



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 March 7, 2010 - Re-submission

- 1. ACADEMIC UNIT: Nutrition Program - College of Nursing and Health Innovation
2. COURSE PROPOSED: NTR 348 Cultural Aspects of Food 3
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.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

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

- 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: [X] No [ ] Yes; Please identify courses:

Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type)

Chair/Director (Signature)

Date:

Revised + Resubmitted 3/9/2010

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.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
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%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 30%; vertical-align: top; text-align: center;">public health</td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	public health	syllabus; reading list; text; assignments
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	public health				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	knowledge base		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	assignments; reading list; text		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• 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)
1. Advance basic understanding of human interaction	Extensive discussion of family and social roles in food acquisition, distribution, and role in social bonding	text readings; self-assessment assignment; repeated examination for each cultural group throughout the course. See reading list, page 1 syllabus course objectives
1. Advance knowledge of human interaction	Each cultural group (or religion) is presented and discussed re: current sociopolitical status	Ch 3 text on intercultural communication; emphasis on immigration and current political status on quizzes and exams for each group studied, page 1 syllabus course objectives; ethnic film, ethnic restaurant, food & religion assignments
2. Study of social behavior	Course focus is on social behaviors surrounding foods and these changes that occur with immigration and culture change	Text, reading list; specific assignments on discussing these factors in film, ethnic restaurants, books, and specific country highlighted by each student in class; food and religion assignment

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)
3. Course emphasizes distinct knowledge base of the social and behavioral sciences	Each cultural group is examined from a sociocultural perspective	Each country is studied with an emphasis on the culture, religion, food acquisition processes, meal composition, current SES and immigrant status. See reading list, text table of contents, and page 8 of assignments file – food demo.
4. Illustrates use of social and behavioral science perspectives and data	Current dietary habits, immigration statistics and health outcome information is presented for specific cultures studied	Text chapters for each country or region, see individual assignments, assignments – page 3-8, and items on the reading list.

Supporting documents submitted:

Syllabus

Reading list

Self-assessment assignment

Food and religion essay assignment

Ethnic restaurant review

Ethnic film review

Food demonstration project

Arizona State University  
Department of Nutrition

***NTR 348: Cultural Aspects of Food***

**Monday & Wednesday 3:30-4:45 pm**  
**Spring 2010, HSC Room 1423**

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

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

**Teaching Assistant:** Sharon Thompson, BS  
Office Room 1405  
(480) 727-1352

**Office Hour:** Thurs. 9:00-10:00 am  
and by appointment

[Sharon.V.Thompson@asu.edu](mailto:Sharon.V.Thompson@asu.edu) (Make sure you include the "V")

***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*. 5<sup>th</sup> ed. 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 scheduled class discussion.

**Other recommended resource texts:**

Bryant CA, DeWalt KM, Courtney A, Schwartz J. *The Cultural Feast*. 2<sup>nd</sup> ed. Wadsworth/Thomson; 2003.

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

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

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

McWilliams M, Heller H. *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, pagers, and other personal communication devices must be silenced during class. 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.

**Use of laptop computers, cell phones, etc. in class:** There is no off-task use of computers in this class. Laptop lids should be closed during class lecture, discussion, and presentations unless otherwise directed. You will be asked to leave the class if you are engaged in non-class related activities such as checking email, texting, searching the internet, listening to music, etc.

**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.

**Assignment submissions:**

Assignments are due at the **beginning** of the class session on the day they are due. Assignments handed in on the same day of class, but after the class period has begun will be considered late and will receive a 10% point deduction. 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. If you know you are going to have a problem completing an assignment on time, contact the instructor beforehand, not 5 minutes before class starts.

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.

**Cultural Food Demonstration:**

Students will prepare a food demonstration. Each student will select a specific culture to research for the food demonstration by February 10<sup>th</sup>. 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 (10 at 10 points each)	100 (lowest score of 11 dropped)
Religion & Food Essay	30
Ethnic Restaurant Review	30
Ethnic Book Review	30
Ethnic Film Review	30
Exams: (2 at 50 points each)	100
Food Demonstration	30
Final Exam	50 (semi-comprehensive)
Class Participation	20
 	<hr/>
Total	= 450 points

**Tentative Examination & Assignment Due Dates:**

Most assignments are due on Wednesdays. Online quizzes will be available Wednesday evenings and will close at 6 pm on Fridays.

Self-Assessment	January 27
Food Demo Selection	January 27
Quizzes (n=11)	Jan 29, Feb 5, Feb 19, Feb 26, Mar 5, Mar 26, April 2, April 9, April 16, April 23, April 30 (lowest score dropped)
Religion & Food Essay	February 8
Examination #1	February 10
Ethnic Restaurant Rev.	February 17
Examination #2	March 10
Ethnic Book Review	March 24
Ethnic Film Review	April 14
Final Examination	May 12 <sup>th</sup> 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***

<b>Week #1</b> January 20	<b>Course Introduction &amp; Overview</b> <b>Reading:</b> Text, Chapter 1	<b>Items Due:</b> <i>Practice Quiz Due Jan 22<sup>nd</sup> 6 pm</i>
<b>Week #2</b> January 25/27	<b>Traditional Health Beliefs and Culture</b> <b>Intercultural Communication</b> <b>Reading:</b> Text, Chapter 2 & 3	<i>Self-Assessment Assignment</i> <i>Due January 27<sup>th</sup></i> <i>Food Demo Picks Due Jan 27<sup>th</sup></i> <i>Online Quiz #1 Due Jan 29<sup>th</sup> 6 pm</i>
<b>Week #3</b> February 3/5	<b>Food and Religion</b> <b>Reading:</b> Text, Chapter 4 <b>External Link on BB [ExtLink]</b> <i>Of Church and Steak</i>	<i>Online Quiz #2 Due Feb 5<sup>th</sup> 6 pm</i>
<b>Week #4</b> February 8/10	<b>Native Americans</b> <b>Reading:</b> Text, Chapter 5	<i>Religion/Food Essay due Feb 8<sup>th</sup></i> <i>Exam #1 February 10<sup>th</sup> [in-class]</i> <i>No online quiz this week</i>
<b>Week #5</b> February 15/17	<b>Northern Europeans (UK, France)</b> <b>Reading:</b> Text, Chapter 6	<i>Restaurant Review Due Feb 17<sup>th</sup></i> <i>Online Quiz #3 Due Feb 19<sup>th</sup> 6 pm</i>
<b>Week #6</b> February 22/24	<b>Southern Europeans (Spain, Italy)</b> <b>Reading:</b> Text, Chapter 6	<i>Online Quiz #4 Due Feb 26<sup>th</sup> 6 pm</i>
<b>Week #7</b> March 1/3	<b>Central Europe &amp; Former Soviet Union</b> <b>Origins of Agriculture</b> <b>Readings:</b> Text, Chapter 7 Dennis CW. Humanity's worst invention – agriculture. <i>Ecologist</i> . 2006;36-39.	<i>Online Quiz #5 Due Mar 5<sup>th</sup> 6 pm</i>
<b>Week #8</b> March 8/10	<b>World population growth/famine</b> <b>[ExtLink]</b> <i>Population Reference Bureau website</i>	<i>Exam #2 March 10<sup>th</sup> [in-class]</i>
<b><i>Spring Break – NO CLASS March 15<sup>th</sup> and 17<sup>th</sup></i></b>		
<b>Week #9</b> March 22/24	<b>Sub Saharan Africa</b> <b>Reading:</b> Text, Chapter 8 <b>[ExtLink]</b> <i>Cape Verde – global migration</i>	<i>Ethnic Book Review Due Mar 24<sup>th</sup></i> <i>Online Quiz #6 Due Mar 26<sup>th</sup> 6 pm</i>

<b>Week #10</b> March 29/31	<b>Balkans and Middle East (Greece, Egypt)</b> <b>Reading:</b> Text, Chapter 13 <b>[ExtLink]</b> <i>All the foods of the Mideast at its stable center</i> <b>[ExtLink]</b> <i>In Arab hub, the poor are left to their fate</i>	<i>Online Quiz #7 Due April 2<sup>nd</sup> 6 pm</i>
<b>Week #11</b> April 5/7	<b>Mexico</b> <b>Reading:</b> Text, Chapter 9 <b>[ExtLink]</b> <i>Nuevo Catholics</i>	<i>Online Quiz # 8 April 9<sup>th</sup> 6 pm</i>
<b>Week #12</b> April 12/14	<b>Caribbean Islands and South America</b> <b>Reading:</b> Text, Chapter 10	<i>Online Quiz # 9 April 16<sup>th</sup> 6 pm</i> <i>Ethnic Film Rev. Due April 14<sup>th</sup></i>
<b>Week #13</b> April 19/21	<b>China, Japan, &amp; Korea</b> <b>Nutrition Transition</b> <b>Readings:</b> Text, Chapter 11 Kapoor & Anand, 2002, <i>Nutritional Transition: a public health challenge in developing countries</i>	<i>Online Quiz # 10 April 23<sup>rd</sup> 6 pm</i>
<b>Week #14</b> April 26/28	<b>India, Pakistan, Nepal</b> <b>Reading:</b> Text, Chapter 14 <b>[ExtLink]</b> <i>Modern ways open India's door to diabetes</i>	<i>Online Quiz # 11 April 30<sup>th</sup> 6 pm</i> <i>Quiz #11 is optional</i>
<b>Week #15</b> May 3	<b>Regional Americas</b> <b>Summary and review</b>	
<b>Final Exam</b>	<b>May 12 (Wednesday) Final Exam 12:10-2:00 pm</b>	

Lecture topics are subject to modification. Dates are approximate.

## Self-Assessment of Food Habits

Due January 27<sup>th</sup> – 30 points

**Assignment Objectives:** At the completion of this assignment, each student will have:

- Described key influences on current eating habits
- Identified personal food related attitudes, values, and beliefs
- Described ways in which personal food habits have influenced or will influence health status

**Requirements:** For full credit, each of the following sections must be completed using full sentences. Take your time and provide thoughtful answers in complete sentences using appropriate grammar. If you use bullet-points or sentence fragments there will be points deducted except for the questions that ask for a list. Your answer may be written as an essay, but make sure that it is clear which question you are addressing. It is preferable to answer each question in the applicable section.

The assignment must be typed in Times New Roman, 12 point font with 1" margins. If you do not know how to adjust the settings in Microsoft Word please see the Teaching Assistant or me BEFORE you turn in the assignment. Points will be deducted for deviations from this format. This file is available on Blackboard and can be used as a template for your answers. However, delete the instructions from your submission.

Do not write using contractions such as don't, can't, I'm, ain't <joke>, etc. Do run spell-check!

### Demographic Information

What do you self-identify as your cultural background(s)?

Did your family immigrate to the U.S.? If so, how many generations have lived in the U.S.?

What, if any, is your religious affiliation? Do you consider yourself an "active participant" in this religion at this phase of your life?

Is more than one culture represented within your immediate family unit [e.g. that of your spouse, step-parent, adoptive sibling, etc]? If so, what other cultures are represented?

If you were born in the U.S., what region of the country were you born in?

In what region of the U.S. did you spend most of your "formative years"?

**Food Profile (Listing of items is acceptable for this question.) Please be specific, example – if you write bread, state what kind of bread (white, wheat, sourdough, etc.)**

List 3-5 foods you eat virtually every day:

List 3-5 foods you eat, on average, once/week:

List 3-5 foods you eat, on average, once/month:

Are there any specific foods, food combinations, or specific "recipes" that you consume regularly that reflect your cultural heritage? If so, name them.

### **Food Profile (continued)**

Are there any specific foods or food combinations that you eat or avoid eating for religious reasons? If so, name them or **describe** the general pattern of consumption or avoidance.

List 3-5 foods you personally, for whatever reason, consider inedible that others would/might consume.

List 3-5 foods you consider to be “high status” items.

List 3-5 foods you would associate with a low socioeconomic status.

List 3-5 foods you typically associate with males:

List 3-5 foods you typically associate with females:

List 3-5 foods you typically associate with children [not teenagers]:

List 3-5 foods you typically associate with seniors [>65y]:

### **Dimensions of Meals**

How many meals do you eat on a typical weekday?

How many meals do you eat on a weekend day?

What food elements [example: bread, protein, dessert, beverage, side dish] are needed for you to consider the events shown below a “meal”? [Be specific in answering this question]

Do you follow a particular order when eating these elements? [Example: I always eat my vegetables first, then the main course – dmw]

Wake-up/morning meal:

Mid-day meal:

Evening meal:

How does the meal pattern change for major holidays? Select and name two holidays for your answer and describe how the meal pattern changes for them:

How many snacks do you eat on a typical weekday?

How many snacks do you eat on a typical weekend day?

What foods do you consider “snacks”?

Do you ever fast? If so, how often, for what duration, and why?

### **Meal Etiquette**

What utensils, dishes, etc. do you typically use when you eat? How often do you eat with just your hands? Does this pattern differ depending upon whether you are eating alone vs. eating with a group?

In your family unit [current family or family when you were a child], are/were there specific meal time rules [do not chew with mouth open, no elbows on the table, etc]?

Is/was there a typical pattern of meal service: who got served first?

How has YOUR meal etiquette changed from the time you lived with your parents vs. your current meal practices?

### **My Cultural Food:**

Discuss a favorite family food that reflects your culture.

**Religion and Food –Essay**  
**Due February 8<sup>th</sup> –30 points**

The purpose of this exercise is to reinforce the strong relationships between religion and food behaviors across cultures. Answer one (1) of the following questions using your text and outside resources as appropriate. Cite your text and any other sources used in your answer. Use a standard citation style in the text and at the end of your document such as APA or MLA. Please consult with the writing center if you do not know how to do this.

Make sure that your answer is in the standard format of Times New Roman 12 point font, 1” margins, double-spaced, and page numbers in the lower right-hand corner. Your ASU identification number should be in the upper left hand corner as shown above. Do not put your name on the paper or other identifying information.

The header and footer should also be in Times New Roman font. The body of your text should be at the 1” left hand margin. Do not use automatic numbering or bullet points as those functions will indent your text. Use right justification for the text. Do not center the text or use full justification. It is expected that the right hand text will have a ‘ragged’ edge like the text in this document. Your answer should be a minimum of 1 page and a maximum of 3 pages in length. Your references may carry-over onto a fourth page.

1. In the US, we usually regard religion as a personal matter and not as a part of the world of politics. But since Muslims consider Islam as a way of life, they integrate the laws of Islam into the politics of nations that are primarily Muslim.

Demonstrate that our own nation had a similar policy when America was founded. Review the writings of the Puritans for their beliefs. Consider that the first colonists felt that the government should reflect religion, and that it was the will of God to be fundamental extremists in their own land, and that harsh punishments should be inflicted on those who did not follow the current religion in their own lives.

2. “Jewish” foods are actually regional foods of the areas from which the Jews emigrated. Discuss two other religions and cultural groups that have associations stemming more from immigration patterns than from the actual religion. Examples: What about Greeks and Greek Orthodoxy? Hindus and India?

3. The text outlines cultural restrictions concerning what meats may be consumed, mostly in accordance with religious laws. Researchers have tried to discern whether an underlying health principle or other factors leads to meat being prohibited. Discuss reasons proposed for why beef in India, pork in the Middle East, and horsemeat in medieval Europe were prohibited.

4. Summarize the dietary laws for food preparation and consumption in Hinduism and Buddhism. Compare and contrast these two major religions. Where have Hindi and Buddhist groups immigrated in recent years? Is it easy or difficult for them to practice their food rules in these new places of immigration?

## Ethnic Restaurant Review

Grading Criteria: \_\_\_\_\_ / 30 points

The restaurant review should include a minimum of:

- a. Location, opening date, restaurant hours provided
- b. Describe the atmosphere. - Child-friendly, bar available, artwork and décor, other?
- c. Describe the menu  
What types of foods are offered? Is it extensive or only offers a few choices.  
(You may include a copy of the menu if available, but it does not replace your description)
- d. What did you order? Price?  
Give a detailed description of foods ordered, if you have other people eating with you, get their feedback as well.
- e. Authentic  
Was the food prepared and served by the restaurant consistent with the information in the text (or other resources) about foods from this ethnic group?  
**(Note: Read your text BEFORE you go so you know what to look for! We will be looking for this information in your write-up.)**  
Explain in detail how the food was authentic or was not. Make sure you utilize your text for this component. Did it come from a specific region of the country? Do you feel the menu was adapted for American customers? Did it appear that people from this culture would go to this restaurant?
- f. Overall / Conclusion  
How was your experience with the restaurant you visited? Would you ever go back? Why or why not? Would you recommend this restaurant to anyone? What type of person would enjoy this restaurant?



**Ethnic Book Review**  
**Due March 22<sup>nd</sup> – 30 points**

Read a book that details the food choices/habits (or cultural practices) of a specific ethnic group. Books should be chosen from the list below. Write a short paper about the book (3-4 pages). Use the standard format as discussed for all of your assignments (Times New Roman 12 point font, 1" margins, page numbers lower right hand corner, double-spaced.) Put your ASU id number, the date, and course number in the header. See example above. Do not include personal identification information in the header or the text.

Summarize the plot of the book and specify the roles of food and culture in the story line. What foods are consumed in the book? What is the relationship between food and culture for the book's main characters? Are there generational differences or conflicts within or between cultures? How does the information about the dominant culture in this book compare to what you have learned about this culture through your textbook, class notes and other assigned reading? Did you find anything about the book surprising or unexpected? What did you take from the book that can be applied to this class and to your future career? These questions are just a starting point for the paper. Be sure to include other pertinent information for the book you have chosen. Make sure that you answer all of these questions.

**Book List**

- Moaveni A. *Lipstick Jihad: A memoir of growing up Iranian in America and American in Iran.* Public Affairs, 2006.
- Mortenson G. *Three cups of tea: One man's mission to promote peace... one school at a time.* Penguin, 2007.
- Reichl R. *Tender at the bone: Growing up at the table.* Random House, 1999.
- Dettwyler, KA. *Dancing skeletons: Life and death in West Africa.* Waveland Press, 1994.
- Nabhan GP. *Why some like it hot: Foods, genes, and cultural diversity.* Island Press, 2006.
- Nguyen, BM. *Stealing Buddha's Dinner: A memoir.* Viking Adult, 2007.
- Rachlin, N. *Persian girls: A memoir.* Tarcher, 2007.
- Spours, J. *Cakes and ale: The golden age of British feasting.* The National Archives Press, 2006.
- West, R. *Penucquem speaks: A look at our world from a different culture.* BookSurge Publishing, 2006.

Williams-Forsen, PA. *Building houses out of chicken legs: Black women, food, and power.*  
University of North Carolina Press, 2006.

Any of the *Food Culture Around the World* Books (authors differ based on region)

***For those of you who are interested in culture from a broader perspective, the following books are very good, but will require you to be more creative in your interpretation. These are not strictly about food.***

Achebe, Chinua. *Things Fall Apart.*

Balakian, Peter. *Armenian Golgotha.*

Richards, Audrey. *Land, labour, and diet in Rhodesia.*

Scheper-Hughes, Nancy. *Saints, Scholars and Schizophrenics.*

## Ethnic Film with Strong Cultural and Food Component

Due April 14<sup>th</sup> – 30 points

1. View a foreign or culture-specific film (see the list below). Content of the some of the movies may be unsuitable for children and some adults. Please review rating and content prior to viewing. **This is your responsibility!** Since there are several choices you should be able to find a suitable film.

Write a short paper about the film (2-3 pages).

- Summarize the story line and role of food and culture in the movie.
- For each of the main characters include information regarding his/her relationship with the culture and food in the movie.
- Are there conflicts within cultures or generational differences?
- What foods are consumed in the movie?
- Why do you think the filmmaker added the food component to the film?
- These questions are just a starting point for the paper. Include other pertinent information for the specific film.

Foreign and Cultural Film List-This list is not complete and other movies can be selected with **prior approval** from the instructor. (No-Willy Wonka and the Chocolate Factory or Ratatouille are not acceptable)

A Walk in the Clouds  
Babette's Feast  
Big Night  
Chef!  
The Chinese Feast  
Eat, Drink, Man, Woman  
Joy Luck Club  
Like Water for Chocolate  
Mostly Martha  
Moonstruck  
Tortilla Soup  
Soul Food  
Wedding Banquet  
When Do We Eat?

## **Cultural Food Demonstration Project**

### **Food Demo – 30 points – due varying dates**

**Purpose:** At the completion of this project, the student shall be able to:

- Demonstrate an in-depth understanding of the traditional and contemporary food habits of a specific culture
- Identify a wide range of resources [published articles, textbooks, reference books, on-line resources, local food markets, local ethnic restaurants, personal communication, cookbooks] to research a specific cultural group
- Demonstrate the ability to adapt nutrition education concepts to meet a specific cultural groups needs
- Prepare food products from the specific culture

### **Cultural Food Habits Demonstration**

The “culture” must be chosen from the list provided.

- Select recipes from the culture you have researched. Choose food products that are core or secondary foods for the culture. Plan to bring 2-3 food items per group.
- Prepare the recipe and bring samples for the class during the assigned class period.
- Provide copies of the recipe for class members and instructor.
  - a. Include your name, class name & number, date, and name of the country or region on the recipe handout
  - b. Bring enough food to serve a small portion to about 30 people.
- Present a 10-15 minute explanation of the preparation, ingredients, use and history of the food product.
  - a. Does not have to be in this order – sometimes it will make more sense to start with the history of the food.
  - b. Summarize the relevant historical factors, such as religion, sociopolitical influences, that have shaped the culture’s food habits and practices and their relevance to the food item presented.

*Items to include in the demonstration as relevant:*

The presentation **should address four of the following nine areas**, logically arranged and adequately discussed as they relate to the food items being presented:

- Summary of the current demographics and socioeconomic status of the culture as well as current religious influences and typical family structures.
- Describe the current agriculture and/or food acquisition patterns of the culture – where/how food is obtained [may need rural vs. urban descriptions]

- Identify relevant historical social, religious, political factors that shaped or influenced historical and/or current food habits; describe traditional use of foods in ceremonies, celebrations, special occasions
- Summarize core and secondary foods, ingredients, cooking methods, etc. of the historical/traditional diet. (How do the foods you are highlighting fit into this history?)
- Describe historical/traditional food habits, food related behaviors, food taboos, and food/diet related health beliefs and practices
- Summarize core and secondary foods, ingredients, cooking methods, etc. of the historical/traditional diet
- Explain the nutritional and health/disease consequences of the traditional diet
- Describe what changes in the traditional diet have evolved over the past 50 years; how does the contemporary diet of the culture differ from the traditional diet?
  - What adaptations from the traditional diet have immigrants made from this culture to the US?
  - What are the nutrition/health implications of these “recent” changes? Be very specific – which food habits are “healthy” [and why?], which are unhealthy [and why?].
- Describe the considerations that must be taken into account when interacting with a person or a group of people from this culture. Include etiquette, social customs, verbal/non-verbal communication styles, etc.

Note: This is a lot of material to cover in 10-15 minutes so you must be focused on the foods that you are presenting. The purpose is not to cover every aspect of the culture and foods, but to describe how the foods your group has selected reflect the central themes and dietary practices of the culture.

## Self-Assessment of Food Habits

Due January 27<sup>th</sup> – 30 points

**Assignment Objectives:** At the completion of this assignment, each student will have:

- Described key influences on current eating habits
- Identified personal food related attitudes, values, and beliefs
- Described ways in which personal food habits have influenced or will influence health status

**Requirements:** For full credit, each of the following sections must be completed using full sentences. Take your time and provide thoughtful answers in complete sentences using appropriate grammar. If you use bullet-points or sentence fragments there will be points deducted except for the questions that ask for a list. Your answer may be written as an essay, but make sure that it is clear which question you are addressing. It is preferable to answer each question in the applicable section.

The assignment must be typed in Times New Roman, 12 point font with 1" margins. If you do not know how to adjust the settings in Microsoft Word please see the Teaching Assistant or me BEFORE you turn in the assignment. Points will be deducted for deviations from this format. This file is available on Blackboard and can be used as a template for your answers. However, delete the instructions from your submission.

Do not write using contractions such as don't, can't, I'm, ain't <joke>, etc. Do run spell-check!

### Demographic Information

What do you self-identify as your cultural background(s)?

Did your family immigrate to the U.S.? If so, how many generations have lived in the U.S.?

What, if any, is your religious affiliation? Do you consider yourself an "active participant" in this religion at this phase of your life?

Is more than one culture represented within your immediate family unit [e.g. that of your spouse, step-parent, adoptive sibling, etc]? If so, what other cultures are represented?

If you were born in the U.S., what region of the country were you born in?

In what region of the U.S. did you spend most of your "formative years"?

**Food Profile (Listing of items is acceptable for this question.) Please be specific, example – if you write bread, state what kind of bread (white, wheat, sourdough, etc.)**

List 3-5 foods you eat virtually every day:

List 3-5 foods you eat, on average, once/week:

List 3-5 foods you eat, on average, once/month:

Are there any specific foods, food combinations, or specific "recipes" that you consume regularly that reflect your cultural heritage? If so, name them.

### **Food Profile (continued)**

Are there any specific foods or food combinations that you eat or avoid eating for religious reasons? If so, name them or **describe** the general pattern of consumption or avoidance.

List 3-5 foods you personally, for whatever reason, consider inedible that others would/might consume.

List 3-5 foods you consider to be “high status” items.

List 3-5 foods you would associate with a low socioeconomic status.

List 3-5 foods you typically associate with males:

List 3-5 foods you typically associate with females:

List 3-5 foods you typically associate with children [not teenagers]:

List 3-5 foods you typically associate with seniors [>65y]:

### **Dimensions of Meals**

How many meals do you eat on a typical weekday?

How many meals do you eat on a weekend day?

What food elements [example: bread, protein, dessert, beverage, side dish] are needed for you to consider the events shown below a “meal”? [Be specific in answering this question]

Do you follow a particular order when eating these elements? [Example: I always eat my vegetables first, then the main course – dmw]

Wake-up/morning meal:

Mid-day meal:

Evening meal:

How does the meal pattern change for major holidays? Select and name two holidays for your answer and describe how the meal pattern changes for them:

How many snacks do you eat on a typical weekday?

How many snacks do you eat on a typical weekend day?

What foods do you consider “snacks”?

Do you ever fast? If so, how often, for what duration, and why?

### **Meal Etiquette**

What utensils, dishes, etc. do you typically use when you eat? How often do you eat with just your hands? Does this pattern differ depending upon whether you are eating alone vs. eating with a group?

In your family unit [current family or family when you were a child], are/were there specific meal time rules [do not chew with mouth open, no elbows on the table, etc]?

Is/was there a typical pattern of meal service: who got served first?

How has YOUR meal etiquette changed from the time you lived with your parents vs. your current meal practices?

### **My Cultural Food:**

Discuss a favorite family food that reflects your culture.

**Religion and Food –Essay**  
**Due February 8<sup>th</sup> –30 points**

The purpose of this exercise is to reinforce the strong relationships between religion and food behaviors across cultures. Answer one (1) of the following questions using your text and outside resources as appropriate. Cite your text and any other sources used in your answer. Use a standard citation style in the text and at the end of your document such as APA or MLA. Please consult with the writing center if you do not know how to do this.

Make sure that your answer is in the standard format of Times New Roman 12 point font, 1” margins, double-spaced, and page numbers in the lower right-hand corner. Your ASU identification number should be in the upper left hand corner as shown above. Do not put your name on the paper or other identifying information.

The header and footer should also be in Times New Roman font. The body of your text should be at the 1” left hand margin. Do not use automatic numbering or bullet points as those functions will indent your text. Use right justification for the text. Do not center the text or use full justification. It is expected that the right hand text will have a ‘ragged’ edge like the text in this document. Your answer should be a minimum of 1 page and a maximum of 3 pages in length. Your references may carry-over onto a fourth page.

1. In the US, we usually regard religion as a personal matter and not as a part of the world of politics. But since Muslims consider Islam as a way of life, they integrate the laws of Islam into the politics of nations that are primarily Muslim.

Demonstrate that our own nation had a similar policy when America was founded. Review the writings of the Puritans for their beliefs. Consider that the first colonists felt that the government should reflect religion, and that it was the will of God to be fundamental extremists in their own land, and that harsh punishments should be inflicted on those who did not follow the current religion in their own lives.

2. “Jewish” foods are actually regional foods of the areas from which the Jews emigrated. Discuss two other religions and cultural groups that have associations stemming more from immigration patterns than from the actual religion. Examples: What about Greeks and Greek Orthodoxy? Hindus and India?

3. The text outlines cultural restrictions concerning what meats may be consumed, mostly in accordance with religious laws. Researchers have tried to discern whether an underlying health principle or other factors leads to meat being prohibited. Discuss reasons proposed for why beef in India, pork in the Middle East, and horsemeat in medieval Europe were prohibited.

4. Summarize the dietary laws for food preparation and consumption in Hinduism and Buddhism. Compare and contrast these two major religions. Where have Hindi and Buddhist groups immigrated in recent years? Is it easy or difficult for them to practice their food rules in these new places of immigration?



## Ethnic Restaurant Review

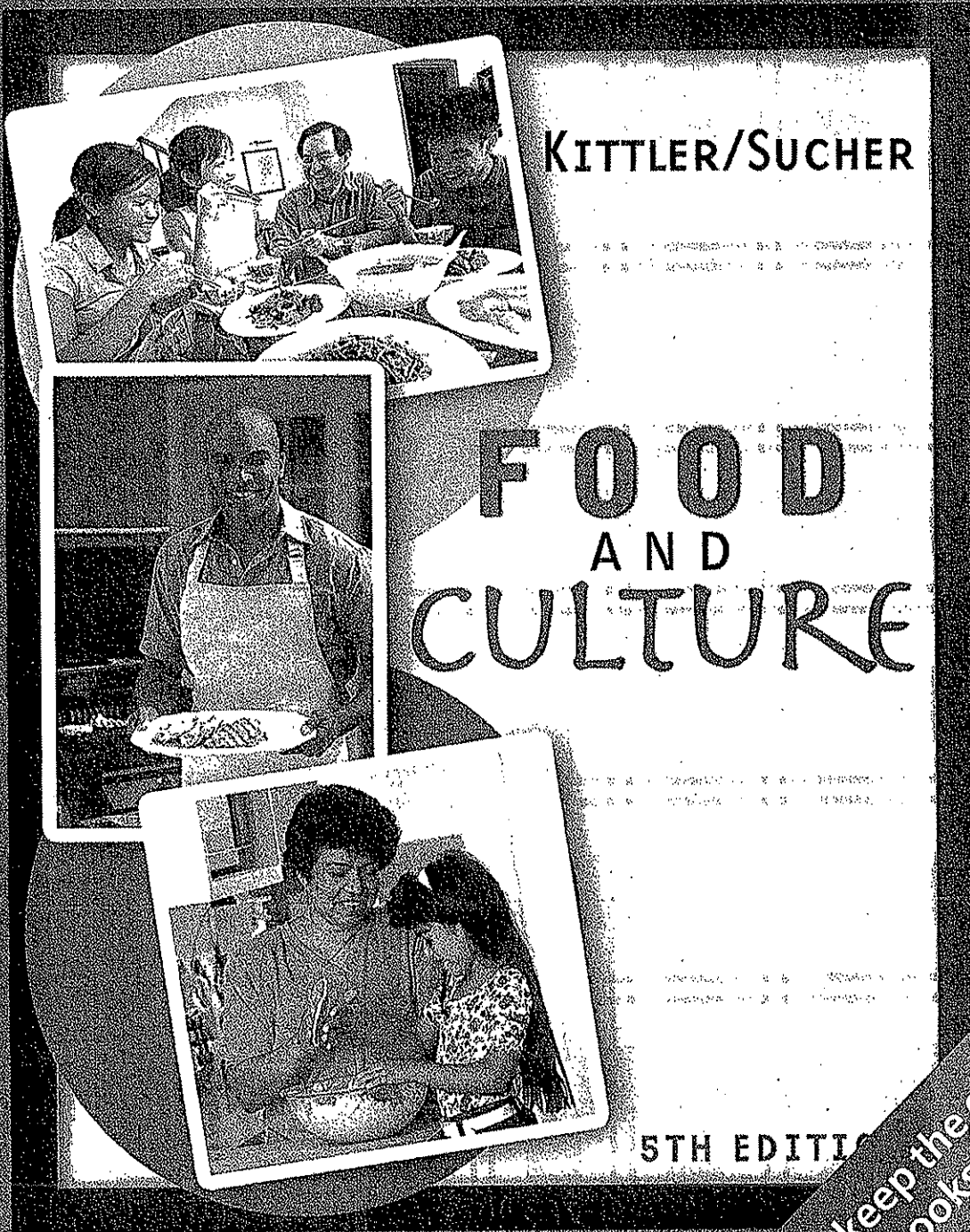
Grading Criteria: \_\_\_\_\_ / 30 points

The restaurant review should include a minimum of:

- a. Location, opening date, restaurant hours provided
- b. Describe the atmosphere. - Child-friendly, bar available, artwork and décor, other?
- c. Describe the menu  
What types of foods are offered? Is it extensive or only offers a few choices.  
(You may include a copy of the menu if available, but it does not replace your description)
- d. What did you order? Price?  
Give a detailed description of foods ordered, if you have other people eating with you, get their feedback as well.
- e. Authentic  
Was the food prepared and served by the restaurant consistent with the information in the text (or other resources) about foods from this ethnic group?  
**(Note: Read your text BEFORE you go so you know what to look for! We will be looking for this information in your write-up.)**  
Explain in detail how the food was authentic or was not. Make sure you utilize your text for this component. Did it come from a specific region of the country? Do you feel the menu was adapted for American customers? Did it appear that people from this culture would go to this restaurant?
- f. Overall / Conclusion  
How was your experience with the restaurant you visited? Would you ever go back? Why or why not? Would you recommend this restaurant to anyone? What type of person would enjoy this restaurant?

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