

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
College of Health Solutions (CHL)	College of Health Solutions (CHL)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
NTR	348	3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Cultural Aspects of Food

Course Catalog Description

Explores origins, development and diversity of food preferences and dietary habits. Also addresses food patterns and attitudes of global populations and the role of U.S. immigrants in shaping food culture. Requires students to prepare and try new cultural and ethnic foods in this course.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[NTR 348 Cultural Aspects of Food - GCSI review 24-25.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

The **Restaurant Review assignment** is designed to measure this outcome. For this assignment, students select a culturally specific local restaurant that represents the cuisine of a specific cultural group covered in the course. Students observe and review the menu to identify traditional dishes and ingredients and note any adaptations to local tastes or availability. They engage with the restaurant staff (e.g., chefs or owners) to learn about the origins of the dishes and the

cultural significance behind their preparation and presentation. Students report on how global or local circumstances, such as immigration, globalization, or economic factors, have influenced the restaurant's operations and the preservation or adaptation of its traditional food. Through analysis and reflection, students discuss the historical and contemporary context of the cuisine, focusing on how the cultural group's food practices evolved over time due to migration, colonization, trade, or other global influences. They reflect on how the restaurant bridges the gap between the cultural heritage of its cuisine and the modern, multicultural context of the United States.

For the assignment, students write a review that summarizes the historical and contemporary significance of the cuisine, connecting it to global or regional issues that influenced the cultural group's food practices. They provide personal insights into the cultural value of the experience and how it broadened the understanding of global and local food systems.

Students are evaluated for:

1. Depth of analysis in connecting historical and contemporary food practices to global issues.
2. Incorporation of specific examples from the restaurant visit.
3. Quality of the written review (clarity, structure, and insightfulness).
4. Reflection on how the experience highlights the perspectives of individuals, communities, or societies.

This assessment connects the student's experience with real-world examples of cultural transformation and adaptation, providing a clear demonstration of how global issues influence and are reflected through food culture.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

The **Yellowdig Discussion: Foods of Native American Nations** assignment is designed to measure this learning outcome. For this activity, students explore historical and contemporary food practices that include understanding traditional food systems of various Native American nations, focusing on key components such as indigenous ingredients, preparation techniques, and meal cycles. They identify how regional differences shaped these food practices (e.g., the influence of available natural resources, climate, and geography). In this process they examine the impact of colonization, forced migration, and assimilation policies on the food systems of Native American communities. By highlighting the social, political, and economic forces that disrupted traditional foodways, students learn about the factors that led to adaptations or loss of certain practices. They learn about global trade and economic systems that introduced non-native ingredients and influenced modern adaptations of Native American cuisines.

For this activity, students engage in a discussion on the Yellowdig platform by responding to prompts such as:

1. How did regional variations in resources and geography shape the traditional diets of Native American nations?
2. In what ways did social and political interactions with settlers, colonists, and federal policies influence Native foodways?
3. How do modern adaptations of Native American food practices reflect a blend of historical and contemporary influences?

Students must respond to classmates' posts by providing additional insights or posing questions that **deepen the discussion** about the interplay of cultural, political, and economic systems. Through this discussion, students understand how Native American food practices exemplify the interconnectedness of local, regional, and global influences, emphasizing both the historical disruptions and contemporary efforts to revive traditional foodways.

Students are evaluated for:

1. Depth and accuracy of analysis in connecting social, political, and economic systems to changes in Native American foodways.
2. Active and thoughtful participation in the Yellowdig discussion by contributing **original posts and meaningful responses**.
3. Ability to integrate regional and global perspectives into the analysis.

This assessment provides a framework for understanding the dynamic interactions between Native American food systems and broader socio-political and economic forces, fostering an appreciation of how these systems operate across different scales.

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

The **Film Review: Cultural Food as a Central Theme** assignment is designed to measure this learning outcome. For this assignment, students choose a film from an instructor-provided list where food serves as a central theme to explore the experiences of a specific cultural group or community. Examples may include films that depict immigrant experiences, socio-economic struggles, or cultural resilience through food. Students identify and articulate how factors such as race, gender, socio-economic status, religion, language, or citizenship are depicted in the film. Students examine the challenges faced by individuals or communities in the film due to these dimensions of difference, particularly in the context of food practices, traditions, or access. This includes an exploration of how these factors intersect to shape the lived experiences of the characters and communities in the film.

For example students may address:

1. How does race and socio-economic status influence access to traditional foods?
2. How does religion or language create barriers or opportunities for cultural preservation through food?
3. Consider how these dynamics affect relationships, community cohesion, or the ability to maintain cultural identity.

For this assignment, students craft a written review that discusses how the film illustrates the impact of dimensions of difference on individuals and communities. They must provide specific examples from the film that highlight the role of food as a lens for understanding these differences and reflect on how the themes in the film connect to broader socio-cultural systems and real-world issues.

Students are evaluated on:

1. Depth of analysis in articulating how dimensions of difference affect individuals and communities.
2. Integration of specific film examples to support the analysis.
3. Quality of the written review (clarity, organization, and critical thinking).

4. Reflection on broader societal and cultural implications.

This assignment enables students to critically engage with the interplay of various dimensions of difference and their influence on food practices, helping them develop a deeper understanding of cultural and societal complexities.

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Quizzes (Modules 1, 2, and 3) and the Yellowdig Discussion: Fortune Cookie Chronicles are designed to measure this learning outcome.

These **quizzes** assess students' ability to analyze cultural food patterns using qualitative sources (e.g., case studies, symbolic meanings) and interpret quantitative data (e.g., food availability, health statistics, socio-economic trends). Scenario-based questions require students to integrate both types of evidence to explain relationships between culture, food practices, and health.

Example Question: "Based on the case study of Native American food practices, identify how socio-economic factors have influenced modern adaptations of traditional diets. Which of the following quantitative trends supports this change?"

Students are evaluated on accuracy in applying qualitative and quantitative evidence, logical coherence in responses, and demonstrated understanding of cultural, economic, and health-related factors.

Yellowdig Discussion: Fortune Cookie Chronicles

In this discussion, students examine the globalization and adaptation of Chinese cuisine in the U.S., using qualitative evidence (historical narratives, cultural observations) and quantitative data (restaurant industry statistics, migration trends). They engage with prompts analyzing immigration, socio-economic influences, and the tension between authenticity and adaptation in food traditions.

Students construct well-supported arguments in their posts and peer responses, demonstrating their ability to synthesize diverse sources of evidence.

Evaluation Criteria:

1. Effective use of qualitative and quantitative sources to support arguments.
2. Logical coherence and depth of analysis in quiz responses and discussion posts.
3. Engagement with peers through evidence-based discussions.

This combined assessment ensures students critically apply qualitative and quantitative evidence in both structured (quizzes) and interactive (discussion) formats, effectively communicating coherent arguments.

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

1. Analyze how culture (ethnicity, religion, socioeconomic status, etc.) impacts food choices, food preparation, and food service. [GCSI LO3, LO4]

2. Identify historical and current/adapted food habits of specific cultural groups in the U.S. and globally, including common foods/food ingredients, meal patterns, special occasion foods, food taboos, therapeutic uses of food, and food acquisition patterns. [GCSI LO1, LO2]
3. Explain how the food habits of specific cultural and global groups have impacted the food habits of contemporary United States. [GCSI LO1, LO2, LO4]
4. Describe the relationship between culture, lifestyle, food availability, and food practices on the nutritional and/or health status of specific global and U.S. population subgroups. [GCSI LO2, LO3]
5. Assess his/her own food habits within the context of his/her culture. [GCSI LO3]
6. Present a comparative analysis of food characteristics of various global cultural populations. [GCSI LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Rebecca Scott - March 7, 2025 at 3:44 PM (America/Phoenix)

Department Approval

Approved

Rebecca Scott - March 10, 2025 at 5:28 PM (America/Phoenix)

Approved by Corianne Rogalsky.

Kate Brown

GSC Coordinator Review

Approved

TJ Robedeau - March 11, 2025 at 7:57 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - March 11, 2025 at 12:57 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 12, 2025 at 8:01 AM (America/Phoenix)

April Randall

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Revise and Resubmit. Please provide more information about the global aspects of the course. For example, for LO1, it focuses on a local cultural restaurant, and not a global context. For the other LOs, it appears that the focus is on U.S. based cultural communities and not a global context.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Rebecca Scott

College Notification

Notification

Rebecca Scott

Kate Brown