

# Syllabus

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## Nutrition 3620-002 Cultural Aspects of Food Spring 2017

**On-campus course: Tuesday, January 3 – Saturday, January 7, 8am - 5pm**  
**HPR-N 225 & 227**  
**3 Credits**

**Pre-requisite:** None

**Instructor:** Allison Riederer, MS, RD; Kary Woodruff, MS, RD, CSSD

**Email:** please use Canvas email

**Phone:** Allison: (801) 585-9125; Kary: (801) 585-5936

**Office Location & Hours:** Instructors will be available before and after class during the week of the course; office hours before or after the course can be arranged with the instructor(s)

### REQUIRED TEXT:

1. Textbook: Everyone Eats- Second Edition, February 2014 by E.N. Anderson. ISBN: 9780814760062

### COURSE DESCRIPTION:

This course provides a unique opportunity to explore food and cultures from around the globe. With the team leadership of a Registered Dietitian, your instruction includes nutrition science and culinary expertise in a cross-disciplinary lecture approach. During the labs you'll be introduced to distinct foods, flavors, preparation methods and culinary skills including food safety. The classroom experience is an opportunity to participate in topics like Food and Religion, Food as Medicine, Food as Social Status, Food Sustainability and many other topics fundamental to understanding the importance of food around the world. Peer mentoring is a learning/teaching style by which students share cultural history, cultural exposure and cultural importance through student presentations, restaurant reviews, interviews and collaboration in the Foods Lab. Come prepared to use all of your senses as you explore cultures, customs, politics, religions, foods and important cultural literacy considerations that will be important to your future as you become better acquainted with your local and global community.

### STUDENT LEARNING OUTCOMES:

By the end of the course, you will be able to:

1. By completing a written restaurant review, students will be able to create a description of a cultural culinary experience that is unique to their past experiences by observing and documenting distinctions in food, culture, décor, tradition, and presentation.
2. By completing cultural food labs, students will construct a skill set that includes cultural understanding, food practices, food preparation methods, food safety, and food budgeting.
3. By synthesizing a media presentation on a specific culture, students will categorize cultural distinctions by food, cultural practices, geography, politics, economics and natural resources.
4. By attending lectures on Food and Religion, students will compare international and transnational differences and similarities in foods, cultures, geography, religion, economics, and language.
5. By attending lectures on Food Needs, students will examine the cross-border phenomena as it evolves through language, politics, trade, food, war and geography.
6. By attending lectures on Food, Culture and a Sense of Home, students will explore historical and contemporary food and cultural practices and their relevance to current social events and issues.
7. By attending lectures on Food, Connectivity and Sustainability, students will participate in interdisciplinary problem solving and an increased awareness of cultural and social literacy both in the local community and the global community.

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## TEACHING AND LEARNING METHODS

The course focuses on material from the required textbook with additional resources on Canvas such as chapter outlines, interactive modules (Evolve), and supplemental material that is relevant to the material presented in the text. It is recommended that students read the assigned readings prior to completing the self quizzes and coming to class. Doing so will create a foundation for course material and will allow you to follow the lectures more easily. Exam material will come from both in class material and chapter readings. The calendar has suggestions for what chapters you should be covering each week as well as all due dates.

Be comfortable with Canvas! You are responsible for getting on the site and learning how to navigate it.

Plan for, and come to, a testing time for anthropometric and biochemical measurements (see below for details – more information is posted on the “lab testing instructions” page). Complete assignments thoroughly. Take the *quizzes* for each chapter and pay attention to study guides that I will post for each exam.

## POLICIES

- All assignments are due in class unless the assigned date is after the week-long intensive course date. Late assignments are deducted 10% per day after the due date up to 5 days.
- All assignments are to be uploaded onto Canvas by 8am of the due date. Do not bring a hard copy to class. It is your responsibility to get assignments uploaded so that if you run into technical difficulties you have time to deal with the issue. Technical difficulties will not be an acceptable excuse for late assignments. In the event you are not able to upload something, you can always email it to the instructors (via Canvas email).
- Do your own work, do not collaborate with your classmates, unless specifically told to do so.
- Individual assignments showing signs of plagiarism will be given a zero and may fail the course.
- All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

## COURSE ASSIGNMENTS

1. **Restaurant Review: (100 points)** Students will select an ethnic restaurant in the community and write a three page restaurant review which includes specific information on the restaurant, location, first impression, menu, décor, wait staff, description of foods selected, assessment of quality of food, quantity of food and presentation of food. A rubric is posted on Canvas.
2. **Daily Quizzes: (100 points)** There will be a quick quiz at the beginning of each class (Monday – Friday) that will be based upon the reading assignments. Quizzes will be completed on Canvas and so a computer or app will be needed each day in class.
3. **Individual Presentation: (100 points):** Students will give a five minute class presentation on how food influences their personal identity and/or culture(s). This presentation will be basic *public speaking*, meaning you will get up in front of the class and *speak* (not present a PowerPoint or other digital/technological platform presentation) about how you define your identity and/or the culture(s) to which you belong and how food fits into this identity and/or these cultures. Students will work with the instructor to determine the date of presentation.

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**4. Group Presentation: (150 points)** In groups of 3, students will prepare a 20-25 minute class presentation exploring a food tradition that they have observed, experienced and/or read about. The presentation must include an interactive portion for the audience (be creative – discussions, class activities, get people out of their seats...). Students will work with the instructor to determine the date and style of presentation

**5. Final Summary Paper: (150 points)** Students will be asked to write a final paper that synthesizes the information they have learned from the course. Students will use information they gather through daily reflections to create a summary of their individual food culture. This paper will be due one week after class ends (Friday May 20<sup>th</sup>) on Canvas.

## UNIVERSITY GRADING SCALE

|    |          |    |         |
|----|----------|----|---------|
| A  | 93-100 % | C  | 73-77 % |
| A- | 90-92 %  | C- | 70-72 % |
| B+ | 88-89 %  | D+ | 68-69 % |
| B  | 83-87 %  | D  | 63-67 % |
| B- | 80-82 %  | D- | 60-62 % |
| C+ | 78-79 %  | E  | <59 %   |

## POINT BREAKDOWN FOR ASSIGNMENTS AND EXAMS

|  |                   |
|--|-------------------|
| Assignment 1: Restaurant Review                  | 100 points        |
| Assignment 2: Daily Quizzes (5 x 20 points each) | 100 points        |
| Assignment 3: Individual Presentation            | 100 points        |
| Assignment 4: Group Presentation                 | 150 points        |
| Assignment 5: Final Summary Paper                | 150 points        |
| In class Participation                           | 100 points        |
| <b>Total</b>                                     | <b>700 points</b> |

## ADD/DROP POLICY

A withdrawal is accomplished with a withdrawal form picked up by the student from the Registrar's Office. This form must be signed by the instructor and verified by the Division Director. The completed form is returned to the Registrar's Office, 250 Student Services Building. PLEASE KEEP YOUR RECEIPTS.

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**TENTATIVE IN-CLASS SCHEDULE-** *may be subject to changes.*

| Date             | Topic                                   |
|------------------|---|
| Tuesday, Jan 3   | Meeting Nutrient Needs; Food & Religion |
| Wednesday, Jan 4 | Food & Sense of Health                  |
| Thursday, Jan 5  | Food & Class; Food & the Senses         |
| Friday, Jan 6    | Gastrodiplomacy; Food & Sustainability  |
| Saturday, Jan 7  | Food & Spice as Medicine                |

## Other information:

***The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS; <http://disability.utah.edu/>; 162 Olpin Union Building; (801)-581-5020). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the CDS.

***Addressing Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

***The Code of Student Rights and Responsibilities.*** The code, which specifies student rights as well as conduct involving cheating, plagiarism, collusion, fraud, theft, etc., is provided at <http://regulations.utah.edu/academics/6-400.php>.

***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, <http://wellness.utah.edu/>; 801-581-7776.

***Drop/Withdrawal.*** The last day to drop (delete) classes is Friday, January 22, 2016; the last day to withdraw from this class is Friday, March 4, 2016. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

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***Veterans Center.*** If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

***LGBT Resource Center.*** If you are a member of the LGBTQ community, I want you to know that my classroom is a safe zone. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building; their hours are M-F 8-5 pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

***Learners of English as an Additional/Second Language.*** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.