

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Human Environmental Studies
Title of Course: Food and Culture

Course No.: FN 310
Date: Fall 2015
Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

Influence of culture, tradition, and health beliefs on the food habits, nutrition and health of diverse groups of people. (3)

II. Co or Prerequisite(s):

Prerequisite/Co-requisite: FN 235

III. Purposes or Objectives of the Course (optional):

- 1) Critically analyze the influences of cultural values on food habits, nutrition and health.
- 2) Develop communication and educational strategies for behavior change targeting culturally diverse groups of people.
- 3) Define socio-economic applications of food in the U.S and in other cultures.
- 4) Discuss religious food laws and their influence on dietary habits in the U.S. and globally.
- 5) Describe the health habits, conventional and alternative therapy choices of culturally diverse groups of people.
- 6) Outline the roles of the food, physical, and social environments in overconsumption.
- 7) Discuss socioeconomic disparities between cultures that influence nutrition, health, and development in the U.S. and globally.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Develop educational interventions to improve nutrition in diverse individuals and groups.
- 2) Outline the diversity of global cuisines and the importance of such diversity to the United States food culture.
- 3) Describe alternative medicines and therapeutic uses of food within race/ethnic groups.
- 4) Define religious food laws and describe how laws define food consumption around the world.

V. Other College or Departmental Requirement

None

VI. Course Content or Outline (Indicate number of class hours per unit or section):

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|--|---------|
| A. Introduction to Food and Culture | 5 hours |
| • Food and society | |
| • The cultural view of what food is | |
| • Socio-cultural functions of food | |
| • Cultural food habits and effects on nutrition and health | |
| • Cultural food values, beliefs, and practices | |
| B. American Foodways | 4 hours |
| • Food, social environments and overconsumption | |
| • The immediate physical environment, food intake and health | |
| C. Traditional Health Beliefs and Practices | 5 hours |
| • Introduction to worldview | |
| • Biomedical and alternative worldview | |
| • Cultural view of disease, illness and sickness | |
| • Health characteristics and health problems of race/ethnic groups | |
| D. Intercultural Communication | 6 hours |
| • Role of communication in health care | |
| • Intercultural communication concepts | |
| • Miscommunication during intercultural communication | |
| • Successful intercultural communication | |
| • Intercultural nutrition education | |
| E. Food and Religion | 6 hours |
| • Food and health habits of Western Religions | |
| ○ Judaism | |
| ○ Roman Catholicism | |
| ○ Eastern Orthodox | |
| ○ Latter Day Saints (Mormons) | |
| ○ Seventh-Day Adventists | |
| ○ Mennonite and Amish | |
| ○ Jehovah Witnesses | |
| ○ Islamic food laws | |
| • Food and health habits of Eastern Religions | 2 hours |
| ○ Hinduism | |
| ○ Buddhism | |
| F. The following race/ethnic groups will be covered under the following topics | 7 hours |
| • Topic | |
| ○ Population in the U.S. | |
| ○ Cultural perceptions | |
| ○ Food and health beliefs, and practices | |
| ○ Foods introduced into U.S. food culture | |
| ○ Traditional food habits | |
| ○ Contemporary food habits in the U.S. | |
| ○ Targeted public health programs | |
| ○ Nutritional status | |
| ○ Counseling strategies for these cultures | |
| • Race/ethnic groups | |

○ Native Americans	
○ Northern & Southern Europeans	
○ Central Europeans, Former Soviet Union, and Scandinavians	
○ Africans	
○ Mexicans & Central Americans	
○ Caribbean Islanders & South Americans	
○ East Asians, Chinese, Japanese, & Koreans	
○ Southeast Asians & Pacific Islanders	
○ People of the Balkans & the Middle East	
○ South Asians, Asian Indians & Pakistanis	
G. Regional Americans and food habits	6 hours
• Mid-West United States	
• North East United States	
• South United States	
• West United States	
H. Vegetarianism in food and culture	1 hour
I. Food insecurity among race/ethnic groups and health concerns	1 hour
J. Pica in food and culture	1 hour
K. Cultural food habits and the environment	1 hour
Total	45 hours

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

FN 310: FOOD AND CULTURE

COURSE SYLLABUS – Fall 2015

General Information

Class Time	2:00 pm – 3:15 pm
Meeting Days	Tuesdays and Thursdays
Class room	TBA
Credits Hours	3.0

Faculty Information

Professor	Francis Tayie, PhD, MPhil.
Office	109A Scully Building
E-mail	ftayie@semo.edu
Telephone	573-651-2890

<i>Office Hours</i>	Mondays 11:00 am – 12:00 noon Tuesdays 11:30 am – 12:30 pm Thursdays 12:00 noon – 1:00 pm Or by appointment. <i>Students with prior appointment will be seen first.</i>
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I. Catalog Description (Credit Hours of Course):

Influence of culture, tradition, and health beliefs on the food habits, nutrition and health of diverse groups of People. (**Three (3) credit hours**).

II. Prerequisite or Co-requisite:

Prerequisite/Co-requisite: FN 235.

III. Course materials:

- a. Textbook: Kittler, P. G., and Sucher, K. P. (2012). Food and culture (6th ed.) Belmont, CA: Thomson Higher Education.
- b. Lecture outlines and other course materials: Look for Dr. Francis Tayie as instructor on the course website. Course outlines for *Food & Culture in the U.S.*; Fall 2015 will be available on Moodle accessible via SEMO internet site. Browse the other folders for more course information. Most course materials will be posted on the course website on Moodle. Before every class, browse folders for class materials.

IV. Purposes or Objectives of the Course (optional):

- 8) Critically analyze the influences of cultural values on food habits, nutrition and health.
- 9) Develop communication and educational strategies for behavior change targeting culturally diverse groups of people.
- 10) Define socio-economic applications of food in the U.S and in other cultures.
- 11) Discuss religious food laws and their influence on dietary habits in the U.S. and globally.
- 12) Describe the health habits, conventional and alternative therapy choices of culturally diverse groups of people.
- 13) Outline the roles of the food, physical, and social environments in overconsumption.

- 14) Discuss socioeconomic disparities between cultures that influence nutrition, health, and development in the U.S. and globally.

V. Student Learning Outcomes (Minimum of 3):

- 5) Develop educational interventions to improve nutrition in diverse individuals and groups.
- 6) Outline the diversity of global cuisines and the importance of such diversity to the United States food culture.
- 7) Describe alternative medicines and therapeutic uses of food within race/ethnic groups.
- 8) Define religious food laws and describe how laws define food consumption around the world.

Accreditation Council for Education in Nutrition and Dietetics (ACEND) Knowledge Requirements met:

KRD 3.2. The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention. (Tip: Students must be able to develop interventions to affect change and enhance wellness in diverse individuals and groups.)

KRD 3.3. The curriculum must include education and behavior change theories and techniques. (Tip: Students must be able to develop an educational session, program or educational strategy for a target population.)

VI. Course Outline:

(Topics covered depend on prevailing conditions such as school closure due to weather, holidays, etc).

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|--|--------|
| L. Introduction to Food and Culture | Unit 1 |
| • Food and society | |
| • The cultural view of what food is | |
| • Socio-cultural functions of food | |
| • Cultural food habits and effects on nutrition and health | |
| • Cultural food values, beliefs, and practices | |
| M. American foodways | Unit 2 |
| • Food, social environments and overconsumption | |
| • The immediate physical environment, food intake and health | |
| N. Traditional Health Beliefs and Practices | Unit 3 |
| • Introduction to worldview | |
| • Biomedical and alternative worldview | |
| • Cultural view of disease, illness and sickness | |
| • Health characteristics and health problems of race/ethnic groups | |
| O. Intercultural Communication | Unit 3 |
| • Role of communication in health care | |
| • Intercultural communication concepts | |
| • Miscommunication during intercultural communication | |
| • Successful intercultural communication | |
| • Intercultural nutrition education | |
| P. Food and Religion | Unit 4 |
| • Food and health habits of Western Religions | |
| ○ Judaism | |
| ○ Roman Catholicism | |
| ○ Eastern Orthodox | |
| ○ Latter Day Saints (Mormons) | |

- Seventh-Day Adventists
 - Mennonite and Amish
 - Jehovah Witnesses
 - Islamic food laws
 - Food and health habits of Eastern Religions
 - Hinduism
 - Buddhism
- Q. The following race/ethnic groups will be covered under the following topics Unit 5
- Topic
 - Population in the U.S.
 - Cultural perceptions
 - Food and health beliefs, and practices
 - Foods introduced into U.S. food culture
 - Traditional food habits
 - Contemporary food habits in the U.S.
 - Targeted public health programs
 - Nutritional status
 - Counseling strategies for these cultures
 - Race/ethnic groups
 - Native Americans
 - Northern & Southern Europeans
 - Central Europeans, Former Soviet Union, and Scandinavians
 - Africans
 - Mexicans & Central Americans
 - Caribbean Islanders & South Americans
 - East Asians, Chinese, Japanese, & Koreans
 - Southeast Asians & Pacific Islanders
 - People of the Balkans & the Middle East
 - South Asians, Asian Indians & Pakistanis
- R. Regional Americans and food habits Unit 6
- Mid-West United States
 - North East United States
 - South United States
 - West United States
- S. Vegetarianism in food and culture Unit 7
- T. Food insecurity among race/ethnic groups and health concerns Unit 8
- U. Pica in food and culture Unit 9
- V. Cultural food habits and the environment Unit 11

VII. Evaluation:

Exams and Grading

Three (3) exams	300 points
Term paper	50 points
In-class group presentation	50 points
Class activities, homework	50 points
<i>Total Attainable</i>	<i>450 points</i>

Grading Scale

90 -100%	A
80-89%	B
70-79%	C
60-69%	D
50- 59%	F

VIII. Course Procedures and Guidelines:

- a. Students attend an out-of-class cultural event that is different from their own culture and complete a daily journal of the event. Students provide own transportation to the event.
- b. Students do an in-class presentation on cultural food habits of a randomly assigned race/ethnic group in the U.S and are rated by their classmates and instructor.
- c. The instructor retains the right to modify this syllabus as deemed necessary for the successful offering of the class under prevailing conditions of unfavorable weather, and some other school closure.

1. Course materials and information

Some course materials will be posted on the course website while others will be handed in class. Before every class, logon to the course website and browse folders for class materials and information. Class announcements outside class hours are usually posted on the course website.

2. Participation

Your participation in **the Food and Culture class** is important, and it will count toward your final points. You are encouraged to share items of interest with the rest of the class. Attendance at every class is expected. Students who attend classes regularly often do well in exams. Students who do not attend classes regularly do not obtain an A in this class because of missed in-class quizzes and activities. If you miss a class or are late for a class, you will probably miss valuable introductory announcements and quizzes, as well as information that will be necessary for your understanding of future lessons. If you know that you will have to miss a class or an exam for an important reason, please discuss this with the instructor (me) as soon as possible. You will have an opportunity to earn points in the class! Here is how you can earn it: Come to every class and be an active participant, complete graded quizzes, in-class activities and group discussions. Minute papers will be used to assess your participation throughout the semester. Minute papers are short thought questions where I'll ask your reaction to issues that we have discussed in class. There is no make-up for missed in-class quizzes and activities.

3. Work required

I urge you to be very serious about attendance and study commitment that you must give in order to do well. The common guideline for amount of study time required for a particular course is, on average, two hours of work for every hour of class.

4. Reading

You are responsible for all readings which are assigned. Students who read their textbook regularly often do well in exams and understand class topics better.

5. Exams

All examinations are due in class. We will have 3 one hour exams. Each exam will cover all lecture material since the last exam. You are expected to take each hour exam on the scheduled day. In order to be fair to all students, makeup exams require an official written university excuse. If you

know that you will have to miss a class or an exam for an important reason, please discuss this with me as soon as possible. Makeup exams will have questions different from regular exams.

6. Assignments

All assignments and papers are due on the due date. Assignments submitted late will have their grades reduced at a rate of 10% per day late (this includes weekends), unless special prior arrangements have been made with the instructor. Late papers must not be left under the door in my office, since they could easily be lost. Assignments must be typewritten unless instructed otherwise. Proper organization and presentation of assignments and papers will earn points.

7. Academic honesty

Students are expected to abide by the University Policy for academic honesty, ethics and plagiarism. Specific details are located at and can be accessed at: <http://www6.semo.edu/judaffairs/code.html>

8. Students with disability and those requiring special accommodation

Students with disabilities defined by SEMO or addressed by the Americans with Disabilities Act (ADA) must notify SEMO's Disability Services office (<http://www.semo.edu/ds/>) to obtain necessary documentation, and arrange with the instructor at the beginning of the course. Reasonable efforts will be made to accommodate student's special needs. For students with testing related accommodations, testing arrangements may be made on the SEMO's Cape Girardeau campus through Testing Services at 573-651-2836 or by visiting their website <http://www.semo.edu/testing/accommodations.htm>.

9. Disruptive behavior during Class

SEMO's policy will be enforced regarding disputative behavior in class. A student shall not obstruct, disrupt or interfere, or attempt to disrupt or interfere with another student's right to study, learn, participate, or a teacher's right to teach during a class. This includes but not limited to such behaviors as talking at inappropriate times, drawing unwarranted attention to him or herself, engaging in loud or distracting behaviors, or displaying defiance or disrespect to others.

Questions, comments or requests regarding this course should be taken to the instructor of this course. Unanswered questions or unresolved issues involving this course may be taken to Dr. Shelba Branscum.