



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 15, 2009

1. ACADEMIC UNIT: Nutrition (formerly SAAS) - Now College of Nursing and Health Innovation
2. COURSE PROPOSED: NTR 348 Cultural Aspects of Food 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Donna M. Winham Phone: (480) 727-1722
Mail Code: 0180 E-Mail: donna.winham@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry-L ☐
 Mathematical Studies-MA ☐ CS ☐
 Humanities, Fine Arts and Design HU ☐
 Social and Behavioral Science SB ☒
 Natural Sciences-SQ ☐ SG ☐

Awareness Areas

- Global Awareness-G ☐
 Historical Awareness-H ☐
 Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
 (1) Course Description
 (2) Course Syllabus
 (3) Criteria Checklist for the area
 (4) Table of Contents from the textbook used, if available
7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Carol Johnston
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 4-15-09

Mandatory Review

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus; reading list; text table of contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%;"> <tr> <td> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td>public health</td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	public health	
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	public health				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.			
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	Designation
NTR	348	Cultural Aspects of Food	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Human Behavior	Role of culture and religion in food choices across the lifespan; Changing roles with immigration and dietary acculturation.	Lecture, reading, and assignments address the role of culture, religion, and their interaction. Basic knowledge of culture and religion in first few weeks of class; self-assessment assignment; most of class activities
Cultural Anthropology; Medical Anthropology	Study of specific cultures, religions, and geographic regions with an emphasis on food preferences, cultural behaviors, traditional beliefs about nutrition, health, and life.	Lecture, reading, specific course discussions of countries and people; Students are expected to develop cultural competency skills and a global view through assigned readings and class discussions. Exams and quizzes reflect this approach as do the assignments for food demos, ethnic film review, and ethnic book reviews.
Cultural Geography	Emphasis on the cultural beliefs and traditions associated with the homeland and historical way of life, e.g. mystique of the Bedouin by Arab populations; affection for the sea by descendents of Portuguese whalers in New England.	Lecture, readings, text. Assignments for individual countries as part of food demo requires this input. Students are tested on these types of relationships of the culture, land, and food.

**Arizona State University
Department of Nutrition**

NTR 348: Cultural Aspects of Food

**Tuesday & Thursday 3:00-4:15 pm
Spring 2009, HSC Room 1423**

Instructor: Dr. Donna M. Winham
Office Room 1401
(480) 727-1722
donna.winham@asu.edu

Office Hour: Tues. 1:00-2:00 pm
and by appointment

Prerequisite: NTR 100 or NTR 241 or instructor's approval.

NOTE: I am extremely allergic to certain perfumes, lotions, and other scents. Please refrain from wearing scented products to class or on office visits. Thanks!

Course Description: Successful completion of this course fulfills a Social-Behavioral content area and two general studies awareness areas - '*Cultural Diversity in the United States*' (C) and a '*Global*' (G). This is a social studies type class with food at the center of discussion. Students will learn about cultural diversity in foods, dietary habits, and attitudes towards nutrition among ethnic groups in the United States and around the world. The origin of foods and integration into the American diet will be examined in terms of immigration, historical events, and acculturation of population groups. An appreciation for different attitudes and beliefs surrounding ethnic practices of food purchase, consumption, and symbolism will be emphasized.

Course Objectives: At the conclusion of the course, the student should be able to:

- Explain and define what human "culture" is, and how it interacts with biology and the "environment"
- Understand his/her own food habits within the context of his/her culture
- Demonstrate an understanding of how culture (e.g. ethnicity, religion, socioeconomic status) impacts food choices, food preparation, and food service
- Identify historical and current/adapted food habits of specific cultural groups in the US, including common foods/food ingredients, meal patterns, special occasion foods, food taboos, therapeutic uses of food, & food acquisition patterns
- Explain how the food habits of specific cultural groups have impacted the food practices of the contemporary US population
- Describe the relationship between culture, lifestyle, food availability, and food practices on the nutritional and/or health status of specific population subgroups
- Be exposed to foods characteristic of various cultural populations.

Required Material:

Kittler PG and Sucher KP. *Food and Culture*, 5rd Edition. Wadsworth/Thomson Learning, 2008. ISBN: 0-534-56112-8

Other readings should be downloaded from the ASU library electronic journal collection or Blackboard course site and read **before** the class discussion.

Other recommended resource texts:

Bryant CA, KM DeWalt, A Courtney, J Schwartz. *The Cultural Feast*, 2nd edition, Wadsworth/Thomson, 2003.

Civitello L. *Cuisine and Culture: A History of Food and People*. John Wiley & Sons, 2004.

Goodman AH, DL Dufour, GH Peltó. *Nutritional Anthropology: Biocultural Perspectives on Food and Nutrition*. Mayfield Publishing Company, 2000.

Harper CL, BF LeBeau. *Food, Society, and Environment*. Prentice-Hall, 2003.

McWilliams M, H Heller. *Food Around the World: A Cultural Perspective*. Prentice-Hall, 2007.

Classroom Conduct: Students are expected to arrive to class on time and to stay for the entire class period. Late arrival or early departure will be counted as an absence or zero participation for the class session.

Please be respectful of your fellow students and faculty by not engaging in disruptive behavior or appearances. Cell phones and pagers must be silenced. Disruptive behavior can include entering the classroom late or leaving early, talking, cell phone activity, chewing gum and/or popping it, fidgeting behaviors (e.g. pencil tapping, leg twitching, etc.), body odor, excessive perfume/aftershave, inappropriate or revealing clothing, and packing up belongings before the class has officially ended. Students who do not comply will be asked to leave the classroom for the remainder of the session. My permission will be required to reenter the class.

Sensitive topics may be presented and discussed in class. These may include material or commentary on lifestyle activities (including sex, contraception, childbirth, abortion, stem-cell research, circumcision, breastfeeding, substance use, homosexuality, gay marriage), or social-behavioral perceptions such as racism, genocide, religious beliefs, evolutionary theory, biological determinism, political theory, or other topics deemed relevant to the course by the instructor.

Statement of Academic Honesty: Academic honesty is expected of all students in courses offered by Arizona State University East and any other academic institution. 'Cheating' or plagiarism will result in disciplinary action against the student(s) involved. 'Cheating' includes, but is not limited to looking at your neighbor's answers during an examination; writing potential key words or answers on your arm, pieces of paper casually dropped on the floor, inside your water bottle, etc.; buying research papers from somebody. Plagiarism includes copying whole sections of text out of research articles, or off internet websites. Academic dishonesty has serious consequences. You may fail the course and be expelled from the University. **Written materials will be analyzed using ASU's 'Safe Assignment' anti-plagiarism software and other forms of plagiarism detection at the discretion of the instructor.**

Assignments & Examinations:

Two examinations and a final will be given based upon readings and course discussion. The course final exam will be semi-comprehensive and will include both short answer, and essay questions. Class participation is necessary for learning the course materials. Attendance will be taken, but is not the whole basis for participation. Students are expected to come to class having read the materials and to be able and willing to discuss topics in class.

Late assignments will be deducted 10% for each day late including submissions on the same day of class, but after the class period has begun. Late assignments will not be accepted without prior approval. Email, fax, or proxy delivery of assignments to the instructor will NOT be allowed without prior approval. Make-up examinations will not be provided without arrangement before the test date. If you do not make arrangements with the instructor to take the exam at an alternate date/time, and fail to take an exam you will receive a grade of "0" for the exam.

Study guides are not provided for this class. The learning objectives are clearly stated for each section and the important points are highlighted during class discussions. You must attend class, take notes, and do the readings. Do NOT rely solely on Power Point materials to prepare for quizzes and examinations. You will be disappointed in your test scores.

Cultural Food Demonstration:

Students will prepare a food demonstration. Each student will select a specific culture to research for the food demonstration by February 10th. Students will be matched in small groups based on the regions they have chosen. The culture-specific food demonstrations/presentations are to be completed during class. These presentations will be scheduled based on the specific region covered during the semester.

IMPORTANT: All written assignments should be in Times New Roman, 12 point font, double-spaced with 1" margins on all 4 sides, and a page number in the bottom right hand corner. Points will be deducted for deviations from this format.

Course Assignments: *Additional in-class activities may be assigned*

Self-Assessment Project	30
Quizzes (4 at 20 points each)	80
Ethnic Book Review	30
Ethnic Film Review	30
Ethnic Restaurant Review	30
Exams: (2 at 50 points each)	100
Food Demonstration	30
Final Exam	50 (semi-comprehensive)
Class Participation	20

Total	= 400 points
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Tentative Examination & Assignment Due Dates:

Self-Assessment	January 27
Examination #1	February 5
Food Demo Region	February 10
Ethnic Book Review	February 17
Quizzes (n=4)	Feb 26, Mar 19, April 2, April 30
Ethnic Film Review	March 24
Examination #2	April 21
Ethnic Restaurant Rev.	April 23
Final Examination	May 7 th 12:10-2:00

Point Distribution and Grades:

A	94-100%	C+	77-79%
A-	90-93%	C	70-76%
B+	87-89%	D	60-69%
B	84-86	E	59% or below
B-	80-83%		

Note: Although final grades are based on a percentage of points attained in the course, grades may be adjusted or 'curved up' depending upon the distribution of total scores. Grades will not be 'curved down' and there is no set quota for the number of letter grades.

Extra credit will be given for meetings with library and/or writing staff for assistance with preparation of the Cultural Foods Research Project. The instructor may announce specified cultural or global awareness activities to attend for extra-credit as well.

Grading Policies: Quiz and examination materials are reviewed at least twice before final grades are assigned (sometimes 2-3 times for short answer or essays). That is not to say that we do not make mistakes. Make sure that you check addition and subtraction on assignments. Please review your notes and materials before questioning a grade.

However, I do not review or discuss individual quiz or exam grading questions in class. If you believe an item was graded erroneously, you need to bring the issue to my attention within 1 week of receiving the quiz, exam, written assignment back.

Online quizzes: Once a quiz or test has been activated online in Blackboard, I cannot change it if students have taken it already. If there are errors in the online answer key, I cannot fix them on Blackboard, but will make the adjustment in the final grading. Please do let me know if you suspect there is an error, but keep in mind that Blackboard will continue to show the answer as incorrect even if you have been given the point(s). Look at your score, not what BB says.

Important: Please keep in mind that it is highly unethical to bring to my attention the possible impact of your course grade on your future plans, including graduation, scholarships, jobs, etc. I have the option of withdrawing you from the course if I think you are compromising my ability to assess your work independently of any other consideration.

NTR 348 Discussion Topics & Reading Assignments

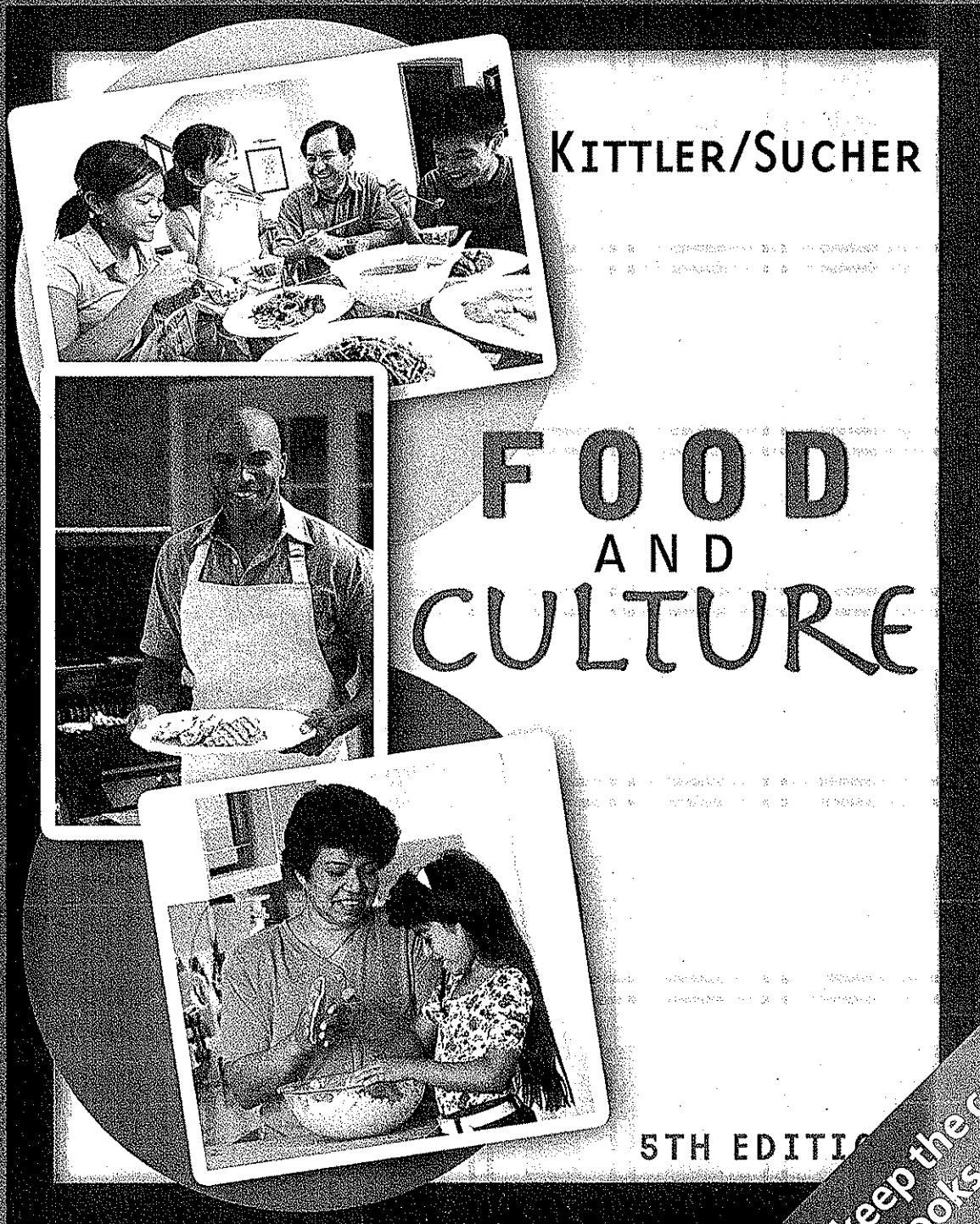
Week #1 January 20/22	Course Introduction & Overview Reading: Text, Chapter 1 & 2	Items Due:
Week #2 January 27/29	Traditional Health Beliefs and Culture Intercultural Communication Reading: Text, Chapter 2 & 3	<i>Self-Assessment Assignment</i> <i>Due January 27th</i>
Week #3 February 3/5	Food and Religion Reading: Text, Chapter 4 External Link on BB [ExtLink] <i>Of Church and Steak</i>	<i>Exam #1 February 5th [in-class]</i>
Week #4 February 10/12	Native Americans Reading: Text, Chapter 5	<i>Food Demo Region Due Feb 10th</i>
Week #5 February 17/19	Northern Europeans (UK, France) Reading: Text, Chapter 6	<i>Ethnic Book Review Due Feb 17th</i>
Week #6 February 24/26	Southern Europeans (Spain, Italy) Reading: Text, Chapter 6	<i>Quiz #1 February 26th [online]</i>
Week #7 March 3/5	Intro to Spain; catch-up; France food demo Origins of Agriculture Readings: Text, Chapter 7 Dennis CW. Humanity's worst invention agriculture. <i>Ecologist</i> . 2006;36-39.	
<i>Spring Break – NO CLASS March 10 and 12th</i>		
Week #8 March 17/19	Central Europe & Former Soviet Union <i>Food Demo Italy, Germany</i> World population growth/famine [ExtLink] <i>Population Reference Bureau website</i>	<i>Quiz #2 March 19th [in class]</i>
Week #9 March 24/26	Sub Saharan Africa <i>Russia (Tues) and Nigeria (Thurs) food demos</i> Reading: Text, Chapter 8 [ExtLink] <i>Cape Verde – global migration</i>	<i>Ethnic Film Rev. Due March 24th</i>

Week #10 March 31/April 2	Balkans and Middle East (Greece, Egypt) Reading: Text, Chapter 13 [ExtLink] <i>All the foods of the Mideast at its stable center</i> [ExtLink] <i>In Arab hub, the poor are left to their fate</i>	
Week #11 April 7/9	Mexico, Central America <i>Food demo Guatemala</i> Reading: Text, Chapter 9 [ExtLink] <i>Nuevo Catholics</i>	<i>Quiz # 3 April 2nd [in class]</i>
Week #12 April 14/16	Caribbean Islands and South America <i>Food demo Brazil</i> Reading: Text, Chapter 10	
Week #13 April 21/23	China, Japan, & Korea Nutrition Transition Readings: Text, Chapter 11 Kapoor & Anand, 2002, <i>Nutritional Transition: a public health challenge in developing countries</i>	<i>Exam #2 April 21st [in-class]</i> <i>Restaurant Review Due April 23rd</i>
Week #14 April 28/30	India, Pakistan, Nepal Reading: Text, Chapter 14 [ExtLink] <i>Modern ways open India's door to diabetes</i>	<i>Quiz # 4 April 30th [in class]</i>
Week #15 May 5	Regional Americas Summary and review	
Final Exam	May 7 (Thurs) Final Exam 12:10-2:00 pm	

Lecture topics are subject to modification. Dates are approximate.

INSTRUCTOR'S EDITION

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