

FOOD CUSTOMS AND NUTRITION EQUITY (3 credits)

Semester: Spring 2024

Location: Virtual & Synchronous (Attendance Required)

Lecturer	Meeting Days & Times (ET, USA)
<p>Natalie Greaves-Peters, MS, RDN</p> <p>Email: natalie.greaves-peters@rutgers.edu</p> <p>Office Hours (Virtual):</p> <ul style="list-style-type: none"> ● By appointment ● Either 30-minutes immediately before or after class on Monday and Thursday ● Use same Zoom link as class link ● If you need to join the session scheduled for the other class, please use the link provided for that specific class time 	<p>Section 1 (11:709:245:90):</p> <ol style="list-style-type: none"> 1. Monday: 10:20 AM – 11:40 AM 2. Thursday: 10:20 AM – 11:40 AM <p>Zoom Link</p> <p>Section 2 (11:709:245:91):</p> <ol style="list-style-type: none"> 1. Monday: 12:10 PM – 1:30 PM 2. Thursday: 12:10 PM – 1:30 PM <p>Zoom Link</p>

<div style="background-color: red; color: white; padding: 5px; text-align: center;"> 90 CLOSED </div>	12069	Monday	10:20 AM - 11:40 AM	Online
		Thursday	10:20 AM - 11:40 AM	Online
<div style="background-color: red; color: white; padding: 5px; text-align: center;"> 91 CLOSED </div>	12070	Monday	12:10 PM - 1:30 PM	Online
		Thursday	12:10 PM - 1:30 PM	Online

COURSE DESCRIPTION

This course explores diverse cultural, migration and acculturation, religious, gender, economic, political, geographic, and climate influences that shape food availability, patterns, customs, and nutrition justice and nutritional health equity. Students will examine diverse cuisines around the world, common adaptations by immigrants to the United States, and compare nutrient composition of traditional staple foods.

STUDENT LEARNING GOALS

At the conclusion of this course, students should be able to:

1. Describe cultural, migration and acculturation, religious, and gender influences that shape food patterns and their impact on nutritional health.
2. Discuss the influence of social structures, economics, globalization, politics, geography, and climate on food access and availability and implications for worldwide nutritional health equity.
3. Develop an awareness and understanding of personal perceptions of cultural differences.
4. Explore socio political structures affecting nutritional health equity and strategies for promoting global food and nutrition justice.

5. Describe food patterns and nutritional adequacy as expressed traditionally within different countries and common adaptations by immigrants to the United States.

2022 Core Knowledge for the RDN (KRDN) – Standards for the Didactic Programs in Dietetics:

Rutgers University Department of Nutritional Sciences undergraduate Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). The following ACEND Core Knowledge aptitudes are addressed in this course:

- KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity, and inclusion.
- KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

School of Arts and Sciences Learning Goals:

Areas of Inquiry: Contemporary Challenges, Diversities and Social Inequalities [CCD]:

Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of, and perspectives on, contemporary issues. Such differences and stratifications may include race, language, religion, ethnicity, country of origin, gender identity, sexual orientation, economic status, abilities, or other social distinctions and their intersections. [CCD-1].

COURSE WEBSITE, RESOURCES AND MATERIALS

All course materials are available on Canvas. These materials include the course syllabus, readings (other than the course text), class presentations and assignments.

Textbook (required): Kittler, P.G., Sucher, K.P., and Nelms, M. Food and Culture, 7th ed., Cengage Learning, 2017.

Available:

- Online soft copy ([link](#))
- Order a hard copy online ([Amazon](#), [Barnes & Nobles](#), [GetTextbooks.com](#))
- Order in-person from the Rutgers New Brunswick bookstore

Canvas: All class-related documents, grades, emails, and announcements for this class will be posted on our Canvas course website. This service is available through each student's email account. Students are responsible for regularly checking Canvas for emails, announcements, and schedule changes.

ASSIGNMENTS & ASSESSMENT**Exams**

- **Exam 1 (75 points):** Will cover all material covered in class from the first day of class until the day of the exam and all assigned readings.
- **Exam 2 (75 points):** Will cover all material covered in class since the first exam through the indicated class meeting before the second exam and all assigned readings.

The midterm and final exam formats will be **closed books** and **multiple choice**. Both will cover lecture material, assigned readings, and class discussions. Students need to have a computer or other electronic device with reliable internet access for taking the exam via LockDown Browser. Exams grades will be posted instantaneously and synced to your Canvas gradebook.

Simulations

- **BARNGA (20 points)**
- **Living on SNAP (20 points)**

Discussion Forums

Complete the assigned readings, attend the lectures, engage thoughtfully and respectfully in the discussion.

- **Three discussions @ 10 points each**
 - **Six (6) points for engagement with concepts**
 - **Four (4) points for engagement with peers**

Students must participate in the three Discussion Forums and converse about the topic(s) and concepts presented by the instructor. The discussions will focus on how food customs and nutrition equity are shaped by societal stratifications such as race/ethnicity, country of origin, religion, economic status, and gender identity and sustainable strategies to overcome contemporary societal barriers to nutritional health inequities.

These discussions are a way for students to "participate" in class. So, it's important to post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. Posts should show that you have read the material in the text as well as your fellow students' posts and have applied all of that to the question at hand. Posts should do more than merely repeat what the text says; you should engage with the material by analyzing and interpreting it. Posts should be grammatically clear enough that others can readily understand the point being made. It's not a formal writing forum, but it's not Facebook either.

Due to the nature of Discussion Forums (i.e., they are discussions designated for a specific time period), make-ups will not be allowed (exceptions can be made with a Rutgers University accepted excuse).

****The threaded discussions will be monitored and any inappropriate posts will be deleted and the student(s) participating notified.****

Grading Rubric for Discussion Forums: Engagement with Concepts						
6	5	4	3	2	1	0
Discusses key concepts clearly and in depth with support, readily offers new interpretations of discussion material. Ideas as expressed clearly, concisely; uses appropriate vocabulary	Discusses most key concepts clearly and with comprehension, but lacks detailed support for main ideas	Discusses key concepts but lacks some clarity and with inadequate comprehension, and/or lacks detailed support for main ideas	Mentions some key concepts but shallowly without support or strays off topic	Mentions few, if any, key concepts without depth of clarity	Off topic or extremely abbreviated	Did not post

Grading Rubric for Discussion Forums: Engagement with Peers		
4	2	0
Responds thoughtfully to at least one peer, extending their discussion or analysis	Responds to a peer but only makes a shallow response	No responses to any peers' comment

Cultural Food Project (75 points). The details of this final project can be found [at this link](#).

Attendance & Class Participation

This is a synchronous class. Students are expected to attend each class as **attendance** and class **participation** will account for ~14% of your final grade. *Please note that attending class for less than half of the allocated 80-minute class time will count as an absence.* Per Rutgers University policy, missing classes due to religious holidays will not be counted as absences.

Class participation includes partaking in class and break-out room discussions, raising questions, responding to classmates' questions, providing feedback, completing pre-lecture quizzes, etc.

Assessment & Assignment Summary	Total Points	Percentage
Exam 1	75	~22%
Exam 2	75	~22%
Online discussion forums (3 @10 points each)	30	~9%
Simulations 1 - BARNGA	20	~6%
Simulation 2 - Living on SNAP	20	~6%
Cultural Food Project	75	~22%
Attendance and Class Participation (Includes Quizzes)	50	~14%
Total	345	~100%

COURSE SCHEDULE

Session # Date	Topics	Assigned Readings & Assignments
Session 1 Thur, Jan 18	Syllabus Overview Class Introduction (See link on Canvas) Influence of Culture, Migration, Acculturation, and Globalization on Food Availability, Choices, and Nutritional Health	Chapter 1: Food & Culture
Session 2 Mon, Jan 22	Influence of Culture, Migration, Acculturation, and Globalization on Food Availability, Choices, and Nutritional Health	Chapter 1: Food & Culture
Session 3 Thur, Jan 25	Influence of Culture, Migration, Acculturation, and Globalization on Food Availability, Choices, and Nutritional Health Traditional Cultural Health Beliefs and Implications for Food Choices and Nutritional Health Equity	Chapter 1: Food & Culture Chapter 2: Traditional Health Beliefs & Practices
Session 4 Mon, Jan 29	Traditional Cultural Health Beliefs and Implications for Food Choices and Nutritional Health Equity	Chapter 2: Traditional Health Beliefs & Practices
Session 5 Thur, Feb 1	Cultural Relativism and Respectful Intercultural Communication	In-Class Synchronous Simulation: BARNGA Chapter 3: Intercultural Communication
Session 6 Mon, Feb 5	Cultural Relativism and Respectful Intercultural Communication	Chapter 3: Intercultural Communication Due: BARNGA Simulation Reflection
Session 7 Thur, Feb 8	Influence of Pop Culture and Trends on World Food Availability, Choices, and Nutritional Health Equity	McDonell, Miracle foods: Quinoa, curative metaphors, and the depoliticization of global hunger politics, <i>Gastronomica</i> 15 (4), 70-85. (PDF on Canvas)

<p>Session 8 Mon, Feb 12</p>	<p>Economic and Political Influences on World Food Availability, Equity, and Nutritional Health</p>	<p>Leach et. al, Food politics and development. World Development, 2020; 134: 105024</p> <p>Quiz 1</p>
<p>Session 9 Thur, Feb 15</p>	<p>Food and Nutrition Justice: Addressing Racial/Ethnic/Socioeconomic Inequities</p>	<p>Gamblin & King, Racially Equitable Responses to Hunger During COVID-19 and Beyond. Bread for the World, 2020</p> <p>Odoms-Young, Examining the Impact of Structural Racism on Food Insecurity: Implications for Addressing Racial/Ethnic Disparities. Family & Community Health, 2018; 41(Suppl 2): S3-S6.</p>
<p>Session 10 Mon, Feb 19</p>	<p>Food and Nutrition Justice: U.S. Programs & Initiatives</p> <p>Food and Nutrition Justice: International Programs & Initiatives</p>	<p>Hunger Programs www.bread.org/hunger-programs</p> <p>Federal Food Assistance Programs www.nal.usda.gov/fnic/usda-nutrition-assistance-programs</p> <p>World Food Program www.wfp.org/</p>
<p>Session 11 Thur, Feb 22</p>	<p>Influence of Geography and Climate on Food Availability and Nutritional Health Implications</p>	<p>Lake et al, Climate Change and Food Security: Health Impacts in Developed Countries. Environ Health Perspectives, 2012; 120:1520-1526</p> <p>Due: Hunger Challenge Simulation</p>
<p>Session 12 Mon, Feb 26</p>	<p>Influence of Sex, Gender, and Racial/Ethnic Stereotypes on Food & Nutrition Decisions</p>	<p>Rodrigues, Gomes-Corona & Valentin; Femininities & masculinities: sex, gender, and stereotypes in food studies. Current Opinion in Food Sci, 2020; 33: 156-164</p> <p>Levi & Chan; Real men do not read labels: the effects of masculinity and involvement on college students' food decisions. J Am College Health, 2006;55:91-98</p>
<p>Session 13 Thur, Feb 29</p>	<p>Food and Abrahamic Religions: Judaism, Christianity, Islam</p>	<p>Chapter 4: Food & Religion</p> <p>Due: Discussion Post 1</p>

Session 14 Mon, Mar 4	Midterm Exam Review Session	Midterm Exam Review Session Quiz 2
Session 15 Thur, Mar 7	Exam 1 (Midterm) Close Book Multiple Choice	
No class on Mon, Mar 11 or Thur Mar 14	Spring Break	
Session 16 Mon, Mar 18	Review Problem Questions from Exam 1 (Midterm) Factors Influencing Traditional & Contemporary Food Patterns of Indigenous Populations of the Americas	Review Problem Questions from Exam 1 (Midterm) Chapter 5: Native Americans
Session 17 Thur, Mar 21	Factors Influencing Traditional & Contemporary Food Patterns of Indigenous Populations of the Americas	Chapter 5: Native Americans Chapter 12: Southeast Asians & Pacific Islanders ASYNCHRONOUS Due: Discussion Post 2
Session 18 Mon, Mar 25	Overview of Cultural Food Project Factors Influencing Traditional & Contemporary Food Patterns of Southeast Asian, & Pacific Islanders	Overview of Cultural Food Project Chapter 12: Southeast Asians & Pacific Islanders
Session 19 Thur, Mar 28	Factors Influencing Traditional & Contemporary Food Patterns of Mexico and Central America	Chapter 9: Mexicans & Central Americans
Session 20 Mon, Apr 1	Factors Influencing Traditional & Contemporary Food Patterns of South America & Caribbean Nations	Chapter 10: Caribbean Islanders & South Americans
Session 21 Thur, Apr 4	Factors Influencing Traditional & Contemporary Food Patterns of Sub-Saharan Africa	Chapter 8: Sub-Saharan Africans
Session 22 Mon, Apr 8	Factors Influencing Traditional & Contemporary Food Patterns of	Chapter 13: People of the Balkans & Middle East

	Saharan and Middle Eastern Countries	Quiz 3
Session 23 Thur, Apr 11	Factors Influencing Traditional & Contemporary Food Patterns of Mediterranean Rim Countries Factors Influencing Traditional & Contemporary Food Patterns of Northern European Countries	Chapter 6: Northern & Southern Europeans Chapter 7: Central Europeans, People of the Former Soviet Union, and Scandinavians Review samples of Cultural Food Projects from prior semesters
Session 24 Mon, Apr 15	Factors Influencing Traditional & Contemporary Food Patterns of East Asia—Japan & Korea	Chapter 11: East Asians Review samples of Cultural Food Projects from prior semesters
Session 25 Thur, Apr 18	Factors Influencing Traditional & Contemporary Food Patterns of China	Chapter 11: East Asians Due: Discussion Post 3 (10 points)
Session 26 Mon, Apr 22	Factors Influencing Traditional & Contemporary Food Patterns of South Asia—India & Pakistan	Chapter 14: South Asians Cultural Food Project Updates
Session 27 Thur, Apr 25	Regional US Food Patterns	Chapter 15: Regional Americans Quiz 4
Session 28 Mon, Apr 29	Regional US Food Patterns Final Exam Review	Chapter 15: Regional Americans Cultural Food Project Due
Session 29 Thur, May, 2	Exam 2 (Final) Final Exam Schedule 12:00-3:00PM (Section 91)	
Session 29 Mon, May, 6	Exam 2 (Final) Final Exam Schedule 8:00 -11:00 AM (Section 90)	

Here is the link to this [semester's RU calendar](#) with dates/deadlines for the Spring 2024

ARTIFICIAL INTELLIGENCE (AI) POLICY

As new Large Language Models (LLM) and generative AI tools emerge, we have to reflect on how these tools can be both useful, as well as a barrier to our joint knowledge construction process. There's a big difference between thinking with technology, and letting technology do the thinking. With this in mind, our course adopts the following AI policy:

- **PERMITTED USES:** You may use generative AI tools for the following activities: helping you find background information about a topic; generating summaries or explanations of challenging material for your own reflection; drafting outlines to help you organize your thoughts; helping to improve grammar and style.

- **NOT PERMITTED:** You are not allowed to use generative AI tools to draft writing assignments. If you want to include AI content in class assignments, this content must be treated as any other external information and properly cited (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>). Using generative AI to generate text or artifacts and then trying to turn it in as your own work will be treated in the same manner as plagiarism. When in doubt, be transparent! If you used an AI tool, disclose it.

ACADEMIC INTEGRITY POLICY

Each student is responsible for understanding the RU Academic Integrity Policy. This policy will be strongly enforced. For all examinations and assignments, students will be required to uphold the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” All written assignments will be screened by an automated plagiarism detection service that compares student work against a large database of past work.

The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

STUDENT WELLNESS SERVICES

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.