

RECEIVED

APR 10 2012

OFFICE OF THE
SENATE COUNCIL

NEW COURSE FORM

(*denotes required fields)

1. General Information

a. * Submitted by the College of:

COLLEGE OF ARTS & SCIENCES
3/26/2012

Today's Date:

b. * Department/Division:

Anthropology

ANT 608

c.

* Contact Person Name: Diane King Email:
257-7313 Phone:
257-7313* Responsible Faculty ID Deb Crooks Email:
(if different from deborah.crooks@uky.edu Phone:
Contact) 257-4654d. * Requested Effective Date: Semester following approval OR
 Specific Term/Year 1

e.

Does the change make the course a UK Core course? Yes No**If YES, check the areas that apply:**

- | | |
|--|--|
| <input type="checkbox"/> Inquiry - Arts & Creativity | <input type="checkbox"/> Composition & Communications - II |
| <input type="checkbox"/> Inquiry - Humanities | <input type="checkbox"/> Quantitative Foundations |
| <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> Statistical Inferential Reasoning |

- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:
ANT 608

c. * Full Title:
Anthropology of Food and Nutrition

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	<input checked="" type="checkbox"/> 45 Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No
If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This graduate seminar explores food as fundamental to human existence in a variety of ways. We eat to maintain life - and the nutritional characteristics of human diets shape the development and health of individuals and populations. But, for the most part, humans do not eat nutrients, humans eat food, and food consumption and production is an intensely cultural, social and political activity. We will explore food and nutrition from all these perspectives. In addition to theorizing food and nutrition, we will become familiar with the methods most often used by national and global scholars and practitioners for assessing dietary and

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring
 Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

Every other year

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 8 - 12

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

It is expected to attract students from other departments, particularly sociology. It was previously taught under a topics

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

- b. * Will this course be a new requirement ⁵for ANY program? Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

ANT 608, Fall 2011
Anthropology of Food and Nutrition

Instructor:	Deborah L. Crooks	Time:	T 10-12:30
Office:	201A Lafferty Hall	Place:	LAF 104
Phone:	257-4654	E-mail:	dlcrooks@uky.edu
Office Hours:	By request – please email to set up appointment		

This graduate seminar explores food as fundamental to human existence in a variety of ways. We eat to maintain life – and the nutritional characteristics of human diets shape the development and health of individuals and populations. But, for the most part, humans do not eat nutrients, humans eat food, and food consumption and production is an intensely cultural, social and political activity. We will explore food and nutrition from all these perspectives. In addition to theorizing food and nutrition, we will become familiar with the methods most often used by national and global scholars and practitioners for assessing dietary and nutritional status of individuals and populations.

Pre-req: Graduate Standing in Anthropology or permission of instructor.

Course objectives/goals/outcomes:

- 1) Students will gain familiarity with select topics in the anthropology of food and the anthropology of nutrition.
- 2) Students will distinguish among concepts that are often conflated and/or mis-used, e.g., food, nutrition, diet, nutritional status, food consumption, among others.
- 3) Students will learn and apply (in classroom practice) data collection and analysis techniques commonly used in anthropological research on food and nutrition.
- 4) Students will explore the literature on a particular topic of interest and produce a paper useful for their own development as an anthropological scholar of food and nutrition.

Books and other reading materials:

Brewis, Alexandra A. (2011) *Obesity: Cultural and Biocultural Perspectives*. Rutgers University Press.

Counihan, Carole M. (2009) *A Tortilla is Like Life*. University of Texas Press.

Lyon, Sarah (2011) *Coffee and Community: Maya Farmers and Fair-Trade Markets*. University of Colorado Press.

Other materials (articles and web sites) are listed on the Course Outline.

Course Format/Requirements:

This course is run as a seminar with student discussion leaders guiding discussion each week. **All students** (except the week's discussion leaders) are required to submit two questions for discussion to the Bb web site by noon, Monday prior to Tuesday's class. **This is NOT optional, nor is the day/time negotiable.**

Discussion leaders will prepare a discussion outline for class. This must be posted to the Blackboard website by 9:00 AM the morning of class. **This is NOT optional, nor is the day/time negotiable.**

1. *Class Participation: 20% of the grade (20/100 pts):*

Thoughtful involvement in seminar discussions is required throughout the entire semester. This means that students must read and ponder the assigned materials prior to each week's class, and then actively and thoughtfully contribute to the discussions of the readings. Prior to each class, **post two discussion questions to the appropriate form in the Class Discussion section of the Blackboard website by noon Monday.** Discussion group leaders for the week are exempt from posting questions, but should read all questions and incorporate some or all into their discussion plan.

2. *Facilitating Weekly Discussions: 5% of the grade (5/100 pts):*

Students will be responsible for facilitating one class discussion. Facilitation of discussion does NOT mean summarizing the articles for the week – summaries do not generate discussion. What is going on in these readings? What questions are asked? What questions are not asked? How does this work contribute to our anthropological understanding of humans, food and nutrition? What do we learn from this work? What new ideas are generated? These readings are valuable – maybe not perfect but valuable. You may critique, but remember that critique is NOT criticism. Know the difference. Discussion leaders must **post their discussion outline to the appropriate forum in the Class Discussion section of the Bb website by 9:00 AM the morning of class.**

3. *Reflective Essays: 40% of the grade: (40/100 pts):*

Students will submit four (4) reflective essays during the semester. Two of these should be on any week's readings assigned between 9/6 and 10/11; two should be on any week's readings assigned between 10/18 and 11/29. These should be 2-3 page essays based on all of a week's assigned readings – they should NOT be simple "book-reports," but rather a thoughtful examination and engagement of the readings. Papers should be well thought-out, well-argued, and well-written; they should be typed (no smaller than 12 point type), double-spaced with 1" margins – grammar and editing do count! Papers are due at the beginning of the class (please do not e-mail; I require hard copy).

4. *Final paper: 35% of the grade (35/100 pts).*

The final paper can take one of a number of forms and I am also open to specific suggestions by individuals and/or teams. The typical paper will be an individual paper of 15 pages, double spaced. However, if students choose to work in teams of two, page requirements will be doubled (more or less) and students and instructor must agree on how the assignment will be

evaluated for purposes of assigning individual grades. **All final projects must be approved by the instructor in writing by October 25th** as indicated on the course outline.

- a) **Literature review.** Students may choose to do a synthetic literature review of a topic appropriate to her/his interests, but within the framework of the course, and relying heavily (but not exclusively) on the literature in anthropology. The literature review should *generate specific questions* for further research.
- b) **Program review.** Students may choose to review/evaluate a development or intervention program (the program may come from the literature or from the student's own personal experience). In this evaluation, students must consider how anthropology assisted or could have assisted in the success of the program. In doing so, the student must draw heavily, although not exclusively, on anthropological literature. My expectation is that you will *use the ethnographic literature as a way provide specific examples* of how anthropology added, or could have added, to a success program.
- c) **Current event analysis.** Students may choose to review and analyze a recent or on-going event or process relevant to course content (e.g., a food safety crisis, an on-going famine, the 2007/08 food crisis, among others). In this analysis, students must consider how an anthropological perspective might improve the public's understanding of the event. This requires that students draw on the anthropological literature, including the *ethnographic literature, to support their position by providing specific examples.*
- d) **Oral food history.** Students may choose to do oral food histories. Please remember that oral histories are more than merely reporting someone's life memories (although this is important); they are personal commentaries on moments of historical significance. All/both participants in the oral history interviews are making meaning about important life circumstances and events that can reveal how and why things change. As Counihan (2009) reminds us, woven together, multiple oral histories provide insight into the cultural fabric of a time and a place.

Grades: Your final grade will be computed on the basis of total points accumulated and assigned as follows: 100-90 = A; 80-89 = B; 70-79 = C; 0-69 = E. This is a graduate seminar, therefore, no med-term grades will be submitted. However, students may talk with me anytime about their progress in the course.

Attendance and late policy:

All assignments are due on the days/times printed in the syllabus and course outline, and I expect you to be in class. Reflective papers are due at the beginning of class; late reflective papers will not be accepted. A late final paper will be penalized 10 points for each day late unless there is an excused absence as outlined in S. R. Rule 5.2.4.2.

Lack of attendance in seminar will also reduce your final grade – I will deduct 5 points for each unexcused absence from your class participation grade. In addition to those outlined in the Student Code, I consider attendance at professional meetings and other professional activities to be appropriate excuses – as long as you let me know at least two weeks in advance.

Academic Integrity, Cheating and Plagiarism:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability :

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Policies:

Come to class on time and attend to class activities. No CELL PHONES. Turn them off (not "silenced", but OFF!) and put them away until class is dismissed – no exceptions.

Classroom Decorum and Civility:

The Department of Anthropology, the College of Arts and Sciences, and the University of Kentucky are committed to respecting the dignity of all people and to valuing differences among members of the academic community. While differences of opinion are valued and encouraged both inside and outside the classroom, discussion and debate must take place in a **respectful and civil manner**. Students have the right to take reasoned exception and to voice opinions contrary to the instructor and/or other students (S.R. 6.1.2), but we also have the responsibility to ensure that all academic discourse occurs in a context characterized by respect and civility. Personal attacks or any other acts of denigration **will not be tolerated** in this class, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the classroom. I will report persistent offenders to the Dean of Students.

Adjustments to the Syllabus and Course Schedule:

I may make adjustments to the schedule when necessary. I will announce all changes in class and post them to the Bb site.

Websites to know:

University Ombud: <http://www.uky.edu/Ombud>.

University Senate Rules: <http://www.uky.edu/USC/New/SenateRulesMain.htm>.

UK Student Code of Conduct: <http://www.uky.edu/StudentAffairs/Code/index.html>.

Course Outline:

- 8/30 Introduction
- 9/6 Nutrition, Politics and Culture: The "Obesity Epidemic"
Brewis, Preface – Ch. 4
- 9/13 Continued -- Brewis, Ch. 5 – end of book.
9/20 Understanding Food, Environment and Culture through Women's Life Histories.
Counihan, Preface – Ch. 5
- 9/27 Continued -- Counihan, Ch. 6 – end of book
- 10/4 Anthropometric measures – what are we measuring and why? Taking measures, manipulating raw data; adding meaning.

Please review reading #1 and #2 with the idea of gaining enough knowledge about the issues of undernutrition and obesity to know why we measure what we do, what those measurements mean, and how we use them. Everyone should feel free to peruse the readings in #3, but these are not necessary to the class. (Bioanth students – the readings in #3 should be included in your qual bibs).

- 1) UNICEF (2009) Tracking Progress on Child and Maternal Nutrition (http://www.childinfo.org/files/Tracking_Progress_on_Child_and_Maternal_Nutrition_EN.pdf)
- 2) WHO (2009) Population-based prevention strategies for childhood obesity (<http://www.who.int/dietphysicalactivity/childhood/child-obesity-eng.pdf>)
- 3) **For those of you who are bio-anth students, see the following:**
 - a. De Onis, Mercedes et al. (2007) Development of a WHO growth reference for school-aged children and adolescents. *Bulletin of the World Health Organization* 85(9):660-667.
 - b. De Onis, Mercedes et al. (2007) Comparison of the WHO child growth standards and the CDC 2000 growth charts. *The Journal of Nutrition* 137:144-148.
 - c. Norris, Shane A., et al. (2009) Implications of adopting the WHO 2006 child growth standards: Case study from urban South Africa, the Birth to Twenty Cohort. *Annals of Human Biology* 36(1):21-27.

- 10/11 Food histories assignment.

Assignment: Students will present a short overview of an abbreviated food history they conducted while working through the Counihan book. Students must select one person and conduct at least two one-hour food history interviews. Students will type up a one-page "findings" paper and post to the Bb site, and share their findings in class.

Students might find the following helpful:

- 1) Abbott-Jamieson (2007) Using oral history techniques in a NOAA fisheries service (NMFS) education and outreach project: Preserving local fisheries knowledge, linking generations, and improving environmental literacy. NAPA Bulletin 28:136-147. (Bb)
- 2) Yow, Valerie Raleigh (2005) Recording Oral History: A Guide for Humanities and Social Sciences. Mtn View, CA: Sage Publications (on reserve at Library)
- 3) Ritchie, Donald A. (2003) Doing Oral History: A Practical Guide. Oxford Univ. Press (on reserve at Library).

Two Reflective Essays are Due by Now!

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10/18 Food, home and belonging

- 1) Raman, Parvathi (2011) Me in place and the place in me: A migrant's tale of food, home and belonging. Food, Culture and Society 14(2):165-180. (Bb)
- 2) Jarvenpa, Robert (2008) Diets of experience: Food culture and political ecology in Northern Canada and Northern Finland. Food and Foodways 16(1):1-32 (e-journals)
- 3) Ben-Ze'ev, Efrat (2004) The politics of taste and smell: Palestinian rites of return. In The Politics of Food; Lien, Marianne Elisabeth and Brigitte Nerlich, eds. Oxford: Berg, pp. 141-160. (Bb)

10/25 Local food movements

Final paper topics must be approved in writing by this date.

- 1) Markowitz, Lisa (2010) Expanding access and alternative: Building farmers' markets in low-income communities. Food and Foodways 18(1/2):66-80. (e-journals)
- 2) DeLind, Laura B. (2011) Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? Agriculture and Human Values 28(2):273. (e-journals)
- 3) Janssen, Brandi (2010) Local food local engagement: Community-Supported Agriculture in Eastern Iowa. Culture and Agriculture 32(1):4-16. (e-journals)

11/1 Global meets Local – Producing for global consumers
Lyon, Preface – Ch. 4

11/8 Global meets Local – continued
Lyon, Ch. 5-End. (**Dr. Lyon will join us for this discussion**).

11/15 No Class – Am Anth Assn Mtgs

11/22 Food security: What is it? How do we assess/measure it: The 2007/08 food crises as example.

Readings: **While reading the four readings for this week, think about the various ethnographic writings with which we have worked this semester. Ask yourselves whether the arguments and statements in the below readings are informed and/or contradicted by ethnographic understandings.**

- 1) Conceição, Pedro and Ronald U Mendoza (2009) Anatomy of the Global Food Crisis. Third World Quarterly 39(60):1159-1182. E-journals.
- 2) Renzaho, Andre M.N. and David Mellor (2010) Food security measurement in cultural pluralism: Missing the point or conceptual misunderstanding? Nutrition 26:1-9. (E-journals)
- 3) Webb, Patrick et al. (2006) Measuring household food insecurity: Why it's so important and yet so difficult to do. Journal of Nutrition 135:1404S-1408S (E journals)
- 4) Coates, Jennifer C., et. Al. (2010) "He said, she said": Who should speak for households about experiences of food insecurity in Bangladesh? Food Security 2:81-95. (E journals)

11/29 Constructing food and diets under changing circumstances.

Readings:

- 1) Russek, Audrey (2011) Appetites without prejudice: U.S. foreign restaurants and the globalization of American food between the Wars. Food and Foodways 19(1/2):34-55. (e-journals)
- 2) Matejowsky, Ty (2009) Fast food and nutritional perceptions in the age of "Globesity": Perspectives from the provincial Philippines. Food and Foodways 17(1):29-49. (e-journals)
- 3) Gross, Joan and Nancy Rosenberger (2010) The double binds of getting food among the poor in rural Oregon. Food, Culture and Society 13(1):47-70 (on-line).

Two More Reflective Essays are Due by Now!

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12/6 Last Day: Topic TBA

12/9 Final papers are due by Friday 12/9 at noon. Hard copy is required.

<u>College</u>	<u>Course</u>	<u>College Approval</u>	<u>UC Approval</u>	<u>GC Approval</u>
✓ AS	ANT 608	3/20/2012	n/a	4/5/2012
AS	CHE 105	1/17/2012	3/20/2012	n/a
AS	CHE 110	1/17/2012	4/10/2012	n/a
AS	CHE 231	1/17/2012	3/20/2012	n/a
AS	CHE 233	1/17/2012	3/20/2012	n/a
AS	GWS 748	10/25/2011	n/a	4/26/2012
AS	LAS 601	2/14/2012	n/a	4/5/2012
AS	LIN 748	3/26/2012	n/a	4/5/2012
AS	MCL 610	1/26/2012	n/a	4/5/2012
AS	MCL 665	1/26/2012	n/a	4/5/2012
AS	MCL 690	1/26/2012	n/a	4/5/2012