

CSUS
Cultural and Social Aspects of Food
Fall 2006

Course Title: FACS 114, Cultural and Social Aspects of Food

Units: 3

Time: M/W 1:30 p.m. – 2:45 p.m.

Location: 3001 Mariposa Hall

Instructor: Deanna Pucciarelli, PhD

Office Hours: Monday/Wednesday 12:30-1:30 p.m.

Office: 155 Alpine Hall

Office Phone: (916) 278-3497 [Do NOT leave message]

Email: dlpucciarelli@ucdavis.edu [Best way to contact me outside of class and office hours]

OVERVIEW:

Welcome to Culture and Food! 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. Through readings, class discussion, and student participation students will have the necessary skills by the end of the course to answer the following questions:

1. How can food have different meanings and uses for different people?
2. How do such factors as gender, ethnicity, class, religious beliefs, the media and corporate capitalism affect the foods we choose and eat?
3. Why do certain populations benefit from a high-fat diet while others experience negative health outcomes?
4. How does food function both to foster community feeling and drive wedges among people?
5. What are some prevailing academic theories that help us identify and understand more nuanced meanings of food?
6. What cultural factors influence food-intake choices?
7. What environmental factors, among them: food availability, food policy, family, and/or peer pressure, advertising, and economics influence food consumption patterns? Are the factors measurable (quantifiable)?
8. Who has the “right” to advise others on food consumption? What education, training, and research experience are required of diet-book authors? What criteria are used to evaluate diet-book claims?
9. How is ‘good’ health defined? How are “beautiful body” types defined? How has the concept of a “beautiful body” changed historically?

Course Catalog Description:

This course examines the cultural and social meanings of food, food behaviors and food systems. Emphasis is on the regional, ethnic and religious influences on food habits. Food production, distribution and consumption from a historical and cross cultural point of view will be studied; traditional dishes and nutritional contributions of diets of several cultures will be examined.

REQUIRED READINGS:

Text: Food and Culture, 4th Edition by Pamela Goyan Kittler and Kathryn P. Sucher

Readings: Will be available on WEBCT.

COURSE OBJECTIVES:

After completing this course students will be able to demonstrate knowledge of:

- 1) The interaction of culture, ethnicity, religion, and socioeconomic status in determining food choices.
- 2) The historical context in which the contemporary American diet has evolved.
- 3) The food habits and nutritional status of various ethnic or nationality groups.
- 4) The techniques to present information about and to various ethnic or nationality groups.
- 5) The economic and political factors impacting world nutrition and the world food supply.

Course Requirements and Policies

COURSE FORMAT:

Two (1.25) lecture hours per week. Grade based upon one midterm, 2 projects, research paper, brochure and final examination. Examinations will be a combination of multiple-choice, T/F and short essay. Final is non-cumulative; questions cover materials presented after mid-term one. Students will complete two out of five projects (identified below). One project is mandatory: a recipe demonstration. One project is selected by the student.

ONLINE:

Assignments, readings, grades, syllabus, email and course updates will be available via WebCT (<http://online.csus.edu>). **IMPORTANT!** You must have a Sac Link account in order to access the online components of the course. Obtain an account the first week of class. This may be done by self-registering at any computer lab or by contacting University Computing and Communication Services at www.csus.edu/uccs or call 916-278-7337. Once you have logged in to the online course (Web CT), you will see the FACS 114 Cultural and Social Aspects of Food (section 1) and several icons related to the course will be made available to you. Additional instructions will be provided as needed throughout the course.

EXAMS:

Exams will be multiple choice, T/F, matching and short essay. The content of the exams will be based on lectures, required readings, guest speakers, student presentations and in-

class activities; therefore, **class attendance is crucial**. Exams will require Scantron #882, mini blue book and a number 2 pencil for completion.

ASSIGNMENT DEADLINES AND EXAMS:

Assignments must be turned in to the instructor **IN CLASS** on the due date. **Do not fax or email assignments or slip them under my office door. Late assignments will not be accepted** and there will be no make up assignments available. You must be present on your scheduled presentation dates, if absent you will receive zero points for the assignment. Makeup exams or late assignments are only available for medical reasons. You must inform the instructor prior to the exam or assignment date (when possible) and bring a physician's note to receive a makeup exam or to turn in a late assignment. The makeup exam or assignment must be completed as soon as the student returns to the campus. If appropriate arrangements are not made, a zero will be given for that exam or assignment. Make-up exams are **Essay Only**.

STUDENTS WITH DISABILITIES:

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916)278-6955. Please discuss your accommodation needs with me after class or during my office hours by Sept. 13th.

HONOR CODE AND PLAGIARISM POLICY:

Students are expected to uphold the CSU standard of conduct for students relating to academic dishonesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, and assignments must be that student's own work. For the student code or additional information, please use the following URL:

<http://www.csus.edu/student/disciplined.htm#student>

DROP POLICY:

The Family and Consumer Sciences Department supports the University policy for dropping courses.

All drops the third through the sixth week of the semester must have the approval of the instructor and the Department Chair and are allowed only for "serious and compelling" reasons. A WRITTEN VERIFICATION IS REQUIRED.

All drops after the sixth week of the semester must have the approval of the instructor, FACS Department Chair and Associate Dean of the College of Social Sciences and Interdisciplinary Studies and are allowed only for career-related or medical reasons beyond the control of the student. A WRITTEN VERIFICATION IS REQUIRED.

The Department Chair will respect the faculty member's judgment of "serious and compelling" reasons.

Dropping a course because of failing grades IS NOT considered a "serious and compelling reason."

October 2, 2006 is the last day to drop with a drop petition and instructor and chair approval. **It is the responsibility of the student to drop the class; the instructor will not drop classes for students.**

GRADING:	Percentage	Points	Due Date
Midterm Exam:	25%	125	October 2nd
Project 1:	10%	50	October 11th
<i>Project 2:</i>			
Recipe Demonstration	15%	75	TBD
<i>Research Paper</i>	[15%]	[75]	December 13 th
-- outline	[5%]	[25]	October 23 rd
Brochure	[5%]	[25]	December 13 th
Research paper [total]:	25%	125	
Final Exam:	25%	125	December 18 th 12:45-2:45 p.m.
Grand Total	100%	500	

Grade	Points	Grade	Points	Grade	Points
A	470-500	C+	383-399	D-	300-315
A-	450-469	C	366-382	F	< 300
B+	433-449	C-	350-365		
B	416-432	D+	433-349		
B-	400-415	D	316-432		

PROJECT OPTIONS (choose only 1) (75 points)

1. Food Fingerprint Activity: Student will use a 200 item food frequency questionnaire to identify the foods they consume daily, weekly, monthly, yearly or on special occasions and compare/contrast their patterns before and after arriving at CSU. Write short essay (2-page double spaced, minimum). See WEBCT handout for directions.
2. Maintain a vegan diet for three days. Record food intake, document attitudes and perceptions towards the dietary pattern experienced by the student then write a short essay on the eating experience (2-page double spaced, minimum).
3. Interview mother (or father), grandmother (or grandfather) and record dietary habits. You will have five generations of recorded history. Write a short essay (2-page double spaced, minimum) on family food history and how your food intake differs and/or is the same as theirs. See WEBCT handout for directions.

MANDATORY PROJECT

Cultural Recipe Demonstration and Tasting (75 points)

- In groups of 2-3, select a cultural group provided from instructor.
- Carefully choose a recipe to demonstrate and provide small samplings to the class. The recipe should be relevant to the culture: such as a celebration food, staple food, or has religious significance etc...

- **PowerPoint Presentation:** (12-15 minutes). Present the background information for the selected recipe using PowerPoint. Include the following:

- √ Brief description of selected cultural group
- √ The rationale for selecting the recipe (staple, celebration food...)
- √ Historical background of recipe, cultural significance, nutritional value, impact of acculturation on the recipe preparation/ingredients or frequency consumed.

- **Recipe Demonstration:** (12-15 minutes) Present the recipe ingredients and provide information about each:

- √ As it relates to the cultural group
- √ The preparation techniques of the recipe
- √ Any special equipment needed
- √ How it is commonly served and eaten and who prepares it
- √ Where you can purchase the ingredients
- √ Any other interesting and relevant information that further connects the recipe with the cultural group.

- Provide *recipe* and *sample* of prepared food for each student.

- Allow a few minutes for student questions/discussion (1-2 minutes)

- Group Report: Submit the following:

- √ Title page (name of recipe, date, group members' names)
- √ A copy of the recipe (Reference must be included).
- √ A copy of power point slides (6 slides per page, B/W)
- √ Brief description of the recipe
- √ Based on the information provided to the class in the presentation and recipe demonstration, include (2) T/F and/or multiple choice questions and (1) short essay question for potential exam questions.

☒ Evaluation will be based on: the establishment cultural relevance of recipe and information presented; organization of presentation, demonstration and sampling; use of effective presentation skills; quality of report. See WEBCT for grading rubric.

Research Paper (100 total points) Outline due: October 23rd, 2006. IN CLASS Paper due: December 13th, 2006. IN CLASS Brochure: December 13th, 2006 IN CLASS

To be completed by EACH student. In-depth investigation of a cultural group that was NOT represented in your food demonstration or of your own cultural background. Four full pages typed plus title page, plus reference/works cited page, double spaced, 1 inch margins, using Times New Roman font, 12-point.

Outline:

- One page in length
- Fully developed: Headings and Subheadings
- References listed
 - √ At least 5 references (2 must be peer reviewed)

Paper:

- Six-pages; to include (4) typed pages, (1) title page, (1) Reference/works-cited page.
- References must be cited in the text. Use either APA or Journal of Nutrition (JN) for citation style.
- Topics to cover:
 - √ Staple foods/seasonings/commonly used ingredients(use one of the classification systems discussed in-class), meal composition/patterns, food preparation techniques;
 - √ Religious influences on food choice, food taboos/food symbolism, ceremonies and celebrations/special occasions involving food;
 - √ Immigration patterns, US and California demographic information, acculturation influence on food habits;
 - √ Special chronic disease or health concerns, traditional foods to encourage for a healthful diet;

Brochure/handout: (nutrition education)

- √ Based on your findings from the paper, select a specific target audience from the cultural group (cultural group, age, gender, setting) and a disease or health concern relevant to your target audience.
- √ Alternatively, based on your findings from the paper highlight an aspect of the diet that supports the USDA's Dietary Guidelines for Americans objectives. For example: A healthy eating plan is one that: Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products. How does your cultural group adhere to this principal?
- √ Develop an original, culturally appropriate nutrition education handout/brochure addressing targeted to your audience and specific disease, or health benefit state using culturally appropriate foods and cultural habits/beliefs.

☒ Evaluation will be based on the following: development, organization, and flow of the paper to clearly present an overall understanding of the selected cultural group covering each topic; appropriate integration and citation of carefully selected references. See WEBCT for grading rubric.

References to get you started:

- The SUNY Institute of Technology library is the home of "CulturedMed", a web site that houses a research center containing relevant print materials.
www.sunyit.edu/library/html/culturedmed/bib/food/index.html
- Cultural and Ethnic Food and Nutrition Education Materials
<http://www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html>

- Cultural Diversity- Eating in America Fact Sheets for African American, Amish, Appalachian, Asian, Hmong, Mexican American, Middle Eastern, Puerto Rican, Vietnamese <http://ohioline.osu.edu/lines/food.html>

Extra Credit Opportunity (10 points)

Visit a local ethnic-market [not of your background], or cultural event and write a 2 page report describing your visit.

Include in the report: the date of the visit, location, culture represented, compare and contrast the market, or event to a market or event that you usually frequent, what you learned and how you could use it in your future career. If visiting a market, select 3 items you are not familiar with and ask the sales clerk (or farmer's market vendor) how the ingredients are typically used; include the information from the sales clerk (or farmer's market) in your report. If possible include a picture(s), handout etc...

See WEBCT for listing of cultural events associated with UC Davis's 2006 community book project. Michael Pollan's book: Omnivore's Dilemma addresses culture through sustainable agricultural practices. The events are free, mid-day, afternoon or evenings.