrition journal on three days of each week. The nutrition journal is due the night before class (9/2) and needs to be submitted on BB. Grading criteria will be co-developed the second week of class.
* **Labs (150 pts):** In the first section of this course there are three nutrition labs that the students will complete together with proper protective equipment and supplies. Lab reports will be worth 50 points and are due the night before class the following week. Grading criteria will be co-developed the first week of class.
* **Preparation Assessment (50 pts):** Before we begin conducting mini-research projects in the second section of this class, the students will complete an individual preparation assessment assignment. Grading criteria will be co-developed with Dr. Horan and the students.
* **Farmers Market Assignment (175 pts):** For the second section of this course, students will do a collaborative, mini-ethnographic research project at the local farmers market. Grading criteria will be co-developed with Dr. Horan and the students and the project is subject to change based on campus policy related to the COVID19 pandemic.
* **Final Project Plan (200 pts):** In the final section of the class, students will prepare a final project that integrates biocultural, anthropological perspectives of nutrition, experiential learning, and community-engaged service-learning components. Grading criteria will be co-developed with Dr. Horan and the students and the project is subject to change based on campus policy related to the COVID19 pandemic.
* **Learning Portfolio (200 pts):** For the final assignment, students will prepare a learning portfolio over a semester and present it to the class following specific prompts co-developed by Dr. Horan and the students themselves. This portfolio will be presented during finals week.

Possible final grades are A+, A, A-, B+, B, B-, C+, C, C-, D and F. Grades will be assigned according to the following scale:

|  |  |  |  |
| --- | --- | --- | --- |
| A+ | 97 to 100% | C+ | 77 – 79% |
| A | 93 – 96% | C | 73 – 76% |
| A- | 90 – 92% | C- | 70 – 72% |
| B+ | 87 – 89 % | D | 60 – 69% |
| B | 83 – 86% | F | <60% |
| B-  | 80 – 82% |  |  |

**Policy on Missed Exams and Coursework**

No late assignments will be accepted, except under extraordinary circumstances. In the event you are aware of an upcoming absence, you must make arrangements with Dr. Horan at least two weeks **before** the due date of assignments so that other arrangements can be made. For such arrangements, please email Dr. Horan at hhoran@ua.edu as soon as possible.

**Attendance Policy**

Attendance is mandatory. If you plan to miss class or to leave class early, please notify Dr. Horan before class. Electronic devices should only be used for class related activities. Inappropriate use of electronics counts as an absence.

**Notification of Changes (Elasticity Statement)**

Students must be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will provide reasonable time for students to adjust to any changes.

**Academic Integrity**

Students are expected to be familiar with and adhere to the official Academic Integrity policy. This can be found at <https://provost.ua.edu/academic-misconduct/>.

**COVID19 Zoom Policy**

This semester has brought unprecedented challenges to all of us. As your instructor I am committed to listening to your concerns and being as flexible as possible in my efforts to create an effective learning environment for you this semester. I also thank you for your patience, cooperation, and understanding as we work with a hybrid model for instruction and learning.

Please be aware that the UA Student Code of Conduct prohibits students from **"Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities, including its public-service functions, whether on or off-campus, and other authorized non-University activities that occur on University premises.”** Disruptive or obstructive behavior in any class meeting, in-person or online, may be referred to the Office of Student Conduct for disciplinary action.

In addition, please understand that **without prior approval from the instructor of this course, students may not record course content and/or post course content publicly, including on social media sites.** Students who record and/or post course content without instructor approval may be referred to the Office of Student Conduct for disciplinary action.

Your Friday discussion section instructors may choose to record class sessions for students enrolled in the class to refer back to, and for the use of enrolled students unable to attend class meetings. **If the instructor chooses to record class sessions, students will be notified.** If a student participates in recorded online class sessions with their camera engaged, or utilizes a profile image, they are agreeing to have their video or image recorded. **If a student is unwilling to consent to have their profile or video image recorded, it’s their responsibility to keep their camera off and to not use a profile image.** Likewise, students who un-mute their audio input during class and participate orally are agreeing to have their voices recorded. If students are **not willing to consent to have their voices recorded during class, they must keep their mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.** **All recorded lectures, presentations, and class discussions are for viewing by members of this class section only, and may not be posted in any public forum or shared with anyone not enrolled in this class.** Any student violating these rules may be referred to the Office of Student Conduct for disciplinary action.

**Nondiscrimination Policy**

As an academic community, our educational mission is enhanced by the robust exchange of ideas that occurs between a diverse student body, faculty, and staff within a respectful and inclusive learning environment. As a campus community we are dedicated to the pursuit of personal and academic excellence, to advancing the ideals of individual worth and human dignity, and to maintaining a nurturing and respectful learning environment. All members of the UA community are expected to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves.

The University of Alabama is committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, socioeconomic status, political beliefs, sex, sexual orientation, gender expression, gender identity, age, ability, size, or veteran status. The University of Alabama prohibits any verbal or physical conduct that  threatens or endangers the health or safety of any individual or group,  including physical abuse, verbal abuse, threats, stalking, intimidation,  harassment, sexual misconduct, coercion, and/or other communication or  conduct that creates a hostile living or learning environment. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University.  http://eop.ua.edu/law.html

**Disability Accommodations**

It is important that all students can be fully involved in their learning environment. For accommodation requests and more information, see <http://ods.ua.edu/> or visit the Office of Disability Services at 1000 Houser Hall on campus.

**Severe Weather Protocol**

Information about severe whether protocol can be found at: <https://ready.ua.edu/severe-weather-guidelines/>.

**Pregnant & Parent Student Accommodations**

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please contact Dr. Horan immediately. Information related to pregnant student accommodations can be found at: <https://www.ua.edu/campuslife/uact/information/pregnancy>.

**Children in the classroom policy:** Dr. Horan believes that students who are also parents should not have to decide between having access to safe and reliable childcare and attending class. Student parents are expected to have reliable childcare pre-arranged for their scheduled class times, but like anything in life (such as a pandemic), sometimes those plans do not workout. When reliable childcare is unavailable, students may bring their children with them to class. Parents, be sure you sit near the door in the classroom in the event you need to step out of the room to attend to your child. Please make sure that your child (depending on their age) has a quiet activity and/or snack to entertain them throughout the class.

The same policy applies for Zoom classes. When reliable childcare is unavailable, students may have to attend to their children during class and that is okay. Parents, be sure you mute yourself when you are not speaking and that your turn your camera off to interact with your child as needed.

**Religious Observances**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at <https://provost.ua.edu/oaa-guidelines-for-religious-holidays-observance/>.

**UAct Statement**

For an overview of The University's expectations regarding respect and civility please go to: <https://www.ua.edu/campuslife/uact/>.