

NUTRITION ANTHROPOLOGY

Course Name	Code	Term	Theory (hours/week)	Application (hours/week)	Laboratory (hours/week)	ECTS
NUTRITION ANTHROPOLOGY	BDB236	3. Semester/ Autumn	2	0	0	4
Prerequisites	None					
Language of Instruction	Turkish					
Course Type	Elective					
Learning and Teaching Techniques of The Course	Discussion Expression					
Instructor(s)	Section Staff					
Goal	To teach the differences in nutritional habits and the anthropological evaluation of nutrition in historical development.					
Learning Outcomes	1. Being knowledgeable about the basic features of the first person's diets 2. To be able to comment on the effects of socio-economic factors in prehistoric and posthistoric periods and changes in eating habits 3. Seizecekleri can evaluate the effects of their beliefs, socio-economic structures and the environment they live in the development and change of a country and its eating habits 4. To be able to learn the tools used for nutrition in the historical development process 5. To prepare and present a report 6. To be able to take into consideration the eating habits while forming the individual's diet					
References	1. Kutluay Merdol T, Nutrition Anthropology, Hatiboğlu Yayınları, 2012. 2. Fumey G, Etcheverria O, World Kitchens Atlas, 2007. 3. Baysal, A., Kutluay-Merdol, T. Sasir. H. et al .: Examples from Turkish Mutfağı, Ministry of Culture, 1993 4. Kutluay Merdol, T, Daily Dating Society and Nutrition Habits, Turkish Folk Culture Research and Promotion Foundation publication, 1998 5. Document, M., Food culture throughout history, 2001 6. Tannahill, R .: Food in History, 1975, 7. Goodman, Al, Dufour, D., Peltó, G: Nutritional Anthropology, 1999 8. www.as.ua.edu (Nutritional Anthropology)					

Course Outline Weekly:

WEEKS	TOPICS
1. Week	Introduction and pre-testing of nutrition anthropology
2. Week	Theoretical approach to nutritional anthropology
3. Week	Theoretical approach to nutritional anthropology
4. Week	Tools used for nutrition in the historical development process
5. Week	Tools used for nutrition in the historical development process
6. Week	Pre-and post-period nutrition practices and nutrient taboos
7. Week	Pre-and post-period nutrition practices and nutrient taboos
8. Week	MIDTERM EXAM
9. Week	Nutritional practices in different religions
10. Week	Nutritional practices in different religions
11. Week	History of food supplements
12. Week	Effects of globalization on nutrition
13. Week	Today, nutrition practices and nutrient taboos
14. Week	Today, nutrition practices and nutrient taboos
15. Week	Change in globalization and eating habits

Student Work Load Table

Activities	Number	Duration	Total Work Load
Course Duration	14	2	28
Laboratory			
Practice			
Field Study			
Study Time Of Outside Of Class (Pre-Study, Practice, Etc.)	14	2	28
Presentations (Video shoot/Poster preparation/Oral presentation, Etc.)	14	2	28
Seminars	5	2	10
Project			
Case study			
Role playing, Dramatization			
Writing articles, Critique			
Time To Prepare For Midterm Exam	2	2	4
Final Exam Preparation Time	1	2	2
Total Work Load (hour) / 25(s)	100 / 25=4		
ECTS	4		

Evaluation System

Mid-Term Studies	Number	Contribution
Midterm exams	1	%100
Quiz		
Laboratory		
Practice		
Field Study		
Course Internship (If There Is)		
Homework's		
Presentation and Seminar		
Project		
Other evaluation methods		
Total Time To Activities For Midterm		100
Final works		
Final	1	%100
Homework		
Practice		
Laboratory		
Total Time To Activities For Midterm		100
Contribution Of Midterm Studies On Grades		%50
Contribution Of Final Exam On Grades		%50
Total		100

The relationship between learning outcomes and the program qualifications of the courses

Program Qualifications	Learning outcomes					
	L.O.1	L.O. 2	L.O.3	L.O.4	L.O.5	L.O.6
1. To acquire information in the basic and social sciences as the Dietitian as he profession entails and make use of it for life.	4	4	4	4	4	4
2. To develop personalized diet and programme in accordance with the principles of adequate and balanced nutrition.						
3. To improve and develop the food and nutrition plans and policy for the development of individuals with the energy and nutrient element requirements with scientific method detection, health protection						
4. To determine and evaluate individual, the community and the patient's nutritional status by applying up-to-date information gained in the field of nutrition and dietetics. She/he can use the knowledge to raise the level of community health and the quality of life.						
5. Assess the nutritional status of the patients, evaluate the clinical symptoms, plan and apply individualized medical nutrition therapy for the patients.						
6. The student can understand the basic values and culture of the society he/she is living in and gain the skill to transform him/herself in a positive way	4	4	4	4	4	4
7. Dietitian can improve products, make laboratory practice on elements affecting analysis and quality of nutrition, review and evaluate them regarding the legal regulations						
8. The student embraces the concepts with regard to biological systems that form the basis of human health, Anatomy, Physiology, and the sustainability of them.						
9. The student can participate in Nutrition and Dietetics practices individually and/or within a team, use, apply, discuss and share scientific and evidence based knowledge in nutrition and dietetics practice with team and team members, develop and demonstrate effective skills using oral, print, visual methods in communicating and expressing thoughts and ideas, communicate with all stakeholders within ethical principles. Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods						
10. Dietitian has knowledge to develop food and nutrition plans and policies for protection of health, in order to improvement and development by using methods for determining the nutritional status.	4	4	4	4	4	4

Contribution to the level of proficiency: 1. Lowest, 2. Low / Medium, 3. Average, 4. High, 5. Excellent