

RUTGERS UNIVERSITY
PSYCHOLOGY OF EATING— 50:830:434 AND 56:830:676
COURSE SYLLABUS
Spring 2015

Instructor:	Dr. Charlotte N. Markey	Lecture:	Tues 6-8:40pm
e-mail:	chmarkey@camden.rutgers.edu	Classroom:	ARM 223
Office Phone:	856.225.6332	Office hours:	Tues 2-3:00pm and by appt.
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COURSE DESCRIPTION AND OBJECTIVES:

Welcome to the Psychology of Eating!

This course focuses on understanding the psychological processes underlying humans' development of eating behaviors and the adoption of both healthy and maladaptive cognitions and behaviors concerning food, eating, and our bodies. Issues to be addressed include: food choice, the development of food preferences, motivation to eat, cultural influences on eating patterns, weight-regulation, body image, dieting behaviors, obesity, eating disorders, and treatment of unhealthy and clinical eating problems. The psychology of eating will be emphasized, and psychological problems associated with eating will be highlighted. This class will be taught as a graduate level seminar, with a focus on comprehension and application of information about the Psychology of Eating to daily life.

The learning objectives of this course are consistent with the goals of the department. Course activities are designed to assess these learning objectives. Upon successful completion of this course, you should be able to:

- Identify key theories, concepts, and methods in the study of the psychology of eating.
- Critically analyze research in the field and distinguish it from popular (i.e., not empirically based) information about eating, weight management, body image, disordered eating, and obesity.
- Effectively communicate ideas related to the psychology of eating (orally and in writing).
- Increase personal awareness of your own eating-related attitudes and behaviors.

COURSE READINGS:

Please read all assigned readings BEFORE they are covered in class.

- 1) REQUIRED: Ogden, J. (2010). *The Psychology of Eating: From Healthy to Disordered Eating, 2nd Ed.* United Kingdom: Blackwell Publishing. Available in the Rutgers-Camden bookstore and on the web at Amazon.com.
- 2) RECOMMENDED: Markey, C. N. (2014). *Smart People Don't Diet: How the Latest Science Can Help You Lose Weight Permanently.* Boston: Da Capo Lifelong Books. Available online at all major booksellers.
- 3) REQUIRED and RECOMMENDED: Articles will be available on the course Sakai web page – consult the course schedule to determine when they should be read.

- 4) **REQUIRED:** You will be asked to select a journal article to present and share with the class. You will also be asked to purchase or check-out a library book about dieting, depending on the presentation you choose to do (see below).

GENERAL COURSE REQUIREMENTS:

1) ATTENDANCE AND CLASS PARTICIPATION: Class attendance and participation is expected. Because this class is a seminar (i.e., I will not usually be lecturing, rather we will all discuss the relevant topics), much of the learning that will take place this semester will be *in the classroom*. I will keep track of attendance via the worksheets and class exercises you complete. If you are not in class, there is no way to complete these assignments; make-ups will not be available. (It is possible that a few of these class assignments will need to be completed at home.) Thus, this component of your grade will be based on the following criteria: (1) Did you attend class? (2) Did you contribute to the intellectual climate in class (by listening to the professor and your classmates and participating in discussions and exercises)? and (3) Did you come to class prepared for assignments described on the class schedule (below)?

2) READING REFLECTIONS AND NOTES: Because each class will involve a discussion of the assigned readings, it is important that we all come to class prepared. In order to facilitate this preparation, you will be expected to turn in “evidence” that you have completed the readings in the form of reading reflections and notes (reflections should be approximately 2 pages long – not longer). Your reflections should focus on the themes indicated in the syllabus course schedule (and noted on Sakai). The format of any notes you include is not important (a paragraph summary, bullet points, etc.), but they should be completed so that they are helpful to you during class discussions. You will also be allowed to use your reflections and notes on the exam. As you read through the assignments, make note of questions you have that might be interesting for us to discuss as a class (you do not need to have the answers to these questions, rather think of issues that are provocative and important for us to discuss; these should NOT be yes/no questions or questions with answers easily identified in the readings). Please include questions pertaining to the readings in your notes. These reflections, notes, and questions are due on Monday prior to each week of class via the Sakai course web page. You are expected to submit 8 sets of reflections/ notes/ questions via Sakai. Your notes should address all of the reading material for the coming week that is not included in your reflection. For your own benefit, having a copy of your reflection, notes, and questions in class is a good idea.

3) FOOD DIARY: In the first weeks of this course, we will be discussing food choice, healthy eating, and food preferences. To contribute to your understanding of these topics, you will complete a “Food Diary.” This diary should be a complete record of everything you eat for 2 consecutive days (1 of these days should be a weekend day – Fri, Sat, or Sun, if possible). Please type your diary before turning it in and include a brief (1-2 page max) reflection on your eating behaviors during these 2 days. Some questions you may want to address in this reflection include: Based on the course readings and our class discussions, what is your appraisal of your eating behaviors? Did recording your eating behaviors influence what you ate? Did you eat more or less than you expected to? Are your eating habits healthy? We will spend time discussing this assignment on the day that it is due in class; please submit via Sakai assignments but have a hard copy in class with you for discussion.

4) ARTICLE PRESENTATIONS: During each class, 1-2 students will “assign” readings about the topic to be discussed and will be prepared to help lead the discussion on these particular readings. Readings should be from the past 4 years (2011-2015) and must be approved by the instructor a week prior to the class in which they will be discussed. A PDF of the article should be emailed to the instructor so that she can post the articles on Sakai for the entire class to read. Student presenters should be prepared to discuss the research questions addressed in the article, the methods used, the primary findings, and why the article is interesting

and a significant addition to research in the field. If you have difficulty selecting an article, contact the instructor for help.

5) “FINAL” PRESENTATIONS:

You have the option of completing one of the below presentations. Students will sign up for one of the two presentations in advance to ensure that approximately half the class does each presentation.

DIET BOOK PRESENTATION: We will spend most of one class discussing weight-management and dieting behaviors. There are many popular books (e.g., *Dr. Atkins New Diet Revolution*, *The South Beach Diet*, *French Women Don't Get Fat*, etc.) designed to help individuals achieve their weight-loss and weight-management goals. I would like each student in the class who signs up to do this presentation to bring in a different one of these books to share with the class (we will coordinate who will bring in what during class). You will be responsible for bringing the book to class and reading at least the introductory chapter to the book so that you can describe for the class the main gist of the book. A worksheet and additional instruction will be provided to help you complete this assignment. This presentation is intended to be brief and informal (you will NOT stand in front of the class but will remain seated; no slides, etc.).

MEDIA PRESENTATION: A second presentation option in this class is a critique of eating-related messages in the media. Additional information about this project will be forthcoming. Generally, you will be expected to collect 1 media message (e.g., YouTube clip, magazine articles, advertisements, T.V. commercials, etc.) about food, eating, body image, obesity, eating disorders, or any other relevant topic discussed in class that you present to the class along with leading some discussion and critique of these messages. You will be expected to use information from our course to help you relay whether or not these media messages are positive/ harmful/ helpful to people's attempts to be healthy. This presentation is intended to be brief and informal (you will NOT stand in front of the class but will remain seated, no slides, etc.).

6) EXAM: At the end of this course, you will be evaluated on your understanding of the material by taking an exam. The examine will involve the completion of approximately 4 essay questions with the use of the reading reflection and (typed) notes you have completed throughout the semester. This exam will NOT be multiple choice; it is intended to provide me with information about what you found interesting in the course and what you learned from the course. No make-up exams will be given unless arrangements are made **prior** to the exam or proof of necessary absenteeism (e.g., a Dr. note) is provided.

GRADING:

Grades will be computed as follows:

Attendance and participation	20%
Reading reflections	30%
Food diary	5%
Article presentation	5%
Presentation (diet book or media)	20%
Final Exam	20%

Course Schedule

The following is a *tentative* schedule for this course. Dates may change slightly depending on our *actual* progress in covering the material.

Week 1 Tues, Jan 20	Introduction to the Psychology of Eating	Ch 1 of Ogden
Week 2 Tues, Jan 27	Healthy Eating <i>Reflection 1: Are you a healthy eater; why or why not? Do you think it matters whether or not you eat healthily? How could you change your eating habits to improve your health?</i>	Ch 2 of Ogden Schlosser's <i>Fast Food Nation</i> preface
Week 3 Tues, Feb 3	Food Choice <i>Reflection 2: What determines your choices about what you eat? How are biological, cognitive, and developmental models of food choice relevant to the choices you make?</i>	Ch 3 of Ogden Birch and Fisher chapter
Week 4 Tues, Feb 11	The Meaning of Food <i>Food Diaries Due Today (submit via Sakai but bring a hard copy to class)</i>	Ch 4 of Ogden Rozin et al., 2003
Week 5 Tues, Feb 18	The Meaning of Size <i>Reflection 3: Be honest with yourself; what do you think of people who are overweight? Where do these thoughts come from? What do you think of people who are underweight? Where do these thoughts come from?</i>	Ch 5 of Ogden Bordo chapter
Week 6 Tues, Feb 25	Body Dissatisfaction and Consequences <i>Reflection 4; (turn in this week or next week): What would happen if men, women, boys and girls were suddenly satisfied with their bodies, no matter what size they were?</i>	Ch 6 of Ogden Ch 4 of Markey
Week 7 Tues, March 4	Body Dissatisfaction and Dieting	Ch 7 of Ogden Ch 2 of Markey Polivy & Herman article
Week 8 Tues, March 11	Dieting <i>Diet Book Presentations</i>	
Week 9 Tues, March 18	SPRING BREAK	
Week 10 Tues, March 25	Obesity <i>Reflection 5: What is the main contributor to the current obesity epidemic? Is there a difference between what most people view as the cause of obesity and what scientists know about the cause of obesity?</i>	Ch 8 of Ogden Ch 10 of Markey Brownell & Horgan chapter
Week 11 Tues, April 1	Obesity Treatment <i>Reflection 6: After taking this class, what treatment approach would you recommend to an overweight or obese friend who wanted to lose weight?</i>	Ch 9 of Ogden Story by Dubas
Week 12 Tues, April 8	Eating Disorders <i>Reflection 7: Do you know someone who has or had an eating disorder? What factors do you think contributed to the development of this disorder? (to address this week or next)</i>	Ch 10 of Ogden
Week 13	Eating Disorders and Treatment	Ch 11 of Ogden

Tues, April 15		Case Study
Week 14 Tues, April 22	Eating Disorder Treatment Begin Media Presentations <i>Reflection 8: Why are eating disorder patients so resistant to recovery? How do cultural messages regarding food, our bodies, and our weight contribute to the difficult task of treating these patients?</i>	Brumberg Postscript
Week 15 Tues, April 29	Media Presentations Wrap-up Class Review for Final <i>Reflection 9: What have you learned this semester? What are the public health policy implications of the topics we've discussed?</i>	Ch 12 of Ogden Ch 9 of Markey

List of Supplementary Readings:

- 1) Schlosser, E. (2001). *Fast Food Nation: The Dark Side of the American Meal*. New York, NY: Houghton Mifflin Company. (just a chapter)
- 2) Birch, L. L. & Fisher, J. A. (1996). The role of experience in the development of children's eating behavior. In: E. Capaldi (Ed.), *Why we eat what we eat: The psychology of eating* (pp.113-137). Washington DC: American Psychological Association.
- 3) Rozin, P., Kanick, K., Pete, E., Fischler, C., & Shields, C. (2003). The Ecology of Eating: Smaller Portion Sizes in France than in the United States Help Explain the French Paradox. *Psychological Science, 14*, 450-454.
- 4) Bordo, S. (2003). *Unbearable Weight: Feminism, Western Culture, and the Body*. In the Empire of Images: Preface to the Tenth Anniversary Edition. Los Angeles: University of California Press.
- 5) Markey, C. N. (2014). Love Yourself Naked. Chapter 4 from *Smart People Don't Diet*. Da Capo Lifelong Books.
- 6) Markey, C. N. (2014). Why Diets Don't Work. Chapter 2 from *Smart People Don't Diet*. Da Capo Lifelong Books.
- 7) Polivy, J. & Herman, P. (2002). If at first you don't succeed: False hopes of self-change. *American Psychologist, 57*, 677-689.
- 8) Markey, C. N. (2014). The Big Picture. Chapter 10 from *Smart People Don't Diet*. Da Capo Lifelong Books.
- 9) Brownell, K. D. and Horgan, K. B. (2004). *Food Fight*. Chicago: Contemporary Books. (one chapter)
- 10) Dubas, A. (2003). The Fat Girl. In: D. Jarrell & I. Sukrungruang (Eds.), *What are you looking at? The first fat fiction anthology*. Orlando: Harcourt Books, Inc.
- 11) Garrod, A. C., Smulyan, L., Powers, S. I., & Kilkenny, R. (2002). *Adolescent Portraits*. [Chapter 10: Falling from my pedestal, p. 171-186]. Boston: Allyn & Bacon.
- 12) Brumberg, J. J. (2000). *Fasting Girls: The History of Anorexia Nervosa*. New York: Random House. (postscript)
- 13) Markey, C. N. (2014). Share Your Success and Encourage Others. Chapter 9 from *Smart People Don't Diet*. Da Capo Lifelong Books.

GENERAL COURSE POLICIES:

- 1) This class will be most rewarding for you if you are an active participant in class and view this experience as a collaborative enterprise. To this end, throughout the semester you are encouraged to communicate with your professor (during class and during office hours) and are expected to keep up with all readings and assignments.
- 2) Additional information about this class, and a copy of the syllabus is available on the instructor's web page (<http://www.CharlotteMarkey.com>) and the course Sakai web page (sakai.rutgers.edu). Being unaware of course requirements and expectations is not an excuse for failing to complete any of the assignments in this course.
- 3) If you are in class, you will be expected to be attentive, participate, stay the entire class time, and be prepared for any activities and exams scheduled for that day. You will be asked to leave class if you do any of the following:
 - ~Talk on your cell phone (turn phones off!)
 - ~Text on your cell phone
 - ~Open your lap top computer or blackberry
 - ~Pass notes to classmates
 - ~Sleep

You attendance in this course is voluntary. If you do not wish to be in class or prefer to do any of these activities instead of being in class, then you should leave.

- 4) If you miss a class, you are expected to obtain class notes from a classmate and to stay on top of any of the activities/ discussions missed. It is your responsibility to become informed of any announcements made in class. Further, while class worksheets/ exercises/ quizzes will not be accepted late, it will increase your understanding of class material (and help you to prepare for exams) if you complete them.
- 5) ***Power point slides presented in class will not be available*** except in class (i.e., these will NOT be posted on the web). If you miss class, you should obtain notes from a classmate and read the assigned readings.
- 6) No make-up exams will be given unless arrangements are made **prior** to an exam or proof of necessary absenteeism (e.g., a Dr. note) is provided. If you expectantly miss an exam due to exceptional circumstances (e.g., a serious car accident), it is your responsibility to contact the instructor within 24 hours of the exam to discuss the possibility of a make-up exam. You may also contact the department secretary, Jackie Dunn, in the case of an emergency at 856-225-6520. Any make-up exam is likely to differ from the exam the rest of the class takes and will typically be in essay format.
- 7) Academic dishonesty will NOT be tolerated. Academic dishonesty includes (but is not limited to) cheating on exams and plagiarism. Students caught participate in academic dishonesty will receive a score of zero on the relevant assignment. In addition, instances of academic dishonesty will be referred to the Scholastic Conduct Committee. Sanctions for academic dishonesty range from failing an assignment to failing a course or expulsion from the University. For additional information about Rutgers' policies concerning academic dishonesty refer to: <http://teachx.rutgers.edu/integrity/policy.html>.
- 8) For disability accommodations, please call the Disability Services Coordinator Timothy Pure, Rutgers-Camden Learning Center, ARM 3rd floor, (856) 225-6442, tpure@camden.rutgers.edu. Students who require special accommodations should also contact the instructor within the first few days of class.