

FOOD CUSTOMS AND NUTRITION EQUITY (3 credits)

Semester: Fall 2022

Location: Virtual & Synchronous

Lecturer

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Virtual Office Hours:

- Monday 12:00 pm – 2:00 pm

Meeting Days & Times (ET, USA)

Section 1 (11:709:245:90):

- Monday: 2:00 pm – 3:20 pm
- Wednesday: 2:00 pm – 3:00 pm

Section 2 (11:709:245:91):

- Monday: 10:20 am – 11:40 am
- Thursday: 10:20 am – 11:20 am

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 sociopolitical 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:1. **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), and assignments.

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

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.

All exams will cover lecture material, assigned readings, and class discussions. Exam formats will be a combination of multiple choice, matching, and T/F. Students need to have a computer or other electronic device with internet access for taking the exam via Top Hat. Exams grades will be posted instantaneously and synced to your Canvas gradebook.

Discussion Forums

Complete the assigned readings, attend the lectures (online course: watch the video), engage thoughtfully and respectfully in the discussion.

- **5 discussions**
- **10 points each**
 - **6 points for engagement with concepts**
 - **4 points for engagement with peers)**

Students must participate in the 5 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

Projects**Cultural Food Project (75 points):**

Each student will choose a country and describe:

- a. its traditional ingredients, common foods, and meal patterns
- b. traditional food preparation methods
- c. how its culture, prevailing religion, social structures, economics, politics, geography, climate (and climate change), acculturation, and globalization influences the foods that are produced and consumed today vs 100 years ago
- d. food security/justice programs available in the country
- e. identify nutrient contributions of staple foods.

This project will take the form of a narrated PowerPoint presentation comprised of 13 to 15 slides.

- The first slide should contain the title, your name, and date.
- The last slide should include all references cited. References must be used throughout the presentation to support your findings. Citations are required for each slide.

Presentations should be a maximum of 12 minutes long and submitted to Canvas as a PowerPoint and as a mp3 file. Save the Files in this format:

- FIRSTNAME_LASTNAME_COUNTRYNAME.
- Example Sally_Smith_Ghana

Grading Rubric for Cultural Food Project (total points earned in the rubric are multiplied by 3 for the project grade)				
Characteristic	0 Points	1 Point	2 Points	3 Points
Content: Importance of topic, relevance, accuracy of facts, overall treatment of topic	Topic lacks relevance or focus; presentation contains multiple fact errors	Topic would benefit from more focus; presentation contains some fact errors or omissions	Topic is adequately focused and relevant; major facts are accurate and generally complete	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors Importance of topic, relevance, accuracy of facts, overall treatment of topic
Organization/Clarity: Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in logical order; transitions are lacking between major ideas; several parts of presentation are wordy or unclear	Some ideas not presented in logical order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise
Completeness: Level of detail, depth, length, background information <i>This characteristic is worth <u>double</u> points!</i>	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long	Additional depth needed in places; important information omitted or not fully developed; presentation is too short or too long	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length
Grammar/Mechanics: Grammar and usage that is appropriate for audience(s)	Presentation contains several major grammar/usage errors; sentences are long, incomplete or contain excessive jargon	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete and understandable	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand
Documentation: Support and sourcing for major ideas	Little or no message support provided for major ideas; images are missing or inadequate; little or no sourcing provided	Some message support provided by facts and images; sourcing may be outdated	Adequate message support provided for key concepts by facts; sourcing is generally adequate and current	Effective message support provided in the form of facts; sourcing is current and supports major ideas
Appearance: Look of the presentation (images, slide design—including color scheme, font type and size, appropriate to the topic)	Little or no inclusion of images that support message; no slide design used	Images are outdated and/or poor/need improvement; slide design poor quality, inconsistent, and/or inappropriate for topic	Adequate use of images for supporting key concepts; slide design is adequate quality, mostly consistent, and appropriate for topic	Effective use of images for supporting key concepts; slide design is effective, consistent, and supports the topic
Delivery: Volume, pace, diction, personal appearance, enthusiasm/energy, posture, effective use of images	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance;	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance

Assignment Summary	Total Points
Online discussion forums (5 @ 10 points each)	50
Simulations (2 simulations @ 15 points each)	30
Exam 1	75
Cultural Food Project	75
Exam 2	75
Total	305

COURSE SCHEDULE

Session #	Section 1	Topics	Assigned Readings & Assignments
	Section 2		
1	Wed, Sept 7	Influence of Culture, Migration, Acculturation, and Globalization on Food Availability, Choices, and Nutritional Health	Chapter 1: Food & Culture
	Thurs, Sept 8		
2	Mon, Sept 12	Cultural Relativism and Respectful Intercultural Communication Simulation	Chapter 3: Intercultural Communication Sign up for 1 synchronous simulation time slot
3	Wed, Sept 14	Traditional Cultural Health Beliefs and Implications for Food Choices and Nutritional Health Equity	Chapter 2: Traditional Health Beliefs & Practices
	Thurs, Sept 15		
4	Mon, Sept 19	Influence of Pop Culture and Trends on World Food Availability, Choices, and Nutritional Health Equity	McDonell, <u>Miracle foods: Quinoa, curative metaphors, and the depoliticization of global hunger politics</u> , <i>Gastronomica</i> 15 (4), 70-85.
5	Wed, Sept 21	Economic and Political Influences on World Food Availability, Equity, and Nutritional Health	Leach et al, Food politics and development. <i>World Development</i> , 2020; 134: 105024
	Thurs, Sept 22		
6	Mon, Sept 26	Food and Nutrition Justice: Addressing Racial/Ethnic/Socioeconomic Inequities	Gamblin & King, Racially Equitable Responses to Hunger During COVID-19 and Beyond. <i>Bread for the World</i> , 2020 Odoms-Young, Examining the Impact of Structural Racism on Food Insecurity: Implications for Addressing Racial/Ethnic Disparities. <i>Family & Community Health</i> , 2018; 41(Suppl 2): S3-S6.
7	Wed, Sept 28	Food and Nutrition Justice: U.S. Programs & Initiatives	Federal Food Assistance Programs www.nal.usda.gov/fnic/usda-nutrition-assistance-programs
	Thurs, Sept 29		
8	Mon, Oct 3	Hunger Challenge Simulation	Brown, L Eat Well on \$4 Day. <i>Good & Cheap Eats</i> (on Canvas) Sign up for 1 synchronous simulation time slot
9	Wed, Oct 5	Food and Nutrition Justice: International Programs & Initiatives	World Food Program www.wfp.org/ Hunger Programs www.bread.org/hunger-programs
	Thurs, Oct 6		
10	Mon, Oct 10	Influence of Geography and Climate on Food Availability and Nutritional Health Implications	Lake et al, Climate Change and Food Security: Health Impacts in Developed Countries <i>Environ Health Perspectives</i> , 2012; 120:1520-1526
11	Wed, Oct 12	Influence of Sex, Gender, and Racial/Ethnic Stereotypes on Food & Nutrition Decisions	Rodrigues, Gomes-Corona & Valentin; Femininities & masculinities: sex, gender, and stereotypes in food studies, <i>Current Opinion in Food Sci</i> , 2020; 33: 156-164 Levi & Chan; Real men do not read labels: the effects of masculinity and
	Thurs, Oct 13		

			involvement on college students' food decisions. J Am College Health, 2006;55:91-98
12	Mon, Oct 17	Food and Abrahamic Religions: Judaism, Christianity, Islam	Chapter 4: Food & Religion
13	Wed, Oct 19	Food and Eastern Religions: Hinduism, Buddhism, and Others	Chapter 4: Food & Religion
	Thurs, Oct 20		
14	Mon, Oct 24	Exam 1	
15	Wed, Oct 26	Factors Influencing Traditional & Contemporary Food Patterns of Indigenous Populations of the Americas and Pacific	Chapter 5: Native Americans Chapter 12: Southeast Asians & Pacific Islanders
	Thurs, Oct 27		
16	Mon, Oct 31	Factors Influencing Traditional & Contemporary Food Patterns of Mexico and Central America	Chapter 9: Mexicans & Central Americans
17	Wed, Nov 2	Factors Influencing Traditional & Contemporary Food Patterns of Mexico and Central America	Chapter 9: Mexicans & Central Americans
	Thurs, Nov 3		
18	Mon, Nov 7	Factors Influencing Traditional & Contemporary Food Patterns of South America & Caribbean Nations	Chapter 10: Caribbean Islanders & South Americans
19	Wed, Nov 9	Factors Influencing Traditional & Contemporary Food Patterns of Saharan and Middle Eastern Countries	Chapter 8: Africans Chapter 13: People of the Balkans & Middle East
	Thurs, Nov 10		
20	Mon, Nov 14	Factors Influencing Traditional & Contemporary Food Patterns of Sub-Saharan Africa	Chapter 8: Africans
21	Wed, Nov 16	Factors Influencing Traditional & Contemporary Food Patterns of Mediterranean Rim Countries	Chapter 6: Northern & Southern Europeans
	Thurs, Nov 17		
22	Mon, Nov 21	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
	Wed, Nov 23	NO CLASS Follow a Friday schedule (Day before Thanksgiving)	NO CLASS Follow a Friday schedule (Day before Thanksgiving)
23	Mon, Nov 28	Factors Influencing Traditional & Contemporary Food Patterns of East Asia—Japan & Korea	Chapter 11: East Asians
24	Wed, Nov 30	Factors Influencing Traditional & Contemporary Food Patterns of China	Chapter 11: East Asians
	Thurs, Dec 1		
25	Mon, Dec 5	Factors Influencing Traditional & Contemporary Food Patterns of China	Chapter 11: East Asians
26	Wed, Dec 7	Factors Influencing Traditional & Contemporary Food Patterns of South Asia—India & Pakistan	Chapter 14: South Asians
	Thurs, Dec 8		
27	Mon, Dec 12	Regional US Food Patterns: West and Mid-west	Chapter 15: Regional Americans
28			Chapter 15: Regional Americans

	Wed, Dec 14	Regional US Food Patterns: Northeast and South	Cultural Food Project Due
	Thurs, Dec 15		
29	Mon, Dec 19	Cultural Food Assignment Presentations	
30	Wed, Dec 21	Exam 2	
	Thurs, Dec 22		

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.