

FCSFN 395 – Nutrition, Food and Customs Spring 2009

Instructor: Deanna L. Pucciarelli, PhD (pronounced pooch-a-relli)
 Office: 201F, AT Building
 Office hours: Tues 2-3 pm & Thursday 1-2 pm, or by appointment.
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Text: *Food and Culture*, Counihan & Van Esterik, eds.

Class Hours: AT-219 Tuesdays & Thursday 11- 12:15 pm

No cell phones allowed in class at anytime.

Course Description:

Explores the relationships between agricultural practices, diet patterns, food procurement and distribution, nutrition and religious dietary doctrines from a national and global perspective. Emphasis on how culture, national and international policies, and belief systems shape food consumption patterns. Prerequisite: FCSFN 240, FCSFN 275, or FCSFN 340.

Course Objectives:

- Explain the relationships among culture, food choices, nutrient needs, and the incidence of nutrition-related health problems.
- Discuss socio-cultural forces and the role of food purchasing, food preferences, and food ideology in determining food choices inter- and intra-culturally.
- Identify the cultural influences on food selection and intake.
- Evaluate foodways as influenced by customs, religious beliefs, folklore, and history of various ethnic and religious groups in the United States and globally.
- Discuss the positive and negative nutritional and health implications of acculturation.
- Research a national or international agricultural or food policy and argue a position through a term paper and oral presentation.

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?
10. How are “beautiful body” types defined? How has the concept of a “beautiful body” changed historically?

Special Needs:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special accommodations in case the building must be evacuated, please make an appointment with me as soon as possible but at least by the end of the FIRST TWO WEEKS of class.

Grading:

	Points	Points Needed
Research Paper, and outline	125	A 512+
Cultural Recipe Demonstration and Tasting	75	A- 495-511
Project	50	B+ 476-494
Discussant	50	B 458-475
Readings participation	50	B- 440-457
Mid-term Exams* (2) 100 points each, (1) gets dropped	100	C+ 422-439
Final Exam Friday 5/8, 9:45-11:45 am*	<u>100</u>	C 404-421
TOTAL	550	C- 386-403
		D+ 369-385
		D 351-368
		D- 333-350
		F <332

*No makeups available; failure to take exams results in a zero, arrange holiday plans accordingly.

Department Honors:

If you are interested in taking this class for department honors, please discuss this with me during the first week of class.

Academic Dishonesty:

This will not be tolerated by the Department of Family and Consumer Sciences. The Student Academic Ethics Policy can be found under the Student Code in the Calendar of Events Handbook. Please review it.

Assignments:

All assignments are due in class, as listed in the lecture schedule. Assignments must be turned into me by hand. Do not slip assignments under my door, place in my mail-box, e-mail or tack to my door.

NO late assignments accepted. Early assignments accepted with prior arrangement.

Research Paper (125 total points)	Outline due: February 10th, 2009	IN CLASS	25 points
	Paper due: March 31st, 2009	IN CLASS	100 points

In-depth investigation of a regional, national or international agricultural or food policy issue and argue a position. Five full pages typed plus title page, plus reference/works cited page, double spaced, using **Times New Roman font, 12-point, 1 inch margins**.

Outline:

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

Paper:

- Seven-pages; to include (5) typed pages, (1) title page, (1) Reference/works-cited page.
- References must be cited in the text. Use APA (see library for handout).
- Topics to cover:
 - √ Background on controversy (1 page)
 - √ Argument(s) in favor (pro) of policy (1 page)
 - √ Argument(s) in against(con) policy (1 page)
 - √ Your position (1 page)
 - √ Possible solutions/what I learned (support arguments with cited references) (1 page)

Cultural Recipe Demonstration and Tasting (75 points)

PP Presentation	25 points
Recipe Demonstration	25 points
Group Report	25 points

- In groups of 2, select a cultural group.
- 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:** (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.
 - √ How it is commonly served and eaten and who prepares it
- **Recipe Demonstration:** (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
 - √ Where you can purchase the ingredients
 - √ Any other interesting and relevant information that further connects the recipe with the cultural group.
- Post a *recipe* to Blackboard and provide a *sample* of prepared food for each student.
- Allow a few minutes for student questions/discussion (3-5 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)
- √ 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.

Project
50 points

Choose only 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 BSU. Write short essay (2-page double spaced). See Blackboard for directions.
- 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). See Blackboard for directions.
- 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) on family food history and how your food intake differs and/or is the same as theirs. See Blackboard for directions.

Discussant
50 points

- Read assigned paper for content
- Record author's thesis statement
- Outline main points of paper
- Record your response to author's argument
- Create questions [8-10] to engage students in discussion
- Lead discussion for 30 minutes
- Turn in report

☒ Evaluation will be based on: correctly identifying thesis statement and main points of paper. Questions created and leading a discussion that supports student discussion. Grading rubric posted to Blackboard.