

HUMANS AT THE EXTREMES

Anthropology 13181 - 03

Fall 2022

Tuesday & Thursday – 9:30am-10:45am

Corbett Family Hall E108

Dr. Cara Ocobock

Dr. Ocobock's Contact Info

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Join the Bioanthropology Facebook Group

<https://www.facebook.com/groups/BioAnthNews/>

Listen to the Human Biology Podcast!

<https://soundcloud.com/humanbiologyassociation>

Important Things to Know



This is a gradeless, test-less class, see details further in this syllabus

I am NOT Mrs. Ocobock. I am Dr. Ocobock or Professor Ocobock

I will not typically respond to email between the hours of 6pm-6am.

BEFORE emailing me, please first check the syllabus for answers.

Course Description

The Arctic Circle, Mount Everest, the Sahara Desert, poverty, and obesity, and even space! These are all extremes some humans experience. Using primary literature and pop culture resources, this course will explore how humans have biologically, culturally, and technologically overcome these extremes. Through this use of mixed media, we will also discuss how the media misrepresents and misreports scientific studies, making us all more discerning consumers of information. You will be expected to compare and contract different types of resources for each topic covered. You will also be expected to work within a group to explore a human extreme of your own choosing and present it to the class.

Course Objectives

- 🦉 Be able to explain physiological adaptations to extreme conditions
- 🦉 Be able to explain cultural adaptations to extreme conditions
- 🦉 Be able to read and assess primary literature
- 🦉 Compare information from primary literature to literature presented in popular media
- 🦉 Engage with the material in both traditional and non-traditional ways in order to broaden your skillset and hone your writing skills – **this is a U-Sem – you are going to write A LOT!**
- 🦉 Develop honest self-assessment skills

THIS CLASS HAS NO GRADES OR TESTS, BUT THERE WILL BE A FINAL GRADE

Why Grades Don't Work

- Grades make you think less
- Grades make you avoid taking risks
- Grades make you lose interest in learning
- Grades rarely reflect actual learning
- Grades do not reflect life

Why Tests Don't Work

- Tests really only test your cramming/short term memory
- Tests cannot take into account different learning styles
- Tests produce unnecessary anxiety that prohibit learning engagement

How This Will Work...Hopefully

- **You will develop a goal and plan of action for this semester**
 - You will state the grade you would like to receive and how you plan to achieve this grade throughout the semester
 - You will also describe any hurdles you expect to encounter and how you might overcome them
 - You will meet with me during the first two weeks of class to discuss this plan
- **You will turn in regular writing assignments as well as a larger group assignment and a final un-essay on the topic of your choosing**
 - I will provide feedback on each of these assignments
 - But so will you, for the larger group assignment and un-essay, you will write a short assessment that includes the following:
 - what you learned
 - the challenges you faced completing this assignment
 - how you overcame those challenges (if you did)
 - how well you think you did the assignment
 - what you think you could have done better
- **Mid-Semester Check-In – meet with me to discuss what you have done so far, what you are proud of, and what you could be doing better**
- **End of Semester Meeting – meet with me to assess the body of work you completed throughout the semester and together decide a final grade to be submitted to Notre Dame.**

Academic Integrity

As a student of the University of Notre Dame, you are expected to abide by its honor code (<https://honorcode.nd.edu/>):

“As a member of the Notre Dame community, I acknowledge that it is my responsibility to learn and abide by principles of intellectual honesty and academic integrity, and therefore I will not participate in or tolerate academic dishonesty.”

When you are expected to work alone on an assignment, it will be clearly stated in the assignment guidelines.

Class Behavior

- This class does cover some controversial topics. I expect each of you to respect your classmates' opinions. If you disagree, do so respectfully so that we can have a discussion about it. I want to promote diversity and inclusion in this classroom (<https://diversity.nd.edu/>)
- I know when you are looking at your phones or computers for non-class reasons. Please do not do it. It is disrespectful to me and your classmates.

Course Materials

- **Text: *Life at the Extremes* by Frances M. Ashcroft**



- **Articles provided on Sakai**
- **A notebook**
- **A 3-ring binder to keep all your writing prompts**

IN ORDER TO SUCCEED

You Need To:

1. Attend class regularly
2. Take notes in class – handwritten is better!
3. Actively participate – **BE ENGAGED & INQUISITIVE**
4. Maintain a binder to keep all of your assignments (which will include my feedback), so that you have a good reminder of work when it comes time to self-evaluate at the end of the semester
5. Maintain an open mind to my methods – this is the first time I have run a course like this (no grades or exams). There are likely to be bumps along the way, I would greatly appreciate your patience
6. Maintain an open mind to the topics covered
7. If something is going on that is interfering with you ability to succeed, **TELL ME**
8. Give me feedback! Like I said, I am trying a new style. If something works well, tell me. If something fails miserably, **TELL ME**
9. **DO NOT PLAGIARIZE!** Cite everything you use to complete your work – here is a helpful resource on citations: <http://library.williams.edu/citing/styles/chicago2.php>

ASSIGNMENTS

This is a University Seminar course.

You are expected to write & write a lot.

Regular Responses

- Regular writing prompts are to be complete for each day's reading assignment. These are to:
 - Be ~500-750 words
 - Be a synthesized summary of all the readings – not list of facts from each reading!
 - Include your thoughts on the topic
 - Include at least two questions you have from the readings
 - I will, at times, include guiding questions to be answered.
- You will each have your own individual Google Doc – this is where these responses will be turned in

Larger Assignments

- Group Presentation on topic of your choice
- Un-Essay with accompanying Project Essay

ASSIGNMENT CHECK LIST

Assignments	Date	Done
Writing Response 1	8/26	
Writing Response 2 & About me + Plan of Action	9/5	
Writing Response 3	9/12	
Writing Response 4	9/19	
Writing Response 5	9/26	
Writing Response 6	10/3	
Writing Response 7	10/10	
Writing Response 8	10/17	
Writing Response 9	10/31	
Writing Response 10	11/7	
Writing Response 11	11/14	
Writing Response 12	11/21	
Writing Response 13	12/5	
Writing Response 14	12/12	

Meeting with Dr. Ocobock

Within the first two weeks of class starting

Unessay

Due December 8 – guidelines on Canvas

Attendance and Participation

I like to run an interactive class which means there is give and take from me AND you. You cannot participate in class unless you are physically there. I am fully aware of and sensitive to University sanctioned events as well as life events that may conflict with class. It is your responsibility to discuss potential absences with me ahead of time if possible. If you cannot discuss it with me ahead of time, please make every effort to talk to me as soon as you can.

COVID-19 & Honestly Any Illness Statement

- 🏔 For no, masks are not required in class. However, I reserve the right to require them at anytime!
- 🏔 These are unprecedented times. I will do my best to to approach this situation with flexibility, patience, and compassion. I ask you to do the same
- 🏔 **IF YOU ARE FEELING ILL, DO NOT COME TO CLASS! EMAIL ME AND LET ME KNOW!!!**
- 🏔 If more than 5 students test positive for COVID-19 at the same time, I will move the class online for a two week period.
- 🏔 If your professor contracts COVID-19, I will move the class online for a two week period

COURSE SCHEDULE...FOR NOW

Date	Reading	Assignment
Week #1: August 23 & 25 Introduction & What Is Science?		
8/23	No Readings today	None Due Today
8/25	1) What is Science? (do all 3 modules at the bottom) 2) Critical Thinking 3) Misused Science Ideas 4) Evaluating misinformation	Writing Response 8/26
Week #2: August 30 & September 1 High Altitude & Cold		
8/30	1) Life @ Extremes Chapter 1 2) Beall 2005 – on Canvas 3) Ocobock 2017 AJHB Body Comp – on Canvas 4) Ocobock et al. HBA 2021 Poster – on Canvas	
9/1	1) Life @ Extremes Chapter 2 2) Ocobock 2017 AJPA Energy Allocation – on Canvas	Writing Response 9/5
Week #3: September 6 & 8 High Altitude & Cold Continued		
9/6	MOVIE DAY AT HOME: Into Thin Air	
9/8	1) Nat Geo Article – on Canvas 2) Roberts – on Canvas	Writing Response 9/12
Week #4: September 13 & 15 Heat & Physical Activity		
9/13	1) Life @ Extremes Chapter 3	
9/15	MOVIE DAY AT HOME: Running on the Sun	Writing Response 9/19
Week #5: September 20 & 22 Heat & Physical Activity		
9/20	1. Life @ Extremes Chapter 5	
9/22	1) Heat Exposure & Football – on Canvas 2) Georgia & Football 3) Hanna & Tait – on Canvas 4) Women & Endurance – on Canvas	Writing Response 9/6

COURSE SCHEDULE...FOR NOW...CONTINUED

Date	Reading	Assignment
Week #6: September 27 & 29 War, Water Insecurity, & Poverty Part I		
9/27	1) Kissel Warfare– on Canvas 2) Sapiens Article 3) Rosinger 2019 – on Canvas 4) Rosinger & Tanner – on Canvas	
9/29	1) Link & Phelon – on Canvas 2) Marmot et al. – on Canvas	Writing Response 10/3
Week #7: October 4 & 6 War, Water Insecurity, & Poverty Part II		
10/4	1) Pinker and War 2) Water & Sleep 3) Genetics and Income	
10/6	MOVIE DAY AT HOME: Mad Max Fury Road	Writing Response 10/10
Week #8: October 11 & 13 Obesity		
10/11	1) Cassaza et al – on Canvas 2) Fothergill et al. – on Canvas 3) Brewis – on Canvas 4) Ocobock & Niclou – on Canvas	
10/13	Obesity film IN CLASS	Writing Response 10/17
Week #9: October 18 & 20 FALL BREAK NO CLASS		
Week #10: October 25 & 27 Obesity & Steroids/Bigorexia		
10/25	1) Things I miss about weighing more than 300lbs 2) Why people are getting fat AFTER weight loss surgery	
10/27	1) Probert & Lambert – on Canvas 2) Baghurst & Kissinger – on Canvas 3) Hall et al. – on Canvas	Writing Response 10/31

COURSE SCHEDULE...FOR NOW...CONTINUED

Date	Reading	Assignment
Week #11: November 1 & 3		
11/1	Movie in class: Bigorexia	
11/3	1) History of Steroids 2) Steroids for Dummies 3) I'm Sick and I'm Scared 4) Should Steroids be legal? 5) Synthol!!!! Also, google synthol pictures!	Writing Response 11/7
Week #12: November 8 & 10		
11/8	Group 1	
11/10		Writing Response 11/14
Week #13: November 15 & 17		
11/15	Group 2	
11/17		Writing Response 11/21
Week #14: November 22 & 24		
11/22	SPACE!!!! - TBD	
11/24	NO CLASS: THANKSGIVING!!!!	
Week #15: November 29 & December 1		
11/29	Group 3	
12/1		Writing Response 11/28
Week #16: December 6 & 8		
12/6	Group 4	
12/8		Writing Response 12/12 <b style="color: red;">Unessay Due!

DISABILITY SERVICES

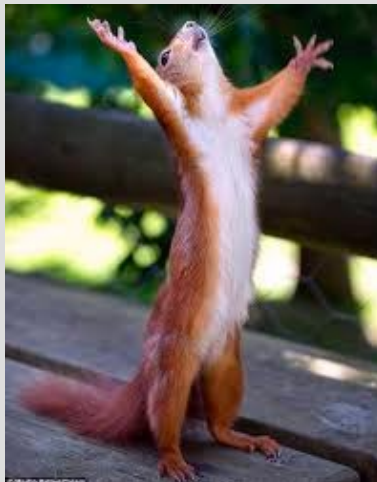
Any student who has a documented disability and is registered with Disability Services should speak with the professor as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services - <https://sarabeadisabilityservices.nd.edu/>

PERSONAL NOTE

Any student who faces challenges securing their food or housing or faces a catastrophic event (death or illness in the family for example) and believes this may affect their performance in the course is urged to contact the Office of Undergraduate Studies (574-631-7098) of University Health Services (574-631-7497) for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess.

OCOBOCK DISCLAIMERS

1. You should take some time and make friends in this class. **I DO NOT** give out my notes if you miss class. It is your responsibility to get notes from a friend.
2. As this class is not being run in a traditional way, **I reserve the right to change this syllabus at any time.** I will actively seek your feedback and include it as we move through the semester. As such, it would behoove you to give me that feedback so that I can improve this class and your learning experience along the way.



That glorious feeling when you actually read the whole syllabus!