ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 4-13-12

1. ACADEMIC UNIT: Nutrition Program, School of Nutrition and Health Promotion

2. COURSE PROPOSED: NTR 320 History of Human Nutrition 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Jeffrey S Hampf, PhD, RD Phone: 602-496-1874
   Mail Code: 3020 E-Mail: Jeff.Hampf@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L X
   Mathematical Studies—MA □ CS □
   Humanities, Fine Arts and Design—HU □
   Social and Behavioral Sciences—SB □
   Natural Sciences—SQ □ SG □

   Awareness Areas
   Global Awareness—G □
   Historical Awareness—H □
   Cultural Diversity in the United States—C □

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: □ No □ Yes; Please identify courses:
   □ Yes; Is it governed by a common syllabus?

   Carol Johnston, PhD, RD
   Chair/Director (Print or Type)

   Chair/Director (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

To qualify for [L] designation, the course design must place a major emphasis on completing critical discourse—As evidenced by the following criteria:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Checkmark]</td>
<td>![X]</td>
<td>![C-1](Syllabus, assignments)</td>
</tr>
</tbody>
</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

| ![Checkmark] | ![X] | ![C-2](Syllabus, examples, assignments) |

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

| ![Checkmark] | ![X] | ![C-3](Syllabus, examples, assignments) |

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>CRITERION 4</th>
<th>Syllabus, examples, assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-4".

C-4
Instructor:
Jeffrey S Hampl, PhD, RD
Associate Professor
Room No. 401
Nursing and Health Innovation 2 (NHI-2)
Downtown Phoenix campus
Arizona State University
(602) 496-1874
(602) 496-1873 (FAX)
Jeff.Hampl@asu.edu
Office hours: M/W 12:45 –1:45 p.m. or by appointment

Catalog Course Description:
(Three credits, fall and spring semesters/summer session) Origins of human nutrition; evolving theories of nutrition and disease; historical role of nutrition in social, military, cultural events. Enroll requirements: Prerequisites (can be waived): NTR 100 or NTR 241 with a D or better. Students who are taking NTR 320 to fulfill a General Studies Literacy and Critical Inquiry [L] requirement should be aware that successfully completing ENG 101, ENG 105, or ENG 107 is a prerequisite for doing so.

Course Method:
This course is online-only, which means the traditional, didactic approaches to learning will not prove constraining. That can be a blessing or a curse depending on one’s own characteristics. Lacking face-to-face encounters, each student has the onus of participating actively and punctually in the course. Remember there will be a regular schedule of readings and assignments, and students will still have the same learning requirements as a lecture-based course. Only the delivery format is different. Students will have to manage their time effectively, be proactive, and not procrastinate.

Statement of Academic Honesty:
Academic honesty is a cornerstone of education and scholarship and is vital to the spirit of learning and teaching. Academic dishonesty includes but is not limited to acts of fraud or deception on an examination, project, paper, or class assignment; acts of forgery; and attempts to gain credit for work the student did not actually perform. Submitting a paper for academic credit in more than one course without the instructors’ permission also is considered an act of academic dishonesty and is a form of deception.

Plagiarism is defined as presenting someone else’s writings as one’s own. For example, reproducing someone else’s work – including a classmate’s – in whole or in part and obtaining a document from a paper-preparation service are both considered acts of plagiarism. Quotation marks, page numbers, and a list of authors and the titles of their work are the bare-bones requirements for adequate acknowledgment of word-for-word copying of another’s work. An author reference is sufficient acknowledgment for the rephrasing of another’s work into one’s own words. By and large, students should not be copying others’ words to create their own
work, even if properly cited or attributed. Paraphrasing and, even better, introducing novel approaches or perspectives to issues pertaining to the course have much stronger intellectual impacts and reflect genuine learning.

ASU’s policy states that instructors determine whether the preponderance of the evidence (“more likely than not”) indicates academic dishonesty occurred. Before deciding, the instructor may discuss the issue with the Nutrition Program associate director, the director of the School of Nutrition and Health Promotion, and/or their proxies. The penalty for academic dishonesty in this course is that the student will receive 0 points for the assigned work. An incident of academic dishonesty also will generate a meeting with the director of the School of Nutrition and Health Promotion to discuss whether the student should receive a final grade of \( XE \), which is noted on transcripts as “failure due to academic dishonesty.” Besides the stigma of academic dishonesty haunting one’s transcripts, \( XE \) is akin to \( E \) on ASU transcripts. Both \( XE \) and \( E \) contribute zero points to a student’s GPA. Withdrawing from a course in an attempt to “earn” a final grade of \( W \) (Withdrawal) and avoid the repercussions of academic dishonesty is an unsuccessful ploy. The university registrar will not permit \( W \) to substitute for \( XE \) if the latter grade is indicated and appropriate.

With students’ rights (e.g., due process when academic dishonesty has been alleged) come responsibilities. All ASU students are responsible for knowing what is and what is not permissible behavior based on the Student Code of Conduct, which is drawn from policies of the Arizona Board of Regents (see Chapter 5 – Campus and Student Affairs). This syllabus cannot possibly cover all potential violations of the Student Code of Conduct, but bear in mind that classroom disruption is instructor-determined and is not confined to behavior in a classroom, on campus, or any particular time of day or date.

Students should also be aware that ASU has an electronic-communication policy that details prohibited actions. Bear in mind that access to and authorization to are not synonymous. Although Blackboard permits access to students’ and the instructor’s email address, no one should infer that the university is offering carte blanche for this information to be used however one pleases. Determining whether one is authorized to use information obtained from Blackboard or any other source is common sense. The following are examples presented for guidance: Emailing a classmate you do not know very well to discuss writing your book reviews would be appropriate and authorized. Posting your true opinion, without using “fighting words” or inciting immediate dissent, in a Discussion Board forum would be appropriate and authorized. Using a Blackboard-obtained email address to inquire whether a classmate would be interested in a Friday-night date would be neither appropriate nor authorized.

**When in doubt, don’t.** Taking time to pause and ask the instructor about the appropriateness of an action is wise and, one hopes, would keep strife, awkwardness, and unhappy endings at bay. Otherwise, be fully aware of ASU’s Student Code of Conduct and other student-behavior policies and acknowledge that actions have consequences. The gamut of outcomes resulting from a violation of ASU’s standards is broad but undeniably includes expulsion (not a temporary suspension) from the university if actions are far past any semblance of propriety or are unacceptably harmful, which is not limited to bodily damage, to others, especially if previously received warnings, reprimands, or censures were ignored.

**Accommodations for Disabilities:**

The 2008 Americans with Disabilities Act Amendment Act (ADAAA) is a federal anti-discrimination statute that provides comprehensive civil-rights protection for individuals who have a disability (Prong 1) or a record of a disability (Prong 2) or are regarded as having a
disability (Prong 3). The ADAAA requires that all students who meet disability’s Prong 1 or 2
definition be provided with reasonable accommodations to meet course expectations. If you
believe you have a disability requiring one or more reasonable accommodations, please contact a
Disability Resource Center (DRC) on any ASU campus. The Downtown Phoenix campus DRC is
located in University Center, Suite 160, and is open Monday through Friday from 8 a.m. to 5 p.m.
Students may schedule an appointment by visiting the DRC, calling (602) 496-4321 or (602) 496-
0378 (TTY), or sending an e-mail to DPCDisability-Q@asu.edu. Eligibility and documentation
policies are available online. (Note that the last two hypertext in this paragraph lead you to
webpages based on the 1990 Americans with Disabilities Act, not the 2008 ADAAA, which
became effective January 1, 2009. Be sure to know your rights and responsibilities under the
current law.)

Religious Accommodations for Students:
Students who cannot participate in the course due to the observance of a religious holiday or to be
involved in required religious functions must notify the instructor in writing in advance of the
holiday/obligation. This should include the specific holiday or obligatory function and
arrangements for making up assignments (if applicable). Students will not be penalized for
missing class due to religious obligations/holiday observances.

Course Approach:
The instructor is committed to offering a course that maintains an atmosphere of ethical behavior,
individual integrity, and equitable treatment of each person. Expression of ideas from various
perspectives acknowledges the dignity of all class members.

Course Objectives:
By the end of this course, students will be able to …
✓ Recite antiquated paradigms of nutrition and food metabolism.
✓ Write a timeline, using graphics or text, to discuss pioneering researchers’ contributions to
  nutrition.
✓ Describe interplays between nutrition and cultural norms.
✓ Demonstrate how to identify the etymology of nutrition terms and share how words’
  history shapes social and scientific understandings and expectations of nutrition.
✓ Write a record of the evolution of dietary recommendations.
✓ Independently investigate and report to classmates how research – or lack thereof – primed
  the science of nutrition and how the public understood and interacted with nutrition as the
  discipline evolved.
✓ On their own, use research data bases (e.g., PubMed) to gather articles and independently
  conclude how partnerships or refusal for familiarity among nutrition scientist and
  registered dietitians – as well as home economists and “regular” and “irregular” health
  care providers – have shaped today’s society and social expectations.

Evaluation Criteria:
✧ Given the Web-based nature of this course, students should be active in Blackboard’s
  Discussion Board throughout each week, along with other course components as assigned.
✧ All work is to be submitted via Blackboard as directed, using the Discussion Board,
  SafeAssignment, or the Assignment/Exam function. Students may not e-mail, mail, or fax
  their work to the instructor.
✧ All work is due by 8:00 p.m. on the date indicated. A timestamp of 8:01 p.m. or later will
  be considered late. Blackboard’s timestamp will be used to determine whether an assignment
  or posting is late. Students should be aware that Blackboard’s timestamp might not be
synchronized with their alarm clock or wristwatch and should plan accordingly when deciding how close to deadline they can submit their work.

✧ If submitted post-deadline, the book review and Q&A assignments will be docked 10% of their assigned value for each day tardy (Saturday and Sundays too).

✧ No points at all will be given for original threads or follow-up postings on the Discussion Board if they are submitted post-deadline. Posting text late on the Discussion Board is akin to someone trying to initiate a conversation at a get-together when most people have already left the room and the few that remain are putting on their coats and heading out the door.

○ Discussion Board postings have two timestamps: Posted Date and Edited Date. Posted Date is our concern when determining if an original thread and the three follow-up postings were submitted by deadline. If you had an original thread due by 8:00 p.m. on Thursday but at noon on Friday noticed a glaring misspelling of a word, please do edit your work. Posted Date, showing an 8:00 p.m. or earlier timestamp, will not change, and you will not be in jeopardy of receiving a score of zero points due to a misunderstanding of when you submitted your original thread. Edited Date will change to noon on Friday, using the same example, but that is of no concern. We all make typographical errors. Correcting a solecism is the best course of action, and students need not worry that editing their original thread will negate their work.

○ Students who are late in submitting an original thread may still do the three follow-up postings because these have a deadline of their own.

✧ To protect students’ privacy, grades will not be given over the telephone or via e-mail.

Important Dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 5</td>
<td>First day of class</td>
</tr>
<tr>
<td>January 6</td>
<td>Deadline for registration or drop/add without college approval</td>
</tr>
<tr>
<td>January 11</td>
<td>Deadline for 100% refund of tuition and fees</td>
</tr>
<tr>
<td>January 16</td>
<td>Martin Luther King, Jr., Day (university holiday)</td>
</tr>
<tr>
<td>January 19 – 23</td>
<td>Academic status report</td>
</tr>
<tr>
<td>January 25</td>
<td>Deadline for course withdrawal</td>
</tr>
<tr>
<td>February 24</td>
<td>Deadline for complete session withdrawal</td>
</tr>
<tr>
<td>February 24</td>
<td>Last day of class</td>
</tr>
<tr>
<td>February 26</td>
<td>Deadline for submitting students’ final grade to the registrar</td>
</tr>
</tbody>
</table>

Grading Policy:

Students’ final scores will be figured by dividing the number of points accrued during the semester by the total number of points possible for the course. Extra credit will not increase the total number of points possible for the course (denominator), but, one hopes, should increase the number of points (numerator) accrued by students who opt to do the extra work. Course grades will follow this pattern:

✧ 97 – 100% = A+, 93 – 96% = A, 90 – 92% = A-
✧ 87 – 89% = B+, 83 – 86% = B, 80 – 82% = B-
✧ 77 – 79% = C+, 70 – 76% = C
✧ 60 – 69% = D
✧ ≤ 59% = E

Work to Be Completed:

- Students will use Discussion Board forums to exchange their thoughts and opinions about their readings and assignments (9 original threads written in Discussion Board forums at 15 points each = 135 points, plus semester-session-long participation in writing 3 follow-up...
postings on other students’ original threads in each Discussion Board forum, except for “Week 1 – Introduce Yourself,” [15 points] for a total of [150 points]).

- **Original threads must be posted by 8:00 p.m. on Thursdays** unless assigned otherwise. This is Phase 1 of Discussion Board tasks.
- Each student will write a substantive, expressive original thread in each Discussion Board forum. In an original thread, students might write about their response to the assigned readings, novel information gleaned from independent research of the weekly topic, or their perspective that happens to differ from another student’s whose original thread was posted earlier in the week.
- An original thread should not be a mere rehash of text posted previously by others. This is always true but is especially so—as students’ earned grade will indicate—as the deadline for posting an original thread looms.
- **At least three follow-up postings on other students’ original threads must be submitted by 8:00 p.m. on Saturdays** unless assigned otherwise. This is Phase 2 of Discussion Board tasks.
- The three (or more, if you so desire) follow-up postings should be detailed, meaningful, thought-provoking, and indicative of independent thinking and expression. For example, students might write a follow-up posting to ask a classmate a question, which should be answered by the author of the original thread, or they might state their own experience with a particular topic. Follow-up postings are never meant to be two-person chats. Other students should feel free to join the dialogue. The marketplace of ideas can handle everyone’s beliefs and perspectives. Being deferential inspires us all.
- There’s no established minimum or maximum length for Phase 2 postings, but those that are one or two sentences long, mere recapitulations of what others wrote earlier in the week, or congratulations for classmates’ well-written original threads will be noted.
- Students should add to their own original thread by responding to classmates’ comments. Doing so, however, will not count toward the three required follow-up postings. These must be placed on other students’ original threads.
- Students should use standard American English spelling, grammar, punctuation, capitalization, and composition style in their postings. Avoid prose reminiscent of texting or instant messaging, including use of emoticons (e.g., 😊, 😅/). Discussion Board forums have a spell-check function (an icon with abc and a green check mark below). Make use of it.
- Remember that this is an Internet-based course. Students should log in frequently to check for updates and to read and respond to Discussion Board postings. The instructor will do the same and will strive to score students’ papers within one day of students submitting their work.

- Students will complete Q&A assignments as assigned (6 assignments at 20 points each = 120 points).
- **Q&A assignments must be submitted by 8:00 p.m. on Fridays** unless otherwise assigned.

- Students will select and read a non-fiction book relevant to the history of nutrition (or food studies or public health, etc.) and write a two-page book review (1 book review at 100 points = 100 points).
- Each student’s selection must be approved by the instructor. Unless he e-mails you otherwise, assume your choice is okay.
- Only one student may read and review a particular book, which means claiming books will be done using a first-come, first-served basis. Students should review the list of already-spoken-for books, available in the Book Review tab in the course menu, before adding their selection and name to the ever-growing list of books. Once a book
is claimed by a student, no one else may choose that book. Students should claim a book no later than **8:00 p.m., Wednesday, January 11.**

- The book review is due by **8:00 p.m., Saturday, February 18,** and must be submitted using the SafeAssignment link in the Book Review tab in the course menu.

**Total for the course = 370 points**

<table>
<thead>
<tr>
<th>C-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board = 150 points</td>
</tr>
<tr>
<td>Book review = 100 points</td>
</tr>
<tr>
<td>Sum = 250 points</td>
</tr>
</tbody>
</table>

250 points divided by total possible = 250/370 = 68% Literacy and Critical Inquiry.
**Schedule:**

<table>
<thead>
<tr>
<th>Week of...</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>Introductions</td>
</tr>
<tr>
<td>January 8</td>
<td>Early paradigms of medicine/nutrition</td>
</tr>
<tr>
<td></td>
<td><strong>Select a book-review book by 8:00 p.m., Wednesday, January 11.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NTR 598 students only: Email Dr. Hampl with your proposed graduate-credit project by 8:00 p.m., Saturday, January 14.</strong></td>
</tr>
<tr>
<td>January 15</td>
<td>Nutrient discoveries</td>
</tr>
<tr>
<td></td>
<td><strong>No class Monday (Martin Luther King, Jr., Day)</strong></td>
</tr>
<tr>
<td>January 22</td>
<td>Nutrition quackeries and medical pluralism</td>
</tr>
<tr>
<td>January 29</td>
<td>Nutrition’s sway on war/conflict and gender equality</td>
</tr>
<tr>
<td>February 5</td>
<td>Nutrition and policy development</td>
</tr>
<tr>
<td>February 12</td>
<td>Social understanding of nutrition</td>
</tr>
<tr>
<td></td>
<td><strong>Book review is due by 8:00 p.m., Saturday, February 18.</strong></td>
</tr>
<tr>
<td>February 19</td>
<td>Eating disorders and nutrition Hollywood-style</td>
</tr>
</tbody>
</table>

Helpful URLs

Downtown Phoenix campus Writing Center

Writing Center online tutoring FAQ

Finding Images and Scholarly Articles PowerPoint file
Attached Files: PowerPoint file (544.604 KB)
All students should view this PowerPoint presentation and the tutorials embedded within it.

Mozilla Firefox
Firefox is a free Web browser that interfaces with Blackboard much better than Internet Explorer does. I highly suggest using it to save yourself frustration!

Emergence of Advertising in America: 1850 - 1920
Chock full of information and images of auld langsyne.

PubMed
Click on PubMed after Connect to >.

Cumulative Index to Nursing and Allied Health Literature (CINAHL)
Click on CINAHL after Connect to >.
CINAHL’s archives, which date back to 1982, include journals that focus on nutrition and dietetics.

JSTOR
Click on JSTOR Health & General Science Collection after “Connect to >.”
JSTOR will link you to articles from more than 1,000 journals and trade magazines that run the gamut from science to social science to humanities. Even better, JSTOR includes numerous periodicals that focus on the history of science and medicine.

Google
Use this link for fact-finding as you do your weekly tasks.

Google Scholar

Click on Scholar Preferences. Use Find Library to identify Arizona State University. Click the box in front of Arizona State University - Get It @ ASU to access articles from ASU's library when you're searching for information.

Google Images

A couple of assignments and Discussion Board forums require students to include a photograph or other image. This link is a good starting point for image-seeking.

Bing image search

Use this link to find images for various Discussion Board forums.

Yahoo! image search

Another image-finding tool.
This rubric is used as a strive-to-be-objective guide for grading original threads on the Discussion Board. To a lesser extent, the rubric is used to assess the three follow-up postings that accompany each Discussion Board task. Each original thread is worth **10 points**. The three follow-up postings aren't graded on a per-forum basis, but, collectively, they’re worth **10 points** throughout the entire semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>2 – 2½ Points</th>
<th>1 – 1½ Point(s)</th>
<th>0 – ½ Point(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of Learning</strong></td>
<td>• Readings and other course materials along with independent findings are evident in the posts.</td>
<td>• Some evidence of the content of readings and other course materials and independent findings in the posts.</td>
<td>• There was no evidence that readings or course materials were understood or used in the learner’s posts.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge gained was incorporated appropriately and effectively into responses within one’s own original thread.</td>
<td>• Opinions and ideas were stated clearly but not consistently connected to the topic or readings.</td>
<td>• Irrelevant remarks were made that were unrelated to the forum.</td>
</tr>
<tr>
<td></td>
<td>• Learner shows excellent integration of course content evidenced by their critical analysis and application.</td>
<td>• Some evidence of integration of course content and application.</td>
<td>• No evidence of integration of course content, outside readings, or application.</td>
</tr>
<tr>
<td><strong>Substantive, Clear, and Consistent Follow-up Postings</strong></td>
<td>• Provided thoughtful and understandable follow-up postings.</td>
<td>• Follow-up postings were not always understandable and were superficial.</td>
<td>• Follow-up postings were unclear, short, and were not related or understandable.</td>
</tr>
<tr>
<td></td>
<td>• Follow-up postings showed an understanding of the content offered.</td>
<td>• Follow-up postings were not always on target with the content offered.</td>
<td>• Follow-up postings showed no connection to the content offered.</td>
</tr>
<tr>
<td></td>
<td>• Engaged in back and forth dialogue, not just one response or one question asked/given.</td>
<td>• Inconsistent back and forth dialogue with others.</td>
<td>• No back and forth dialogue with others.</td>
</tr>
<tr>
<td></td>
<td>• Responded in a timely fashion, not always last to post.</td>
<td>• Often responded later in the week.</td>
<td>• Participated only when prompted by faculty.</td>
</tr>
<tr>
<td></td>
<td>• Responded to all prompts.</td>
<td>• Did not respond to all prompts.</td>
<td>• Always last to post, does not respond to prompts.</td>
</tr>
<tr>
<td></td>
<td>• Appropriately responded to feedback from colleagues.</td>
<td>• Responded most of the time to feedback from colleagues.</td>
<td>• Did not respond to feedback from colleagues.</td>
</tr>
<tr>
<td><strong>Contribution to the Discussion</strong></td>
<td>• Consistent engagement in the forum</td>
<td>• Made some contribution to the discussion.</td>
<td>• Did not make an effort to participate in the discussions.</td>
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<td></td>
<td>• Frequent attempts to advance the group discussion.</td>
<td>• Occasionally made reflections on the group discussion.</td>
<td>• Made a marginal effort to become involved with the group.</td>
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<td></td>
<td>• Presented creative approaches to topic/prompts as they related to the group discussion.</td>
<td>• Presented basic information</td>
<td>• Did not respond to the topics/prompts as they related to group discussion.</td>
</tr>
<tr>
<td><strong>Quality of Posts</strong></td>
<td>• Consistent use of grammatically correct posts with rare misspellings.</td>
<td>• Evidence of errors in spelling and grammar throughout some posts.</td>
<td>• Used poor spelling and grammar in most posts.</td>
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<td></td>
<td>• Posts were well-thought out and language was appropriate for this level of instruction.</td>
<td>• Most posts evidenced some thought and were satisfactory for this level of instruction.</td>
<td>• Posts appeared hastily thought out and were unsatisfactory for this level of instruction.</td>
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Paracelsus, Vesalius, and van Helmont are examples of revolutionary physician-philosophers.

How did their teachings and beliefs sculpt social understandings of nutrition/medicine - both when these men were alive and for posterity?

Today, how do religion, spirituality, the supernatural, the "belief in a higher power," and/or prayer (the most commonly practiced form of complementary and alternative medicine) influence scientific research and the provision of health care, from nursing to dietetics, other allied health professions, and mainstream medicine?

Focus your original thread by using homeopathic and holistic medicine as examples. What is homeopathic medicine, specifically? What is holistic medicine? How are they distinct? Similar?

What contributions did Paracelsus and his adherents ("Paracelsians") make to homeopathic and holistic medicine as practiced today? How strong were and are the scientific underpinnings of these contributions - both for Paracelsus about 500 years ago and for 21st century practitioners?

Against what or whose standard should evidence for a therapeutic intervention be held? As an example, is it appropriate for randomized, double-blind, placebo-controlled studies be the gold standard by which the efficacy of a treatment or healing art (non-exhaustive examples include acupuncture, St. John's wort, chiropractic, osteopathy, allopathic medicine) is decided? Can another tactic -- just counting the number of people who are healed, for example -- be equally viable? Is one approach inherently superior than the other? Do you think your response is the honest-to-goodness truth, a universal fact? Or are you expressing, perhaps subconsciously, a cultural artifact?

Your thought-provoking, detailed, and sui generis original thread is due in this forum no later than 8:00 p.m., Thursday, January 12. This is Phase 1 of your Discussion Board task.

Writing three follow-up postings on other students' original threads is Phase 2 of all Discussion Board assignments. Your three follow-up postings must be submitted by 8:00 p.m., Saturday, January 14 in this forum.

You definitely should respond to your classmates' follow-up postings on your own original thread -- doing so makes an online class much more interesting -- but, as a reminder, your three follow-up postings have to be written on other students' original threads.

See the Discussion Board forum Week 1- Introduce Yourself if you need a reminder of how to submit your original thread and three follow-up postings to the forum. Remember, do not write your original thread and follow-up postings in Microsoft® Word (or equivalent), save the file, and then attach the document to your posting. Or I should say not to do so, "... as your posting." Attachments and the subject heading should never be the entirety of your posting! There's a very good reason for this: Not everyone's computer can open all types of files. For example, if you saved a document in Word 2010, its file extension likely would be .docx, but without a conversion patch (which not everyone has), students who use an earlier version of Word wouldn't be able to open such files. They would be fine with .doc files, but let's avoid that messiness entirely by typing into the text box. That's the best way for all of us to communicate freely, which is a trait of our course I would like to see become strong as we become increasingly used to each other. If you are dying to use the Discussion Board's Attach function, wait a few weeks more, and that hankering will be satisfied.

Review the rubric in the Course Information tab to maximize your grade by writing spectacular original threads.
<table>
<thead>
<tr>
<th>Thread:</th>
<th>The Tide Turns</th>
<th>Posted Date:</th>
<th>January 14, 2012 4:20 PM</th>
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<tr>
<td>Post:</td>
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</tr>
<tr>
<td>Author:</td>
<td>Kelly Dahl</td>
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Hhmmm very interesting Dr. Hamp! I have never heard of that rigorous an approach with blinded researchers, and to be honest I know very little about what one needs in order to acquire sainthood within the Roman Catholic Church. It definitely makes sense though that the church would let the skeptics come forward before reviewing a potential saint’s case, as it probably does save them a lot of trouble! I love learning about how faith relates to physical healing; I’d be interested to learn more in the context of Roman Catholicism!

Tags: None (Post is Read)

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<tr>
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<td>RE: The Tide Turns</td>
<td>Status:</td>
<td>Published</td>
</tr>
<tr>
<td>Author:</td>
<td>Jeffrey Hampl</td>
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“... some religious groups have sought, and in many cases attained, government recognition in the form of approved payment for this 'nonmedical therapy' and exemption from child abuse and neglect law when children do not receive needed medical care.”

Very true and a topic we'll visit next week.

The American Academy of Pediatrics was tripping over itself to avoid saying, "Christian Scientists!"

But despite their purposeful omission -- so as not to offend Christian Scientist pediatrics perhaps -- their text is accurate. In the late 1800s, Americans were very pro-democratic and anti-elite. Even anti-intellectual or, at least, school-learned. State Legislatures stripped medical doctors of their licensure, and practitioners of all types of healing arts self-promoted their therapeutic interventions and jeered all the rest. As the germ theory began to become entrenched in science, medical doctors worked to regain licensure. Osteopaths and chiropractors greatly desired licensure too, but their appeals were unsuccessful due to the intervention of medical doctors and also because, in reality, their schools were poorly run with abysmal admission standards.

Instead of seeking licensure to practice, Christian Scientists worked state by state to legislate that their practitioners would be exempt from prosecution. Arizona itself has such laws, for example ARS 8-531.01: "Notwithstanding any other provision of this chapter, no child who in good faith is being furnished Christian Science treatment by a duly accredited practitioner shall, for that reason alone, be considered to be an abused, neglected or dependent child."

Tags: None (Post is Read)

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<tr>
<td>Author:</td>
<td>Jeffrey Hampl</td>
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Well said!
Me too! I'm not Catholic so I don't confess (ll'il pun) to be a pro.

Somewhere in my house, I have a book about the canonization process. The author is a radiologist, if I recall correctly. She was asked to thoroughly review an individual's medical record and draw conclusions based on her expertise.

She assumed she had been asked to do so for a court case, perhaps a medical malpractice lawsuit. She herself wasn't Catholic, and taking part in determining a deceased person's sanctity had never occurred to her the entire time she was working on the project.

Afterward, she learned why her expertise was called upon, and that's what set her a path to learn more about the rigor imposed on sainthood. I don't recall her converting to Catholicism at the end of the book, but, like me, she was impressed with the hard work the church did to disprove claims of miracles so, when all was said and done, their faith would be even stronger.

The placebo effect is very interesting. Not just because a placebo can improve someone's health when there's no physiological reason for that to happen, but also because sometimes placebos actually work better than do the interventions being studied.

Placebos also increase in potency over time. You might have heard about research along these lines with antidepressants. Early on, drugs like Prozac seemed to be highly beneficial compared to placebos, even though some subjects in the control group (placebo-taking) became less depressed as well. As time has passed and studies have been repeated, researchers have discovered that the prescription medications are less effective and, at the same time, the placebo effect became stronger!

The placebo effect, interestingly enough, varies by culture. They even vary by sham-pill color. A hypnotic drug (sleeping pill) often is colored blue because it suggests tranquility. That's been shown to be especially true in Italy, where the peace-spreading Virgin Mary is associated with the color light blue. Italian men, however, respond differently because blue is a color on their soccer ("football") jerseys. When they see blue pills, their minds register aggression and tension, not calmness.

I find all of this very interesting and am glad we haven't yet sorted out all of these mind-body connections because it's fun to learn along the way.
Speaking of supernatural healing, I've been reading about the laborious demands the Roman Catholic Church imposes on itself before declaring someone a saint. The Vatican actually uses blinded researchers to review X-rays, diet and fluid records, physicians' notes, vital statistics, etc. They have scientists and health care providers review these data, unaware of what the purpose is. This way, the evaluators won't be biased toward or against sainthood. To be fully declared a saint, a candidate must have performed two miracles posthumously (one if the person died as a martyr). The church really goes to great lengths to disprove the deceased's sanctity; by doing so, if the proposed saint, at the end of intense scrutiny, is still deemed to have had performed miracles, the church trumps its opposition in advance. If non-Catholic evaluators state they can find no logical, physical reason why an event (e.g., restoration to health) occurred, the church can be satisfied that its decision for sainthood is sound. They let skeptics have a say up front, which I think is an admirable effort -- better than declaring sainthood at the drop of a hat -- so that they won't have to deal with the ecclesiastical headache of de-canonizing a we-thought-so saint.

Tags: None

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"I believe the mind is such a powerful tool, that sometimes if you put your mind to believe something it may actually happen."

This is one way of describing the placebo effect. (Your lemon-dermatology example, however, seems to be the opposite of the placebo effect in that you doubted their usefulness at the onset. You weren't neutral but hopeful: You questioned lemons' efficacy. Even so, the intervention was potent enough to overcome your doubts. Or so it seems. The lemon-to-acne connection could be good timing. Perhaps the previous intervention finally took hold just as you began using lemons, or maybe your sebaceous glands happened to start behaving better, coincidentally, when your lemon regimen began.)

La vida de la carne está en la sangre. ("The life of the flesh is in the blood," but it sounds more poetic in Spanish.) That's one reason why Jehovah's Witnesses don't permit blood transfusions. Bioethics has four primary priorities, in no particular order -- beneficence, nonmaleficence, right to autonomy, and justice/common good. Based on your text -- and I could be wrong and, if so, correct me -- you seem to prioritize beneficence (doing good for another person, whether or not that person is likeminded) over right to autonomy in your blood transfusion example. It's a tough call. For people who aren't Jehovah's Witnesses. Generally in health/medicine, respect for autonomy has primacy. What makes a situation exceptionally tense is when children are involved. That has led to many do-or-die court conflicts regarding religious beliefs vs. minors' general welfare, which the government protects, sometimes side-stepping parents' desires.

Tags: None

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Noelle,

Excellent insight into the lives of our physician-philosophers!

Regarding "... and without personal or cultural bias," do you think that's doable for medical/nutrition research? Or are we asking too much of ourselves?

I find that dietitians, physicians, nurses, etc., tend to be rather entrenched in their beliefs, and their collective points of view (1) tend to link individuals within a discipline together and (2) tend to make them suspicious of differing points of view.

There are, of course, always individuals who are independent thinkers -- for better or for worse -- within a
discipline, but, by and large, professionals tend to cluster together in their stance on, for example, complementary and alternative medicine.

When I was an undergraduate, taking a multivitamin was considered ridiculous by my professors and according to my textbooks. Not only were they worthless, I was taught, but they were dangerous. Vitamin A, vitamin D, St. John's wort ... .

Oh, and health professionals, by and large, were very much against "high-protein" diets. Many years ago, I organized the Arizona Dietetic Association's annual conference, and I thought it would be interesting to have a dinner-debate regarding popular high-protein diets (e.g., Atkins) vs. high-complex-carbohydrate diets (e.g., registered dietitians who didn't like Atkins). I invited Dr. Barry Sears, author of The Zone books, and he agreed to come (for free!), which I was excited about because he's a best-selling author. But I unknowingly unleashed the fury of RDs across Arizona who were furious that I would stoop to invite Dr. Sears and spoil the good name of the AzDA. Talk about hate email. One dietitian was so upset I invited him for a debate -- what a great way to learn, I think -- that she contacted the American Dietetic Association to change her membership from the AzDA to the New Mexico Dietetic Association. Rather silly, I thought, but in the end, the RDs' mindset proved to be flawed, and, actually, research has since shown that Dr. Sears' ideas were right on target, and the haters wasted their wrath on me.

I recall when NIH established the National Center for Complementary and Alternative Medicine, nutrition scientists, medical doctors, public-health professionals, and others "revolted." With the competition for grant funding as competitive as it was (and is still), folks were irked that NIH would throw money into silly projects. Why hold NCCAM-funded research to a negative light? Because of personal and cultural bias. Maybe not entirely. But, largely, the nay-sayers' intuition or gut reaction told them that research regarding complementary and alternative medicine was pointless.

And there are practitioners of complementary and alternative medicine who don't like scientists to consider their healing arts because researchers often do so with "personal or cultural bias." It's often a square peg/round hole issue. Should we try to force the assessment of traditional Chinese medicine, energy healing (e.g., Reiki), or chiropractic manipulations into randomized, placebo-controlled, double-blind studies? Is that setting interventions of interest (e.g., acupuncture) up for failure, after so many years of observed efficacy?

Is it OK for case studies to count toward "evidence-based," or are success stories just coincidences or the consequence of good timing? What does the placebo effect teach us about study designs and standards for determining the efficacy of interventions?

**Thread:** The Tide Turns
**Post:** RE: The Tide Turns
**Author:** Cassandra Ottinger
**Posted Date:** January 14, 2012 6:04 PM
**Status:** Published

Yes the placebo effect is quite amazing, the mind itself is quite amazing in that we actually have the power to heal ourselves or make things happen by simply believing it to be effective or happen. I found what Jeffery Hampl was saying about the color of the pill having an effect also in certain cultures such as Italy. It is amazing to be how much culture plays into the healthcare real, perhaps this is why I studied Global Health. :)

**Tags:** None (Post is Read)
Quackeries, Pure Food, & Medical Pluralism - Who's Who?

Discussion Board #2

Since we’re already having one prize-winning contest this week, we might as well have two!

This week’s Discussion Board forum #1 focuses on the products of quackery. Week 5’s Discussion Board forum #2 will take you a step farther and introduce you to the people behind (or, for some, vehemently against) those products. You’ll also get to meet champions of unadulterated food and medical pluralists – those who battled the American Medical Association, which strove to become the U.S. authority on the healing arts. Medical pluralists were “irregular,” a term of their own choosing, and didn’t believe that physicians with degrees from AMA-approved medical school should have the right to monopolize medicine. Rather, medical pluralists argued that patients should have carte blanche to choose from a diverse array of health care providers and healers.

Since we’re using the Discussion Board for two tasks this week, the To-do List, which, as always, you can access via the course menu, will have an agenda that’s not our norm. Be sure to read all of the instructions for both Discussion Board forums before beginning. Note, especially, that there is no Q&A assignment this week.

Instead of having you read multiple biographies, I thought a heuristic approach would make for more interesting learning. This assignment springs from Edgar Lee Masters’ renowned book Spoon River Anthology, which was published in 1915 – the same era of the discovery of vitamins, epidemic nutrient-deficiency diseases, patent medicines and other quack therapies, and the Pure Food and Drugs Act. Spoon River Anthology is a collection of epitaphs (tombstone inscriptions) Masters wrote for the fictional, former residents of the made-up town Spoon River. Masters, a lawyer by trade, became an overnight sensation by captivating readers with his poetic descriptions of lives and deaths.

There’s no fiction involved in this assignment, but there will be epitaphs. I’ve randomly assigned each of you a key figure from the epicenter of the quackery or medical pluralism scene in the late 1800s or early 1900s. Your task (Phase 1) is to investigate your assigned individual fully and then write an epitaph for that person. Instead of keeping your creativity to yourself, you’ll post your epitaph in the Discussion Board forum Week 5 – Quackeries, Pure Food, & Medical Pluralism – Who’s Who?. In Phase 2 of this assignment, you’ll vote for the three most original epitaphs (not counting your own submission, of course). Any decent contest comes with a prize so the winner of the most original epitaph will receive a Reporting on Nutrition T-shirt.

Guidelines

1) Review the definition of epitaph in the Glossary tab in the course menu.
2) Read the articles posted in the Week 5’s readings – Discussion Board forum #2 folder in Week 5’s Tasks in the Assignments tab.
3) Because Spoon River Anthology is in the public domain, I’ve posted a PDF version in the folder Week 5’s readings – Discussion Board forum #2. Peruse as much as you like to get a sense of how to craft your epitaph but definitely do read the following characters’ epitaphs:
Deacon Taylor, Dr. Siegfried Iseman, Calvin Campbell, Lucinda Matlock, and George Gray.

4) **Refer to Page 5 of this document to see to whom you’ve been assigned.**

5) You will be writing an epitaph, not an obituary or a biography. I’m **not** interested in a chronology of what happened when. **Don’t** submit a sentence-by-sentence account of date of birth, city where reared, schools attended, wedding date and name of spouse, etc. The man or woman assigned to you was far from bashful while alive, but, as death demands, can no longer speak to us physically. Your role is to be this person’s mouthpiece. “Channel” that person, in a manner of speaking, by using your intellectual intuition. (I’m not suggesting any supernatural processes. Study your assigned person, seek the true self beneath any façades or media-overblown reputations, and use this one-time opportunity to share what that person would have you say.)

6) You don’t necessarily have to follow Masters’ writing style. Use the tools of high-quality composition: alliteration, flow, texture, narrative arc, and perhaps even rhyming. Review previous NTR 320/598 students’ epitaphs in the **Week 5’s Tasks** folder for inspiration.

7) The purpose of this assignment is to hear from key figures involved in quackery or medical pluralism around the turn of the twentieth century, **not** to mock them.

8) Because the epitaph you’ll be writing, in essence, is the words of the deceased, the tone you use should be based on the discovery of your assigned person’s personality, mood, character, contentedness, priorities, materialism, and more. If you surmise your assigned person knew he was a fraud and laughed all the way to the bank, allow the epitaph to be jocular. If your assigned person was very involved in church activities, then allow the epitaph to include thanks her earthly sufferings are over since those patent medicines didn’t work anyway.

9) As Masters did in **Spoon River Anthology**, you can refer to other “characters” in the epitaph you write. In the list of individuals assigned to students, you’ll find several who had ties to each other (based on blood, business, or bitterness). Your research might reveal entrenched disgust between your assigned person and another student’s. Let the words flow! Again, speaking on behalf of your assigned person, was the harm caused by a rival or false friend so all-encompassing during life that each word in the epitaph must reek with acrimony?

10) As we do today, the individuals assigned to all of you had multi-faceted lives, but the epitaph should focus on that person’s role in or observations of quackery or medical pluralism. Don’t write an epitaph in which you channel your assigned person’s delight in being a grandmother, for example, unless her quackery allowed her to accrue a fortune that would change her relatives’ lives for generations to come.

11) Review the PowerPoint “Finding Images and Scholarly Articles” posted in **Helpful URLs** in the course menu to review search engines like PubMed, CINAHL, and JSTOR. You can also use Google, Google Scholar, and Bing for your fact-finding. All of these are available in **Helpful URLs**.

12) Investigate your assigned person using various forms of his or her name. For example, Harvey Washington Wiley could be entered as “Harvey Washington Wiley,” “Harvey W. Wiley,” “H.W. Wiley,” “Harvey Wiley,” and even “H. Washington Wiley.” The multiplicity of results might surprise you.

13) **You must submit a photograph** or other likeness of your assigned person. If no image can be found, include a photograph of the product he developed or the factory she had built, etc. The websites included in **Helpful URLs** are an excellent starting point to find the image you need.

14) You must **cite a minimum of two sources**. Wikipedia (including Wiktionary, Wikisource, Wikibooks, and all other Wiki-related websites) may serve as **one** of the two.
15) The contest winner will be determined after 8:00 p.m., Sunday, February 5. The T-shirt – available in adult sizes small, medium, large, or extra-large – can be picked up by swinging by an administrative associate’s cubicle on the fourth floor of NHI-2 on the ASU Downtown Phoenix campus or can be mailed to an address provided by the student.

**Instructions**

**Phase 1 (due by 8:00 p.m., Friday, February 3)**

1) Go to Blackboard’s Discussion Board and enter the forum *Week 5 – Quackeries, Pure Food, & Medical Pluralism – Who’s Who?*

2) Click on Create Thread. Use the name of your assigned person as the subject.

3) In the body of your thread, list the following:
   - Name of your assigned person
   - Year of birth – year of death
   - Very brief professional title (e.g., Doctor, Newspaper Editor, Entrepreneur). Provide the title your assigned person would choose, not how others labeled him or her. Remember, you’re writing the words of the deceased, not judging with 21st century eyes. Don’t give the title Charlatan unless your assigned person fully knew her products were a swindle and was pleased with Americans’ gullibility.
   - The epitaph, which should have 100 – 200 words. Strive to write the epitaph as your assigned person would have written or spoken. For example, if your assigned person was a physician, the epitaph might include some grandiose words. If she never attended high school, the epitaph might use colloquialisms.
   - Cite at least two sources from which you gleaned information (see #14 on Page 2 regarding citing Wikipedia).

4) Click on Browse My Computer and then Browse. Select the file, already saved on your computer or thumb drive, and click on Open to attach the image to your posting. Do not copy and paste the image into the textbox!

5) Click on Submit.

**Phase 2 (due by 8:00 p.m., Sunday, February 5)**

6) Beginning at 8:01 p.m. on Friday, February 3, and continuing till no later than 8:00 p.m. on Sunday, February 5, read through all the other students’ epitaphs.

7) Decide which three epitaphs – not including your own – are the most original (informative, yet also inspirational, moving, and revealing).

8) Make a list, ordering them as #1 (most original), #2 (second most original), and #3 (third most original).
   - Don’t prepare your list until after 8:01 p.m. on Friday, February 3; that way, each student has the same opportunity to win.
   - Reminder – Don’t rank your own epitaph as #1, #2, or #3.

9) Open #1’s thread by clicking on the hypertext of the subject heading.

10) Look for the words Your Rating, which will have five gray stars to the right. Click on the fifth star, which will make all five stars turn gold and then green once the rating is complete. Click on Reply and write, “I voted this epitaph as most original because ….” Then, explain why you thought so.

11) Open #2’s thread. Next to Your Rating, click on the third star, which will make the first three stars turn gold and then green. Reply to the thread and write, “I voted this epitaph as second
most original.” You may elaborate on why that epitaph garnered your #2 spot, but, at a minimum, write, “I voted this epitaph as second most original.”

12) Open #3’s thread. Click on the first star to the right of Your Rating, which will turn that one star gold and then green. In your reply, write, “I voted this epitaph as third most original.” Feel free to share why, if you’re so inclined, but at a minimum be certain to post the words, “I voted this epitaph as third most original.”
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<td>Seaman</td>
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Lydia Estes Pinkham
(1819 – 1883)
Inventor

I was raised from birth to be …
An Abolitionist,
A Prohibitionist,
A Feminist.
Born into a time when doctors
Could not be trusted with women’s health,
For women were poorly served
By the medical establishment.
I provided women with a cure for female weakness,
And so it was my destiny to be …
The Savior of My Sex.

Written by Marcee Foster

Abraham Flexner
(1866 – 1959)
Educator

Hands on, I say.
Hands on is the way.
Johns Hopkins, Harvard, Berlin –
I have studied at them all.
Hands on is what I feel
Teaches doctors the best.
Schools I have started,
Schools I have helped.
Hands on … is what we do.
Books, foundations –
We all lean to hands on.

Written by Dawn Crawford

I think this assignment is an interesting combination of literacy (epitaph writing, inspired by Spoon River Anthology and critical thinking since they had to write the epitaphs as if the deceased was speaking. To do so, students needed ample library or online research to best understand the person assigned to them.
Harvey Washington Wiley  
(1844 -1930)  
Chief Chemist, U.S. Department of Agriculture  

I developed a passion for chemistry.  
I would study and test foods extensively.  
A BS from Harvard is what I received.  
A healthier America is what I believed.  
I joined USDA, indeed the chief chemist.  
Lobbyists and others perceived me a menace.  
I sought to rid an ailing nation,  
Free from food misrepresentation.  
For the name of public health,  
This experiment must be dealt.  
Poison Squad commence! This needs to be done.  
My subjects were proud, so brave and so young.  
Corrosive foods and acidic drinks  
Can't regress us regardless of what you may think.  
Mighty Poison Squad! We are immune to death.  
This was proven, the truth through many tests.  
Despite all the critics, I gained many supporters.  
I developed a vision to become an enforcer.  
One million women left the white house in awe.  
Letters and letters are all that they saw.  
The Pure Food and Drug Act soon became law.  
1906, ‘twas the year of it all.  
Preservatives and chemicals, be gone!  
Adulterated foods, so long!  
The battle was won, but not was the war.  
I sought for revenge to settle the score.  
Those who opposed me gave me the fits.  
Suddenly I became at the end of my wits.  
My ties were soon cut with the government happily.  
I chose to voice my opinion in Good Housekeeping magazine.  
I continued my fight so much was achieved:  
Inspection of meat to prevent a disease.  
That grotesque cigarette you might love to smoke?  
I discovered its harsh chemicals and warned all to revoke.  
The list goes on; however, I should stall.  
Regards to all,  
The Father of the Pure Food Law.  

Written by Hunter Mitchell
Bartlett Joshua (B.J.) Palmer  
(1881 – 1961)  
Chiropractic Physician

My father was a teacher and magnetic healer,  
To develop what he had founded, I was ever so eager.  
I believed that a healthy spine was truly the key to health.  
And this I did to help others, not to gain wealth.  
My intention was not to treat a disease  
But to promote education, health, and prevention.  
Yet with my treatment, “incurable” conditions disappeared,  
And multiple benefits ensued, not to mention.  
An elixir from a spoon or a pill from a bottle  
Could never ease suffering like my spinal manipulation model.  
You see, Innate Intelligence is a divine power within each of us,  
And Universal Intelligence surrounds us.  
Use this to grow, learn, help, and teach.  
Stay true to your calling and keep goals within reach.  
A man must stick to his guns and never back down  
And never mind the nay-sayers shouting about town.  
For use of this intelligence will benefit science and mankind,  
And continuing developments are never far behind.

Written by Andrea Simonetti

Samuel Thomson  
(1769 – 1843)  
Herbalist

My life was spent an illiterate, curious individual of medicine.  
On a farm is where I grew, never to have the chance of a college discipline.  
Founder and user of Thomsonian Medicine I was famous for,  
Prison is where I was taken and put on trial for treating the weak and sore,  
A remedy of barks, roots, and herbs; one named *Lobelia* I had used.  
The killing of two children by sweating I was accused.  
Notable for giving my remedies “classes,” which turned into medical lore.  
I died by my own medical treatments, which others hated to the core

Written by a student who requested her name not be used
Examples of epitaphs
NTR 320/598

Bartlett Joshua (B.J.) Palmer
(1882 – 1961)
Chiropractic Physician

INNATE existed long before my birth and will survive my physical body’s death.

INNATE is the holder of the CORRECT answers to ALL human questions.

INNATE must flow freely, fully, so that it may heal the body and allow its connection to UNIVERSE INTELLIGENCE.

INNATE intelligence has eluded educated men for thousands of years, searching for external causes for dis-ease.

INNATE scholars are chiropractors, as they permit INNATE to flow naturally.

INNATE AND I – as the end of my life drew near, no longer were each of us in possession of a single identity as WE had formed a plural duality.

INNATE lies with each of you. Let it be the guiding light of YOUR life.

Written by a student who requested her name not be used
James Empringham
(1875 – ? )
Caring Doctor, Once-Revered Reverend, Proud Proponent of Temperance, Author

In ignominy and disgrace I have left this place
Because my dreams I continued to chase.
Victim of vicious circumstance and fate,
My desire for fame and recognition would not abate.
My one passion was the welfare of mankind,
But a righteous and welcome way I was not able to find.
I preached the just and divine way
Though my own lack of faith led me astray.
Claiming to have a medical degree to my name,
I was able to examine and treat beautiful young women with my claim.
I cured alcoholism, addiction, and dietary ills.
Self-taught medical practice was just one of my skills.
Though my priesthood kept the medical board, at first, from shutting me down,
I eventually was forced to change name and leave town.
Turning to writing, I penned a well-known tome
Describing how to prolong youth right in your own home.
Found to be a guilty plagiarist of articles and patents,
I was stripped of my reputation and ridiculed by combatants.
Though I remained unappreciated in my life,
A noble and caring mind I maintained despite all of this strife.

Written by Brieanne Hayden
Examples of epitaphs
NTR 320/598

Andrew Taylor (A.T.) Still
(1828 – 1917)
Doctor, Father of Osteopathy

In this mortal life,
The rulers know nothing of how to live.
Sickness and disease,
Allowed only to blossom and flourish.
Due to men,
Their inventions,
Their concoctions,
Their ideas on what is truth.

The river of truth is the way,
The artery of life.
We mustn't interrupt the flow,
Tragically,
We unknowingly do so,
Our waters are polluted,
Our bodies are poisoned,
As are our souls.

To my own kin,
Victims of man and his faults,
It will be you who direct me
In the realm of eternity.
It is you who will lead me
Along the river of life,
As I failed to lead you
In this world of man.

Written by Amy Chehovits
Lydia Estes Pinkham  
(1819 – 1883)  
Herbalist, Dedicated Entrepreneur

When my husband’s fortunes ran into the ground,  
I had a recipe that I might have found.  
Before I knew,  
I was giving it away to quite a few.  
It helped all women with their womanly issues.  
It contained alcohol and roots, good enough for all the Sues.  
My son saw a business deal and told me what to do.  
“Sell your elixir,” my son explained. “We need money; this is your cue.”  
We bottled it up,  
And for the final touch, I thought, “Yup!”  
I slapped a picture of myself on my remedy.  
I advertised my face very heavily.  
I also relied on the customer.  
They explained I had the best ever.  
My marketing strategy worked, and others began to covet.  
Because of the alcohol, women probably loved it.  
I thought the roots and black cohosh worked too.  
Little did I know, their benefits were untrue.

Written by a student who requested his name not be used
Bernarr MacFadden
(1868 – 1955)
Entrepreneur

I was a hard-worker and had a great dream:
To build a new physical culture, a healthy, strong machine.
The people, they laughed at my diets and fasting,
But I was going to prove them wrong by living and lasting.
So I built an empire from the ground on up
And inspired millions, using articles, media, and luck.
I convinced endless amounts of people, from the poor to the wealthy,
That exercise was important and they should strive to be healthy.
If everyone spent just an hour or two
Running around outside, think what they could do!
It'd be a healthier planet and people would find
That a happy and well-off body leads to a strong mind.
My nutritional regime works like a charm.
It turns old bodies into young ones; this news was an excited alarm!
I was a strong health advocate, bodybuilder and founder,
And I made my impact on today’s physical culture.

Written by Meredith Flynn
Book Review Instructions

Each of you will be reading and reviewing the non-fiction, history-of-nutrition-related book you chose earlier this semester. If you’ve forgotten which book you claimed, a list of all students’ choices is posted in Assignments on Blackboard. If another book now intrigues you, don’t assume switching titles is okay; get clearance from me before making a substitution.

First things first. A book review is not the same as a book report. Book reports – the bastion of middle schools’ and high schools’ literature curricula – merely summarize the content of a book, perhaps with an add-on, concluding paragraph along the lines of “I liked this book because…” Book reviews, too, provide a précis, but they don’t stop there. Book-review writers use their own points of view to describe and evaluate an author’s ideas and information. That doesn’t mean simply describing your gut reaction to the book. Use your knowledge – especially if acquired thanks to this course! – to take a stand on your reading.

Guidelines

1) Engage with your book!
2) True, one can’t tell a book by its cover, but taking time to consider a book’s exterior and auxiliary components can be quite instructive. What does the title tell you about the book’s content? Is there a preface or introduction? If so, who is the author, and are any promises made for what’s in store for your reading experience? Is the table of contents organized, sequential, logical? Whom did the author envision as likely readers when first proposing and then writing the book?
3) While you read, make notes, highlight passages (assuming you own the book, of course), and ask yourself a multitude of questions. What is the author’s true message? How do the author’s points relate to each other? Using terms like in contrast, an equally strong argument, additionally, none the less, and to conclude can provide clarity.
4) To nurture your point of view, ask yourself even more questions as you read. Does the author provide evidence that the book’s content is bona fide or well-reasoned? Are sources convincing, creditable, inherently biased, controversial, misleading? Does the author refer to historical case studies, peer-reviewed scientific articles, newspapers or magazines, self-reflection, fictional accounts, government or non-profit organization releases? How valid are these? Are any sources patently missing that, if present, would deflate the author’s arguments or evidence? What proportion of the book’s text is fact-based, and what proportion is personal perspective? Does this ratio seem balanced or appropriate? Does the author offer solutions for problems and, if so, are they believable, doable, or far-fetched? Which parts of the book (e.g., writing style, chapters, layout) are most effective, and which are least effective? Why? Do you see any illogical thoughts, prejudices, or out-of-context arguments? Does the author adhere to the stated or implied focus of the book?
5) Your objective is to make a few key points, not to discuss the entire tome. Make your stance clear by presenting your point of view in the introduction, in the body, and in the conclusion.
6) You may refer to outside sources (e.g., peer-reviewed journal articles) to support your arguments; if you do, be sure to cite appropriately.
7) You’ll use a SafeAssignment link in Assignments on Blackboard to submit your book review. Note that SafeAssignment will compare your paper to a host of other printed materials and provide an originality score, which suggests whether academic dishonesty occurred in the writing process. However, don’t hesitate to pull succinct quotes from your book (using quotation marks, of course). Doing so is a superb way to solidify a point. When quoting, put the page number(s) on which the text is found in parentheses right after the closing quotation mark: “Call me Ishmael” (pg 1).¹

Instructions

1) Your finished paper should be two pages (8½ x 11) of double-spaced text. Don’t continue writing on to a third page; edit pages one and two instead. A third page is acceptable only if you’re using it to cite references.

2) Page numbers should be centered on the bottom of each page, including page one.

3) Don’t include a cover page, but do put your name and ASU ID number in the header so that both pages will have this information. Use the ASU ID number than begins with 10 or 12 (or similar). Do not use the ID number that begins with 99.

4) The paper should have one-inch margins on all sides. Use a 12-pt font such as Times New Roman. Similar font styles are fine as long as they’re easy to read and have serifs. Non-serif fonts (e.g., Arial, Tahoma) are not acceptable.

5) The first sentence must include the book’s title and author.²

6) The introductory paragraph should provide the book’s main topic or issues and the author’s purpose for writing and, subsequently, having you read the book. Additionally, establish your perspective in this paragraph. What is your thesis of the author’s thesis?

7) For the body of the review, use a point-by-point approach to summarize and evaluate the book’s major elements (i.e., fully cover component #1 in one paragraph before moving on to discuss component #2 in the next paragraph). Naturally, a point doesn’t have to be restricted to a one-and-only paragraph; further mentioning may be warranted to develop your stance appropriately. Either way, follow a logical sequence as you present the crucates of the book.

8) Use the conclusion to state your overall, summarizing critical evaluation, perhaps by taking into account what reading the book has done for you or demonstrated to you. As you wrap-up, you might include whether the book achieved the author’s purpose, whether the book makes (or will make) an important or long-lasting contribution to its genre and to the study of the history of nutrition, and whether you would recommend the book for leisure reading or as a required textbook for NTR 320 (or any other course you see as appropriate).

9) Your book review is due by 8 p.m., Wednesday, November 19, and is to be submitted via the SafeAssignment link in Assignments in Blackboard. Assignments submitted at 8:01 p.m. or later, as recorded with Blackboard’s time stamp, will be docked 7.5 points for each 24-hour period late, Saturdays and Sundays inclusive. Blackboard’s time stamp, not your desk clock or wristwatch, prevails.

¹ Note this example. The sentence period is placed after the page-number-including parentheses – (pg 1), – not within the quote.

² Remember that book titles are italicized: John Bunyan wrote The Pilgrim’s Progress while imprisoned.
Possibilities for the Book Review

Beginning on this page and continuing on 18 more, you will find an eclectic assortment of books tied – in one way or another – to human nutrition’s history. You may read any one of these for the book review, or if you have another in mind, proffer that title to inquire whether it is suitable for this assignment. Remember, the book has to be adult, non-fiction with a substantial focus on the history of human nutrition, including genres such as food studies, exercise and physical activity, public health, and pre-modern medical pluralism (e.g., allopathic, osteopathic, chiropractic, Thomsonian medicine as practiced before and while the 20th century rolled around). I strive to be flexible with book possibilities, as long as the text focuses on food or beverage consumption, long-gone medical philosophies, or healing arts deemed “irregular” by the American Medical Association. And, of course, history must be the theme of your selection.

Bear in mind that books related to the history of human nutrition are highly specialized. Most of these books have never been on a best-sellers’ list. That means your local bookstore will not have all – maybe even many – of these books on its shelves, ready to be purchased. Still, if a title tantalizes you, Google Books and Amazon.com will allow you to preview many books’ text to gauge your intrigue level. Barnes & Noble and Changing Hands Bookstore in south Tempe will order a book for you at no extra charge; after it arrives, you can peruse a chapter or two before deciding whether the book is purchase-worthy. All of these books – even the harder-to-find ones – can be purchased conveniently online (e.g., Amazon, Barnes & Noble, Changing Hands, eBay, AbeBooks). You also can obtain most books with no expense to you at all, thanks to ASU Libraries or your city library. If the book you desire isn’t readily available in a library’s stacks, try ILLiad, ASU’s interlibrary loan program, to borrow the book for free, albeit with a limited time span before the book will become due.

Only one student may read a particular title, and book choices will be approved for students on a first-come, first-served basis, using the chronology of book titles posted on Blackboard. As an example, as intriguing as Don’t Kill Your Baby: Public Health and the Decline of Breastfeeding in the Nineteenth and Twentieth Centuries sounds (and is!), only the first student to claim this title will be allowed to review it. Subsequent requests to read the same book will be denied, but alternative titles within that genre will be suggested.

Before you ask, The Omnivore’s Dilemma: A Natural History of Four Meals, In Defense of Food: An Eater’s Manifesto, and Food Rules: An Eater’s Manual – all by M. Pollan – are not appropriate for the book review because they offer minimal coverage of the history of nutrition. Likewise, Chew on This by E. Schlosser, a best-selling author, is ill-suited for the book review, but for a different reason: It’s a children’s book.

97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement (J. Ziegelman)
Able-bodied Womanhood: Personal Health and Social Change in Nineteenth-century Boston (M.H. Verbrugge)

The Academic Kitchen: A Social History of Gender Stratification at the University of California, Berkeley (M. Nerad)
African American Foodways: Explorations of History & Culture (A.L. Bower, Ed.)
The Alcoholic Republic: An American Tradition (W.J. Rorabaugh)

Alcoholism in America: From Reconstruction to Prohibition (S.W. Tracy)

Alice Waters and Chez Panisse: The Romantic, Impractical, Often Eccentric, Ultimately Brilliant Making of a Food Revolution (T. McNamee)

All the King’s Cooks: The Tudor Kitchens of King Henry VIII at Hampton Court Palace (P. Brears)

All Manners of Food: Eating and Taste in England and France from the Middle Ages to the Present (S. Mennell)

All or Nothing: A Short History of Abstinence in America (J. Warner)

For All the Tea in China: How England Stole the World’s Favorite Drink and Changed History (S. Rose)

All-Out for Victory!: Magazine Advertising and the World War II Home Front (J.B. Jones)

Alternative Medicine?: A History (R. Bivins)

Ambitious Brew: The Story of American Beer (M. Ogle)

America Eats!: On the Road with the WPA - the Fish Fries, Box Supper Socials, and Chitlin Feasts That Define Real American Food (P. Willard)

America Walks Into a Bar: A Spirited History of Taverns and Saloons, Speakeasies and Grog Shops (C. Sismondo)

The American Cookbook: A History (C. Fisher)

American Health Quackery (J.H. Young)

The American Kitchen: 1700 to the Present, from Hearth to Highrise (E.M. Plante)

America’s Collectible Cookbooks: The History, the Politics, the Recipes (M.A. DuSablon)

America’s Founding Food: The Story of New England Cooking (K. Stavely and K. Fitzgerald)

Ancient Medicine (V. Nutton)

Andrew Taylor Still, 1828-1917 (C. Trowbridge)

Appalachian Home Cooking: History, Culture, and Recipes (M.F. Sohn)

Appetite for America: Fred Harvey and the Business of Civilizing the Wild West – One Meal at a Time (S. Fried)

Appetites and Aspirations in Vietnam: Food and Drink in the Long Nineteenth Century (E.J. Peters)

Appetite for Change: How the Counterculture Took on the Food Industry (W.J. Belasco)

Appetite City: A Culinary History of New York (W. Grimes)

Arranging the Meal: A History of Table Service in France (J.-L. Flandrin)

Asclepius: The God of Medicine (G.D. Hart)

Bacardi and the Long Fight for Cuba: The Biography of a Cause (T. Gjelten)

Bad Medicine: Doctors Doing Harm since Hippocrates (D. Wootton)
The Bagel: The Surprising History of a Modest Bread (M. Balinska)

Banana: The Fate of the Fruit That Changed the World (D. Koeppel)

Bananas: An American History (V. Jenkins)

Bananas: How the United Fruit Company Shaped the World (P. Chapman)

Banana Wars: Power, Production, and History in the Americas (S. Striffler and M. Moberg, Eds.)

The Banquet: Dining in the Great Courts of Late Renaissance Europe (K. Albala)

Banquetting Stuffe: The Fare and Social Background of the Tudor and Stuart Banquet (C.A. Wilson)

Banting: A Biography (M. Bliss)

Barbecue: The History of an American Institution (R.F. Moss)

Baseball’s First Inning: A History of the National Pastime through the Civil War (W.J. Rycek)

Battling Demon Rum: The Struggle for a Dry America, 1800-1933 (T.R. Pegram)

Beans: A History (K. Albala)

Beer & Food: An American History (B. Skilnik)

Beer in America: The Early Years – 1587-1840, Beer’s Role in the Settling of America and the Birth of a Nation (G. Smith)

Beer in the Middle Ages and the Renaissance (R.W. Unger)

Beriberi, White Rice, and Vitamin B: A Disease, a Cause, and a Cure (K.J. Carpenter)

Better Than Homemade: Amazing Foods That Changed the Way We Eat (C. Wyman)

From Betty Crocker to Feminist Food Studies: Critical Perspectives on Women and Food (A.V. Avakian and B. Haber)

The Bialy Eaters: The Story of a Bread and a Lost World (M. Sheraton)

The Big Oyster: History on the Half Shell (M. Kurlansky)

Biting the Dust: The Joys of Housework (M. Horsfield)

Black Rice: The African Origins of Rice Cultivation in the Americas (J.A. Carney)

Bleed, Blister, and Purge: A History of Medicine on the American Frontier (V. Steele)

The Bloodless Revolution: A Cultural History of Vegetarianism from 1600 to Modern Times (T. Stuart)

The Body Electric: How Strange Machines Built the Modern American (C.T. de la Peña)

The Book of Marmalade (C.A. Wilson)

And a Bottle of Rum: A History of the New World in Ten Cocktails (W. Curtis)

The Bread of Affliction: The Food Supply in the USSR during World War II (W. Moskoff)
Book-review book suggestions

Breakthrough: Elizabeth Hughes, the Discovery of Insulin, and the Making of a Medical Miracle (T. Cooper and A. Ainsberg)

Breaking the Slump: Baseball in the Depression Era (C.C. Alexander)

Brewing Battles: A History of American Beer (A. Mittelman)

British Food: An Extraordinary Thousand Years of History (C. Spencer)

Budgeting Entitlements: The Politics of Food Stamps (R.F. King)

Building a Housewife’s Paradise: Gender, Politics, and American Grocery Stores in the Twentieth Century (T. Deutsch)

Building Houses out of Chicken Legs: Black Women, Food, & Power (P.A. Williams-Forson)

Calomel in America: Mercurial Panacea, War, Song and Ghosts (R. Swiderski)

Can She Bake a Cherry Pie? American Women and the Kitchen in the Twentieth Century (M.D. McFeely)

Carry A. Nation: Retelling the Life (F. Grace)

Catching Fire: How Cooking Made Us Human (R. Wrangham)

Caviar with Champagne: Common Luxury and the Ideals of the Good Life in Stalin’s Russia (J. Gronow)

Caviar: A Global History (N. Fletcher)

Caviar: The Strange History and Uncertain Future of the World’s Most Coveted Delicacy (I. Saffron)

Champagne: How the World’s Most Glamorous Wine Triumphed over War and Hard Times (D. Kladstrup and P. Kladstrup)

A Change of Heart: How the People of Framingham, Massachusetts, Helped Unravel the Mysteries of Cardiovascular Disease (D. Levy and S. Brink)

Charlatan: America’s Most Dangerous Huckster, the Man Who Pursued Him, and the Age of Flimflam (P. Brock)

Charlemagne’s Tablecloth: A Piquant History of Feasting (N. Fletcher)

Cheese and Culture: A History of Cheese and Its Place in Western Civilization (P.S. Kindstedt)

Children’s Health Issues in Historical Perspective (C.K. Warsh and V. Strong-Boag, Eds.)

Chocolate: History, Culture, and Heritage (L.E. Grivetti and H.-Y. Shapiro)

Chocolate, Strawberry, and Vanilla: A History of American Ice Cream (C.F. Funderburg)

Chocolate Wars: The 150-year Rivalry between the World’s Greatest Chocolate Makers (D. Cadbury)

Cholera: The Biography (C. Hamlin)

Chop Suey: A Cultural History of Chinese Food in the United States (A. Coe)

Culture of the Fork: A Brief History of Food in Europe (G. Rebora)

Christian Science on Trial: Religious Healing in America (R.B. Schoepflin)

Cultures of Plague: Medical Thought at the End of the Renaissance (S.K. Cohn, Jr.)

Clambake: A History & Celebration of an American Tradition (K. Neustadelt)

The Cure Within: A History of Mind-body Medicine (A. Harrington)

Cod: A Biography of the Fish That Changed the World (M. Kurlansky)

Curry: A Tale of Cooks and Conquerors (L. Collingham)

Coffee Talk: The Stimulating Story of the World’s Most Popular Brew (M. Satin)

Dangerous Tastes: The Story of Spices (A. Dalby)

Cooking in Other Women’s Kitchens: Domestic Workers in the South, 1865 – 1960 (R. Sharpless)

Deadly Harvest: The Intimate Relationship between Our Health and Our Food (G. Bond)

Copeland’s Cure: Homeopathy and the War between Conventional and Alternative Medicine (N. Robins)

Deadly Medicine: Indians and Alcohol in Early America (P.C. Mancall)

A Covert Affair: Julia Child and Paul Child in the OSS (J. Conant)

The Deadly Truth: A History of Disease in America (G.N. Grob)

Out of the Cracker Barrel: The Nabisco Story, from Animal Crackers to Zuzus (W. Cahn)

Death in the Pot: The Impact of Food Poisoning on History (M. Satin)

Craving Earth: Understanding Pica – The Urge to Eat Clay, Starch, Ice & Chalk (S. Young)

Delizia! The Epic History of the Italians and Their Food (J. Dickie)

Creating Consumers: Home Economists in Twentieth-century America (C.M. Goldstein)

From Demon to Darling: A Legal History of Wine in America (R. Mendelson)

Crunch!: A History of the Great American Potato Chip (D. Burhans)

The Destroying Angel: Sex, Fitness, and Food in the Legacy of Degeneracy Theory, Graham Crackers, Kellogg’s Corn Flakes & American Health History (J. Money)

Culinary Ephemera: An Illustrated History (W.W. Weaver)

Devil of the Domestic Sphere: Temperance, Gender, and Middle-class Ideology, 1800-1860 (S.C. Martin)

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Secret Formula: How Brilliant Marketing and Relentless Salesmanship Made Coca-Cola the Best-known Product in the World (F. Allen)

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Wellbeing: A Cultural History of Healthy Living (K. Bergdolt)

What the Slaves Ate: Recollections of African American Foods and Foodways from the Slave Narratives (H.C. Covey and D. Einsnach)

When Champagne Became French: Wine and the Making of a National Identity (K.M. Guy)

When the Rivers Ran Red: An Amazing Story of Courage and Triumph in America’s Wine Country (V. Sosnowski)

White Bread: A Social History of the Store-bought Loaf (A. Bobrow-Strain)

Whitebread Protestants: Food and Religion in American Culture (D. Sack)

The Widow Clicquot: The Story of a Champagne Empire and the Woman Who Ruled It (T.J. Mazzeo)

Wine: The 8,000-year-old Story of the Wine Trade (T. Pellechia)

Wine & War: The French, the Nazis & the Battle for France’s Greatest Treasure (D. Kladstrup and P. Kladstrup)

The Women in God’s Kitchen: Cooking, Eating, and Spiritual Writing (C. Mazzoni)

Working Cures: Healing, Health, and Power on Southern Slave Plantations (S.M. Fett)

The World of Caffeine: The Science and Culture of the World’s Most Popular Drug (B.A. Weinberg and B.K. Bealer)

World Food Security: A History since 1945 (J. Shaw)
The World on a Plate: A Tour through the History of America’s Ethnic Cuisine (J. Denker)
Vitamin Discoveries and Disasters by Frances Frankenburg

Vitamin Discoveries and Disasters summarize the historical implications and environmental factors that contributed to the discovery of essential vitamins. Author Frankenburg aptly summarizes the history of each vitamin, making each story interesting and enjoyable to read by providing the stories with attractive titles, pictures, and marked facts making the whole reading experience pleasurable. Throughout the book, several sicknesses are given a brief overview along with the experimental complications scientist went through to find a cure. Following I discuss the author’s use of attractive titles to capture the reader’s interest.

Each chapter covers an overview of a vitamin and the sicknesses that it caused when not consumed, as well as the reasons that it was not consumed. Frankenburg smartly uses different and interesting titles that cover the vitamin, the experiment, and the sickness. The first title "Rats That Don’t Grow and Have Sore Eyes: the Anti-Night Blindness Vitamin" is an example. When one reads this unusual title, it makes sense only after reading the story. The title reflects the experiment done by Elmer Verner McCollum (1879-1967) in which he fed rats different diets and discovered fat as an essential nutrient and vitamin A.

The author’s use of interesting words to compose a title can be seen throughout the chapters. Another example is title “Soldiers in Pain and Staggering Chickens: vitamin B1 the Anti-Beriberi Vitamin”. The chapter’s story is reflected by the title. Soldiers were suffering from the disease beriberi. There was research done on chickens by several historical figures like Eijkman, Vordermn, and Grijns. Finally, “Williams (1886-1965) discovered Vitamin B1” (Frankenburg, 2009). By providing the book with interesting titles, the book flourishes with descriptions and facts that after reading it, ties back to the title. After having discussed the author’s exceptionally well use of chapter titles, I will now discuss the chapter’s use of imagery.
There is a common belief that people best understand information when information is presented aurally and visually. Visual information is entertaining and gives more information to the reader than just words. Frankenburg uses pictures throughout the book in order to show examples of diseases and public reactions. An example can be seen in chapter three that shows a picture of a man suffering from pellagra. The picture is a representation of the horrible disease that is described in the chapter by Italian physician Francesco Frapoli noting the skin’s change of color, dryness, how it sometimes falls, and disfigurement (Frankenburg, 2009).

The third technique Frankenburg uses is providing readers with facts that complete the understanding process. Placing vitamin definitions and information aside from the story within each chapter gives the reader the option to understand more about the vitamin properties without losing focus on the story. An example of such use can be seen in chapter three. While the author is describing pellagra and begins to write about pellagrins who were sharecroppers, there is a box that explains sharecropping (Pg. 37). Another example can be seen in chapter five, which describes the story of figuring out the cure for scurvy. There is a box that gives the reader information about the structure of proteins that ties back to Linus Pauling’s work of chemical bonds.

As we have seen, *Vitamin Discoveries and Disasters* is not your typically tiresome historical book, which is usually composed of long chapters, no pictures, and dull titles. On the other hand, *Vitamin Discoveries and Disasters* is a book that entertains readers by using short story telling, facts, pictures, and attracting titles of historical information. Throughout the book we learn about important scientific researchers, societal responses, and information about different diseases, all of which impacted the field of nutrition.

References