

# HUMANS AT THE EXTREMES

## Anthropology 13181

Spring 2020

Tuesday & Thursday - 12:30pm 1:45pm

Corbett Family Hall E245

Dr. Cara Ocobock

### Dr. Ocobock's Contact Info

Office: 256 Corbett Family Hall

Office Hours: Tuesday 11-12 & 2-3

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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 either myself or Hanna, 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.”*

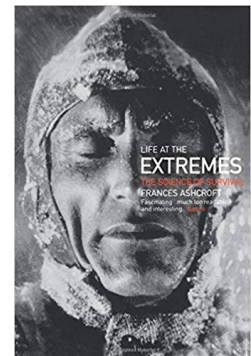
When you are expected to work alone on an assignment, it will be clearly stated in the assignment guidelines.

## 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.
- These are to be turned in on Sakai

### Larger Assignments

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

# ASSIGNMENT CHECK LIST

Assignments	Date	Done	Assignment	Date	Done
Writing Response 1	1/16		Writing Response 11	3/5	
Writing Response 2 & About me + Plan of Action	1/21		Writing Response 12	3/17	
Writing Response 3	1/28		Writing Response 13	3/24	
Writing Response 4	1/30		Writing Response 14	3/26	
Writing Response 5	2/6		Writing Response 15	4/2	
Writing Response 6	2/11		Writing Response 16	4/7	
Writing Response 7	2/13		Writing Response 17	4/21	
Writing Response 8	2/18		Writing Response 18	4/23	
Writing Response 9	2/25		Writing Response 19	4/28	
Writing Response 10	2/27		Un-Essay + Paper	4/28	

## Meeting with Dr. Ocobock

Week of 1/21

Week of 2/25

Week of 4/28

## Assignment Guidelines

- Guidelines will be provided to you for each assignment. If you do not understand the assignment guidelines, it is up to you to reach out to me for clarification!
- It is your responsibility to schedule the meetings with me.
- The book review is meant to be worked on throughout the semester rather than crammed in at the last minute.

## 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.

# COURSE SCHEDULE...FOR NOW

Date	Reading	Assignment
<b>Introduction &amp; What is Science?</b>		
1/14	No Readings today	None Due Today
<b>High Altitude &amp; Cold</b>		
1/16	1) Life @ Extremes Chapter 1 2) Beall 2005 – On Sakai	Writing Prompt 1
1/21	2) Life @ Extremes Chapter 2	Writing Prompt 2
1/23	<b>Movie Day: Into Thin Air</b>	
1/28	1) Nat Geo Article – on Sakai 2) Roberts – on Sakai	Writing Prompt 3
<b>Physical Activity &amp; Heat</b>		
1/30	1) Life @ Extremes Chapter 3 2) Life @ Extremes Chapter 5	Writing Prompt 4
2/4	<b>Movie Day: Running on the Sun</b>	
2/6	1) Heat Exposure & Football – on Sakai 2) Hanna & Tait – on Sakai 3) Women & Endurance – on Sakai	Writing Prompt 5
<b>War, Water Insecurity, &amp; Poverty</b>		
2/11	1) Kissel & Kim – on Sakai 2) <a href="#">Sapiens Article</a>	Writing Prompt 6
2/13	1) Rosinger 2019 – on Sakai 2) Rosinger & Tanner – on Sakai	Writing Prompt 7
2/18	1) Link & Phelon – on Sakai 2) Marmot et al. – on Sakai	1) Writing Prompt 8 2) <b>Groups &amp; Topics</b>
2/20	<b>Movie Day: Mad Max Fury Road</b>	
2/25	1) <a href="#">Pinker and War</a> 2) <a href="#">Water &amp; Sleep</a> 3) <a href="#">Genetics and Income</a>	Writing Prompt 10

# COURSE SCHEDULE...FOR NOW...CONTINUED

Date	Reading	Assignment
<b>Obesity</b>		
2/27	1) Cassaza et al – on Sakai 2) Fothergill et al. – on Sakai 3) Brewis – on Sakai	Writing Prompt 10
3/3	<i>Movie Day: My 600lbs Life</i>	
3/5	1) <u>Things I miss about weighing more than 300lbs</u> 2) <u>Why people are getting fat AFTER weight loss surgery</u>	Writing Prompt 11
<b>SPRING BREAK! NO CLASS 3/10 &amp; 3/12</b>		
<b>Space &amp; Isolation</b>		
3/17	1) Life @ Extremes Chapter 6 2) Arrigo – on Sakai	Writing Prompt 12
3/19	<i>Movie Day: The Martian</i>	
3/24	1) <u>Gravity &amp; Radiation</u> 2) <u>Isolation Warps the Mind</u> 3) <u>Isolation is Killing Us</u>	1) Writing Prompt 13 2) Group Readings
<b>Body Building &amp; Performance Enhancing Drugs</b>		
3/26	1) Probert & Lambert – on Sakai 2) Baghurst & Kissinger – on Sakai 3) Hall et al. – on Sakai	Writing Prompt 14
3/31	<i>Movie Day: Generation Iron 3</i>	
4/2	1) <u>History of Steroids</u> 2) <u>Steroids for Dummies</u> 3) <u>I'm Sick and I'm Scared</u> 4) <u>Should Steroids be legal?</u> 5) <u>Synthol!!!!</u> Also, google synthol pictures!	Writing Prompt 15
<b>GROUPS!</b>		
4/7	Group 1 – readings TBD	Writing Prompt 16
<b>OCOBOCK AT CONFERENCE NO CLASS 4/14 &amp; 4/16</b>		
4/21	Group 2 – readings TBD	Writing Prompt 17
4/23	Group 3 – readings TBD	Writing Prompt 18
4/28	Group 4 – readings TBD	1) Writing Prompt 19 2) Un-essay

# DISABILITY SERVICES

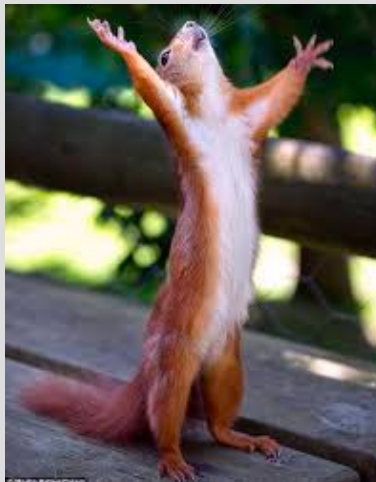
Any student who has a documented disability and is registered with Disability Services should speak with the professor as soon as possible regarding accommodations. Students who are not registered should contact the Office of Disability Services - <https://sarabeadisabilityservices.nd.edu/>

# 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!