

Cedar Crest College
The Allen Center for Nutrition
Fall 2009
Tuesday 7 PM – 9:30 PM

Course Plan

Course #: NTR 130

Course Title: Food and Culture

Course Description:

In this course we will identify the meanings of food among different cultures, and explore the ways in which geography, cultural, political and economic forces interact to influence our food choices, health and nutritional status. We will look critically at the following questions:

- a. How can food have different meanings and uses for different people?
- b. How do such factors as gender, ethnicity, class, and religious beliefs, the media, art and corporate capitalism affect the foods we choose to eat (and those we choose to avoid) and the manner in which we consume them?
- c. How does food function both to foster community feeling and drive wedges among people?
- d. What are some prevailing academic theories that help us identify and understand more eclectic meaning of foods?

We will accomplish all of the above through readings (scholarly articles, personal essays, newspaper articles, book chapters), lecture material, class discussion, viewing of film and documentaries and whatever opportunities may present themselves.

Credits: 3 credit hours

Clock hours: 3 hours total, 3 hours didactic

Instructor: Dr. Martine Scannavino, DHSc, RD, LDN
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Office Hours By appointment

Prerequisites: None

Course Objectives:

The student will have knowledge of:

- Economics of nutrition
 - Explain how societal and personal economics affect food intake and nutritional adequacy of diets.

- Socio-cultural and ethnic food consumption issues of various consumers.
 - Identify and discuss common foods and meal composition of various cultural/ethnic groups.

- Role of food in promotion of a healthy lifestyle.
 - Explain how food and eating habits influence the health of a community

- Promotion of pleasurable eating.
 - Discuss the impact practice and facilitation of pleasurable eating in a variety of cultural/ethnic groups.

- Influence of socioeconomic, cultural and psychological factors on food and nutrition behaviors.
 - Identify and discuss factors affecting food and nutrition on various cultural groups.

The student will demonstrate the ability to determine nutrient requirements across the lifespan and recognize adequacy (and diversity of people, culture and religions).

Required text: *Food and Culture 5th ed* by Pamela Goyan Kittler and Kathryn P. Sucher, 2008, Wadsworth Publishing Belmont, CA

Required Readings: Additional readings and websites assigned in class

****** All assigned readings are due on the day they appear on the syllabus. You are expected to read all of the material, and be prepared to discuss them critically.**

Date	Topic	Readings
Week 1: 8/25	Introduction to the course Food and Culture	Chapter 1
Week 2: 9/1	Traditional Health Beliefs and Practices	Chapter 2
Week 3 9/8	Intercultural Communication Food and Religion	Chapter 3 Chapter 4
Week 4: 9/15	Native Americans	Chapter 5
Week 5: 9/22	Northern and Southern Europeans	Chapter 6
Week 6: 9/29	Central Europeans, People of the Former Soviet Union and Scandinavians	Chapter 7
Week 7: 10/6	Africans	Chapter 8
10/13	Fall Break	
Week 8: 10/20	Mexican and Central Americans Class online	Chapter 9
Week 9: 10/27	Caribbean Islanders and Central Americans	Chapter 10
Week 10: 11/3	East Asians Southeast Asians and Pacific Islanders	Chapter 11 Chapter 12
Week 11: 11/10	The Balkans and the Middle East	Chapter 13
Week 12: 11/17	South Asians	Chapter 14

Week 13:
11/24

Regional Americans

Chapter 15

Week 14:
12/4

Presentations
Online final exam (comprehensive)

Assignments

Course Group Project

Paper 100 pts

All papers must be at least three and no more than five pages. All papers must include a cover page, complete reference page and use APA citations and references.

Presentation 100 pts

All group members must participate in the group presentation. There is no predetermined or required format for the presentations, use your creativity and imaginations to develop some way of conveying the information to your peers. Examples of past presentations included art projects, posters and even an exciting game of jeopardy.

Peer evaluation 25 pts

Each group member is responsible for evaluating the work of their team members. Each team member will be evaluated on their contributions to the project which includes completing their fair share of the work, communication skills, and ability to work well with the team.

Projects Choices :

1. Ethnic Market Visit:

You are to identify and visit 1 ethnic market of **a culture different from your own**. The establishment cannot be a restaurant, although they may sell prepared foods. The primary focus of the establishment should be to meet the needs of an ethnic group in a given community by supplying unusual ingredients, produce and products from a foreign land. Be sure to use your text and additional resources to elaborate on your findings.

Make clear comprehensive observations of the items sold.

If possible interview the proprietor.

2. Cultural/National Food Guidance System

You must research and evaluate the food guidance system of another nation/culture. In your paper and presentation you must provide a complete description of that nation's health status, food preferences, and nutritional guidance system. Also provide an overview of that nation's health care system. Provide a brief comparison to that of the U.S.

3. Culture and Health

You are to find a minimum of 4 current articles which address cultural food practices and related health consequences (positive or negative). You must summarize the author's findings and present to the class.

4. Food Culture and Film

You must view 1 foreign film that features the cultural food practices of at least three cultures, provide a summary of each film and present an overview of the film food practices of the cultures observed. (there are a selection on reserve in the Library)

5. The Earth Knows My Name

You are to choose a chapter in the book *The Earth Knows My Name: Food, Culture, and Sustainability in the Gardens of Ethnic Americans* by Patricia Klindienst and further investigate the food patterns of the culture discussed in the chapter (a copy is on reserve in the library). You must write a report on the chapter and further investigation and present your findings to the class

6. Food and Culture: A Reader

Choose a chapter in the book **Food and Culture: A Reader** by Carole Counihan & Penny Van Esterik (either edition, on reserve at the library) and further investigate the food patterns behaviors and or practices of the "culture" discussed in the chapter. You must write a report on the chapter and further investigation and present your findings to the class.

Quizzes: 150 points

There will be 15 quizzes throughout the semester each worth 10 points. Each quiz is online and will be available after the class we cover the chapter. All quizzes must be completed midnight Sunday.

Final Exam: Cumulative – 100 points

Group project paper	100 points
Group project presentation	100 points
Group peer evaluation	25 points
Class participation	25 points
Quizzes 15 @ 10pts	150 points
Final Exam	<u>100 points</u>
Total	<u>500 points</u>

All Assignments are due on date scheduled. No exceptions.

Grading is as follows:

Points	grade
465 +	A
450 – 464	A –
435 – 449	B+
415 – 434	B
400 – 414	B-
385 – 399	C+
365 – 384	C
350 – 364	C-
335 – 349	D+
300 – 334	D
< 300	F

Lateness and Absences:

If you are late more than two times, or absent twice without a doctors note, your final numerical grade (on a scale of 1 – 100) will be lowered 3 points.

If you miss class you are still responsible for the material. If you are scheduled to present on that night you will receive a zero for that oral presentation and paper (unless prior arrangements are

made with me). If you must miss class or will be late I expect an e-mail or phone call.

Teaching Methods:

1. Lecture/teacher centered discussion
2. Student Centered discussion
3. Demonstration
4. Student presentations
5. Field observation
6. Readings in textbooks, reference books, journals, periodicals, and the Internet.
7. Assignments involving; researching, organizing information and writing.
8. Reflective writing and analysis.
9. Web based Discussion Board

Work expected of the student:

1. Students are expected to have read the assignments prior to class and actively participate in class discussion
2. Students are responsible for all terms defined in the readings.
3. Written assignments must be word-processed and completed on 8 ½ x11” paper. Spelling, punctuation and grammar will constitute part of the grade for the assignment. One-inch margins, double spacing, 12-point font and black print is required. Indent for paragraphs.
4. Class attendance is expected.
5. Assignments are due on the date indicated. **There will be no exceptions!!**

Classroom Protocol:

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and / or compromise students’ access to their Cedar Crest College education.

The Cedar Crest College Honor Code will prevail at all times. Please verify on each test and assignment that the work done is your own with your signature

ONLINE PROTOCOL

This course is a hybrid courses – a portion of the material and assignments are completed using the E-College Platform. The following is the online protocol for Nutrition Courses

Online course activities are different from in class experiences in that they are a student centered, instructor facilitated learning experience. Therefore it is the responsibility of the student to take an active role in the learning experience.

It is also the students responsibility to have adequate computer access and a working knowledge of the E-College platform to fully participate in all online course activities and assignments (discussion boards, exams, chat rooms (when required) , downloads of course materials, reading of all posted announcements and response to email, access to your gradebook, submissions to the assignment drop boxes, and any other activities on the -college platform required by the instructor to ensue successful completion of all course objectives and associated assignments.