DEREE COLLEGE SYLLABUS FOR: **US CREDITS: 3/0/3** **HSE 2220 Hungry Brain and Thinking Stomach: Eating, Feeding and "Satiety"**	
Honors Seminar (Fall 2018)	
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics
CATALOG DESCRIPTION:	An interdisciplinary overview of eating behaviour from the perspectives of natural and social sciences. Drawing from basic principles of neuroscience and biopsychology, the course focuses on underlying brain mechanisms of metabolism and food perception, which are also mediated by human subjectivity and cultural norms.
RATIONALE:	The course invites students to consider the ways we are related to food, calories and our eating habits, and to examine perspectives on hunger and satiety across different cultural and social contexts. On one level, the urge to eat is presented as a biological mechanism, linked to underlying neural activity; on another, it is explored in the context of learning habits, memory, emotions as well as culture. This course bridges the gap between scientific evidence and lived experience, inviting students to expand their understanding of eating habits as biopsychological and cultural phenomena.
LEARNING OUTCOMES:	**As a result of taking this course, students should be able to:** 1. Demonstrate understanding of the biopsychological and neural foundations of hunger and eating habits; 2. Examine different perspectives on hunger, eating, and satiety in various sociohistorical and cultural settings; 3. Discuss the ways in which scientific or non-scientific views of hunger, eating and satiety inform value systems, including constructions of gender and identity, in various cultural contexts; 4. Apply knowledge from different disciplinary perspectives (evolutionary, neuroscientific, biopsychological, philosophical, psychoanalytic and sociocultural) in investigating the biological as well as cultural underpinnings of eating habits.
METHOD OF TEACHING AND LEARNING:	**In congruence with the teaching and learning strategy of the college, the following tools are used:** • Active student-centered teaching approach via students presentations of course material to encourage involvement in the learning process • Presentation and extensive discussions of research articles and clinical vignettes to facilitate a critical evaluation of brain and psychological research • Demonstration of tools and materials extensively used in contemporary research and laboratory settings • Experiential exercises and team-building activities to expand students' understanding of fundamental questions and current assumptions in scientific frameworks as well as in real-life settings • Extensive instructor feedback on assignments and activities; • Individualized assistance during office hours for further discussion of lecture material, additional reading, and assignments;

	• Additional print and audiovisual educational material posted on the Blackboard course template, to create a technology-integrated context; • Other relevant educational material placed on reserve in the library.
ASSESSMENT:	**Summative** **Critical Essay 40%** One critical essay (1,500-2000 words) dealing with a different aspect of the course subject. The essay needs to display a firm grasp of the topic at hand, of the issues discussed in the course as a whole, as well as of the relevant bibliography (**use of at least 3-5 scholarly sources**). **Creative Project 40%** Students will deploy a creative medium of their choice to apply their insights on concepts and ideas explored in the course. The creative project includes **a 500-word self-reflective essay** (which articulates the concepts that inform the creative project and relates them clearly to the content of the course), as well as **an oral presentation** of the creative project. **Participation 20%** Each student will be evaluated according to his/her contribution in the class, the preparation of the material and his/her critical ability. Furthermore, each student will be assessed in regards to his/her participation in group activities and discussions that will arise throughout the course. Progress will be monitored by multiple choice quizzes taken online or in class. **The Critical Essay** tests Learning Outcomes 1 and 4 **The Creative Project** tests Learning Outcomes 2 and 3 **Formative**
INDICATIVE READING:	**REQUIRED READING:** Selections of readings from the list of recommended materials. **RECOMMENDED READING:** Selections from the following books and articles: Ainsworth, M., Waters, B. M. & Wall, S. (1978). *Patterns of attachment*. Hillsdale, NJ: Lawrence Erlbaum Associates Berridge, K. C. (2004). Motivation concepts in behavioural neuroscience. *Psychology and Behavior*, Vol. 81(2): 179-209 Blundell, J. E. & Bellisle, F. (2013*). Satiation, satiety and the control of food intake: theory and practice.* Woodhead Publishing Limited Canetti, L., Bachar, E. & Berry, E. M. (2002). Food and emotion. Behavioural Processes, Vol. 60(2):157-167 Conner, M. (2002). *The social psychology of food*. Open University Press Counihan, C. H. & Kaplan, S. L. (1998). *Food and Gender: identity and power.* Harwood Academic Dahl R. *Charlie and the Chocolate Factory*. (2004). New York: Puffin Books Franken, R. E. (1994). *Human Motivation*. 3rd Ed. CA: Brooks/Cole Publishing Company Gibson, E. L. (2006). Emotional influences on food choice: sensory, physiological and psychological pathways. *Physiology and Behavior*,

	Vl. 89(1):53-61 Gunewardene, A., Huon, G. F. & Zheng, R. (2001). Exposure to westernization and eating: a cross-cultural study. *International Journal of Eating Disorders*, Vol. 29(3):289-293 Guyenet, S. J. (2017*). The hungry brain: outsmarting the instincts that make us overeat.* New York: Flatiron Books Le Magnen, J. (1986). *Hunger.* Cambridge University Press Vartanian, L. R., Wansink, B., & Herman, C. P. (2008). Are we aware of the external factors that influence our food intake? *Health Psychology,* Vol. 27(5), 533-538 Raman, V. V. (2014). Food: its many aspects in science, religion and culture. *Journal of Religion and Science*, Vol. 49(4):958-976
COMMUNICATION REQUIREMENTS:	Microsoft Word, using proper English and APA style of writing (most preferably required for the written report. Knowledge of Microsoft PowerPoint, required for the oral presentation.
SOFTWARE REQUIREMENTS:	Microsoft Word & PowerPoint are highly recommended.
WWW RESOURCES:	The course will use a number of materials via the internet, which will be available to the students via the Blackboard template. American Psychological Association (APA) www.apa.org The British Psychological Society (BPS) www.bps.org.ac.uk Internet Mental Health www.mentalhealth.com Eating Disorders Anonymous (EDA) www.4EDA.org Cozby Internet Site on writing research reports: http://methods.fullerton.edu/framesindex.html Dewey psych web project http://www.psychwww.com/ and scholarly psychology resources from this site on research http://www.psywww.com/resource/bytopic/research.htl http://neurosciencenews.com/appetite-glucose-neuroscience-5202/ APA style resources available: http://www.apastyle.org/apa-style-help.aspx https://www.nudge-it.eu/topics/the-neurobiology-of-food-choices-in-hunger-and-satiety.html https://www.rehabs.com/explore/dying-to-be-barbie/#.WnmO-ctdBaE http://au-di-tions.com/anorexia-and-dance-looking-for-the-perfect-body-in-dance/ https://onlinelibrary.wiley.com/doi/full/10.1111/j.1460-9568.2004.03589.x https://www.sciencedirect.com/science/article/pii/S0195666309006485 http://psycnet.apa.org/buy/1987-30615-001 https://www.sciencedirect.com/science/article/pii/S0195666310000322 https://www.eatingdisorderhope.com/information/anorexia/food-obsessions-and-the-brain-understanding-the-neuroscience-of-appetite-for-anorexia-nervosa

	http://neurosciencenews.com/appetite-glucose-neuroscience-5202/ http://www.jneb.org/article/S0022-3182(79)80152-1/pdf
INDICATIVE CONTENT:	**1. Introduction** • The doctrine of Hedonism and the evolution of hunger motivation **2. The biopsychology of Hunger Motivation** • The physiology of appetite: hormones, calories and the reward system • From biological homeostasis to emotional eating **3. Hunger and the Brain** • Scanning the centers of appetite and uncovering its mysteries; the food as stimulus • From laboratory food deprivation to clinical anorexia **4. The Psychology and Psychoanalysis of Hunger and Eating** • Habits, memory and early childhood experiences **5. Hunger, Eating and Satiety in Context** • Political, economic, sociocultural and religious aspects **6. Towards a New Conceptualization of Food, Eating and the Self** • Rediscovering the joy of eating, re-programming the brain • A new experience of “satiety” in a “hungry” world