ASU ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: July 12, 2020	2.) COMMUNITY COLLEGE: **Yavapai College**

3.) PROPOSED COURSE: Prefix: NTR Number: 145 Title: Food and Culture Credits: **3**

CROSS LISTED WITH:

Prefix: Number: ; Prefix: Number: ;
Prefix: Number: ; Prefix: Number: ;
Prefix: Number: ; Prefix: Number: .

4.) COMMUNITY COLLEGE INITIATOR: PHONE: EMAIL:

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY**:** The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: **Select core area...** Awareness Areas: **Global Awareness (G)**

6.) REQUIRED DOCUMENTATION

☒ Cover Form
☒ Course Syllabus
☒ Course Description
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☒ DECNTRprefix ☐ Elective

Current General Studies designation(s):

Requested Effective date: **2020 Spring** Course Equivalency Guide

Is this a multi-section course? Yes

Is it governed by a common syllabus? Yes

Chair/Director: Chair/Director Signature:

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	syllabus, course outline, module overview
		2. The course must match at least one of the following descriptions: (check all which may apply):	
☒	☐	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group**. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**	Modules 3 - 7, quizzes, discussions, assignments and projects
☐	☒	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
☒	☐	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	the majority of content is non-U.S centered, see syllabus p.3-6 topic outline and reading
☒	☐	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Modules 3 - 7 quizzes, discussions, assignments and projects attached

Course Prefix	Number	Title	Designation
NTR	145	Food and Culture	Global Awareness (G)

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)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	**SAMPLE:** The course examines the cultural significance of financial markets Japan, Korea, and the UK.	**SAMPLE:** Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. subject matter addressing contemporary world outside of the U.S.	Analyze issues across time, space and place of food in/security, food systems, globalization of food and health outcomes. Various countries and cultures within specific nonU.S. geographic regions are presented	Interdisciplinary content weaved throughout the course learning materials and assignments so students will gain awareness, knowledge and skills necessary for living in a globally interdependent society. Module 3 introduces non-U.S.centered history, geography, politics and socioeconomic factors influencing food production, food access, selection and health outcomes.
2a. cultural-specific elements of a region, country of group 2c. most of content is comparative cultural study non.U.S centered .	Modern compared to sustainable agriculture production systems as well as foodways, traditions, religious influence, distinct ingredients based on place and food preparation methods from diverse cultures outside of U.S.	Module 4 looks at countries in Northern Europe whose innovative agriculture systems have potential to influence worldwide change at local, regional and national levels. Module 5 compares food security strategies employed by Africa with that of Asia. Assignment: Sustainable Food Project; Sugar and health inequality discussion, FBDG assignment
2d. non-U.S.-centered global issue	learning materials and activites draw from various economic, env't, political factors and countries outside of U.S. that offer significant perspectives on globalization and contributions to contemporary and innovative food production systems to address food in/security, sustainability, issues of hunger, health disparity and disease	Throughout Modules 3 - 7 students are quizzed on non-U.S.centered social, political, economic and historical factors that shape food globalization and cultural food practices followed by opportunities via discussions, assignments and projects to reflect/critique their cultural values, biases and roles related to food globalization issues, comparing and contrasting them with those of other countries and cultures; see attached assignments

NTR 145 Food & Culture
3.0 Credit hours
Syllabus

Part 1: Course Information

Instructor: Kara Giannetto
Office: Prescott, Building 2, room 122
Office Hours: https://www.yc.edu/v6/directory/index.html
Office Telephone: 928-717-7237
***E-mail: kara.giannetto@yc.edu** ***use for immediate reply**
Instructor Response time: within 48-hours or sooner when possible
Grades: posted within 72-hours of due date or sooner when possible

Course Description

Understanding food in the context of culture. Examine historical, religious, and socio-cultural influences on the development of cuisine, meal patterns, eating customs, cooking methods, and nutritional status of various ethnic groups. Evaluate traditional and contemporary food habits, beliefs and attitudes of global populations; preparation and serving of foods from world cultures; health and social impact of dietary changes. Explore the impact of politics, socioeconomics, and conflict on global, regional and local food systems. Prerequisite: Reading Proficiency.

Textbook & Course Materials

Text

- Food and Culture, current edition, (Access code NOT required) Authors: Kittler, P.G., Sucher, K.P. and Naikian-Nelms, M. Publisher: Wadsworth Cengage Learning, Belmonth, CA; ISBN: 9781305628052

Other Reading and Learning Materials

- Additional required reading materials, videos and PPT's are provided at no cost to student

Course Participation Requirements

Participation is essential to demonstrate achieving course learning objectives. Participation is measured by a student's completion of course learning activities and direct communication with classmates and your instructor using office hours or email. Each student is expected to complete 3-6 hours studying course learning materials per week and 6-9 hours completing assignments, quizzes, researching and planning your projects. Be sure to schedule regular hours for working on the course.

Part 1: Course Content & Learning Outcomes

Content:

1. Food, culture, cultural food models, and food systems in US and around the world
2. Traditional and contemporary health beliefs, attitudes and practices of diverse cultures
3. Europe: Early Roots of our American Cuisine
4. Heritage from Sub-Saharan Africa
5. Food Treasures from the Orient and the Pacific
6. People of the Balkans and Middle East
7. The Americas and international influences on Regional American cuisines
8. Agricultural practices, history, environment, policy, economics and society
9. Behavioral, demographic and socio-cultural factors that influence food habits, identity and health status
10. Social and behavioral science theories in public health, components of cultural competence, beliefs and behaviors regarding food and changing diet

Outcomes:

1. Identify local food sources for obtaining culturally distinct ingredients. (1, 3 - 7)
2. Describe diverse diets, food, and eating behaviors of various groups from around the world and their culinary contributions to American cuisine. (1-10)
3. Explain dietary patterns from a cultural perspective, including influences impacting traditional ingredients, food choices, food preparation and food service. (1, 2, 8, 9)
4. Differentiate social, religious, political and historical factors that influence food patterns, globalization of food and structure the health of populations and individuals. (1 - 10)
5. Compare and contrast a variety of educational resources describing customs, beliefs and attitudes influencing diet, health and therapeutic uses of food within specific cultures. (1, 2, 9, 10)
6. Recognize social determinants, forms of acculturation and regional health disparities affecting nutritional intake leading to deficiencies, incidence of illness and death of specific cultural groups. (1, 2, 8, 9, 10)
7. Evaluate local, regional, and global impact of high-input industrial and low-input sustainable agricultural production and geographic factors that have altered communities, cultures, public health, and food safety. (1, 8, 9)
8. Classify specialized equipment, utensils, ingredients, and core foods in specific cultural groups. (1- 7, 9)
9. Develop menus representing various cultures from around the world. (1-10)
10. Integrate theory-based approach, cultural competence and culturally appropriate ingredients in the promotion of nutritional wellness within and across cultures. (1-10)
11. Discuss personal customs, attitudes, and beliefs affecting personal relationship with food and ones role in creating change concerning a global food issue. (1 - 10)

Part 3: Topic Outline/Reading Schedule

Module	Week	Topic	Reading	Activities meets Course Learning Outcome (#, #)	Due Date
1	1	Food Culture, Acculturation; Health Beliefs, and Practices	Chp 1 & 2	Discussion 1: Intro, Culture, Assimilation and of a first food memory.	**Discussions** Friday= Initial post; Sunday= Reply post
	2			Assignment 1: What is your Food Culture? Family food history Quiz Module 1	Sunday
2	3	Intercultural Communication,	Chp 3 & 4	Discussion 2: Food and Religion (4, 5)	Fri/Sun
	4	Food & Religion		Assignment 2: Assess Food Use (2, 3) **Submit Final Project Option* Quiz Module 2	Sunday
3	5	Food Systems; Native American Food Culture,	Chp 5	Discussion 3: Food systems, society, and impact of globalization (3 – 8)	Fri/Sun
	6	Hunter-Gatherer Diets; Global food systems, Sustainability		Assignment 3: Sustainable Food Project (4, 7 – 12) Quiz Module 3	Sunday
4	7	N&S and Central European Food	Chp 6 & 7	Discussion 4: Cultural Appropriation and Food?	Fri/Sun
	8	Culture; Slow Food Movement, Globalization of food and culture.		Assignment 4: Ethnic ingredient/food fieldwork (1, 2, 11) Quiz Module 4	Sunday
5	9	Africans, Southeast Asians Pacific Islanders	Chp 8; Chp 12 & 13	Discussion 5: Health, under/over nutrition, food justice, health inequality	Fri/Sun
	10	People of Balkans and Middle East Food politics, economics and health inequality		Assignment 5: *Follow food from farm-to-fork (11) Quiz Module 5	Sunday
6	11	Mexicans, Central	Chp 9&10	Discussion 6: Sugar/health	Fri/Sun

	12	Americans; Caribbean Islanders and SouthAmericans Food in/security, Food-Based Dietary Guidelines		Assign 6: Dietary Guideline compare and contrast nonU.S. and U.S., *Final Project Outline/Draft Quiz Module 6	Sunday
7	13	East Asians and South Asians Food habits, public health, health care	Chp 11&14	Discussion 7: Traditional/Contemporary Food Habits, cuisine, challenges, strategies and consequences of dietary change (cont Discussion 8)	Fri/Sun
	14			Assignment 7: Final Project Part 1 of 2 (1-12) Quiz Module 7	Sunday
8	15	Regional Americas Ethnic and cultural contributions	Chp 15	Discussion 8: Solutions to globalization of food, health outcomes and int'l influence on American Cuisine and vs.	Fri/Sun
	16	Final project discussion		Assignment 8: Final Project Part 2 of 2 (1-12)	Sun

Module # **Reading: Course Text** +Supplemental Materials

Module 1 **Chapter 1 and 2**

Dugan, C. (n/d) Cultural Dimensions Summary Page

Gilles Fumey, Peter Jackson and Pierre Raffard, « Introduction: Food Cultures and Spaces », *Anthropology of food* [Online], 11 | 2016, Online since 01 November 2016, connection on 25 July 2020. URL : http://journals.openedition.org/aof/8048

*Napier AD, Depledge M, Knipper M, Lovell R, Ponarin E, Sanabria E, Thomas F. Culture matters: using a cultural contexts of health approach to enhance policy-making. Cultural Contexts of Health and Well-being, Policy brief, No. 1. Copenhagen: WHO; 2017 *(*READ: SECTION 1)*

Chapter 13 Living in a Multicultural World (2019) by Lisa Digiorgio Worthy, licensed under a CC-BY-SA

Module 2 **Chapter 3 and 4**

*Napier AD, Depledge M, Knipper M, Lovell R, Ponarin E, Sanabria E, Thomas F. Culture matters: using a cultural contexts of health approach to enhance policy-making. Cultural Contexts of Health and Well-being, Policy brief, No. 1. Copenhagen: WHO; 2017 *(*READ: SECTION II)*

Hamblin, R. (2015) *Purity through food: how religious ideas sell diets*. Health

*Perspectives: An Open Introduction to Cultural Anthropology, 2nd Edition by Nina Brown, Thomas McIlwraith, Laura Tubelle de González is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License, except where otherwise noted.

*READ – *Chapter 3 Doing Fieldwork: Methods in Cultural Anthropology* https://perspectives.pressbooks.com/)

Module 3 Chapter 5

Fraser, E. & E. (2014) *10 Challenges of the global food system*. The Guardian

(2012) *Food and Agriculture: The future of Sustainability*. Sustainable Development in the 21st Century Project (SD21) Division for Sustainable Development of the United Nations Department of Economic and Social Affairs

(n/d) 3.4 A brief history of modernization of agriculture, resistance and alternatives

Health Council of the Netherlands. (2011) Guidelines for a healthy diet: an ecological perspective

Module 4 Chapter 6 and 7

Anderson, E.N. (2005) Chapter 5 Basics: Environment and Economy *Everyone Eats Understanding Food and Culture.* NYU Press

Jorge López-Canales, « Peru on a Plate: coloniality and modernity in Peru's high-end cuisine », *Anthropology of food* [Online], 14 | 2019, Online since 17 June 2019, connection on 26 July 2020. URL : http://journals.openedition.org/aof/10138 ; DOI : https://doi.org/10.4000/aof.10138

UN Economic and Social Affairs (2015) *Population 2030: Demographic challenges and opportunities for sustainable development planning*

Module 5 Chapter 8, 12, and 13

Nordström, K., Coff, C., Jönsson, H., Nordenfelt, L., & Görman, U. (2013). Food and health: individual, cultural, or scientific matters?. *Genes & nutrition*, *8*(4), 357–363. https://doi.org/10.1007/s12263-013-0336-8

Yan, K. (2019) How can we make mainstream trends of health and wellness more inclusive of other cultures? Website: The diaTribe Foundation (https://diatribe.org/food-culture)

Resources for Module 5 Assignment

Zhang, J., and T. Bhatt. 2014. "A Guidance Document on the Best Practices in Food Traceability." *Comprehensive Reviews in Food Science and Food Safety* 13 (5): 1074–1103. doi:10.1111/1541-4337.12103. [Crossref], [Web of Science ®], [Google Scholar]

Food timelines (http://www.foodtimeline.org/index.html- straight time line) or (http://www.foodtimeline.org/foodfaqindex.html-A – Z search)

Module 6 Chapter 9 and 10

Galvin, K. A., Beeton, T. A., Boone, R. B., & BurnSilver, S. B. (2015). Nutritional Status of Maasai Pastoralists under Change. *Human ecology: an interdisciplinary journal*, *43*(3), 411–424. https://doi.org/10.1007/s10745-015-9749-x

Popkin, B. M., Adair, L. S., & Ng, S. W. (2012). Global nutrition transition and the pandemic of obesity in developing countries. *Nutrition reviews*, *70*(1), 3–21. https://doi.org/10.1111/j.1753-4887.2011.00456.x

Resources for Module 6 assignment

FAO: "More than 100 countries worldwide have developed food-based dietary guidelines that are adapted to their nutrition situation, food availability, culinary cultures and eating habits." Food and Agriculture Organization of United Nations Website URL (http://www.fao.org/nutrition/education/food-dietary-guidelines/home/en/)

(LINK (Links to an external site.) Our World Data diet composition - very visual easy to read/interpret maps and graphic representation of food consumption patterns based on food composition, dietary guidelines and geographic location in US and WORLD
FCRN (food climate research network) "***Plates, pyramids and planet 2016 Report*** evaluates government-issued food-based dietary guidelines from across the globe, looking in particular at whether they make links to environmental sustainability as well as personal health" (http://www.fao.org/news/story/en/item/414955/icode/)
Health Council of the Netherlands. (2011) Guidelines for a healthy diet: an ecological perspective

Module 7 Chapter 11 and 14

Haghighian Roudsari, A., Vedadhir, A., Amiri, P., Kalantari, N., Omidvar, N., Eini-Zinab, H., & Hani Sadati, S. M. (2017). Psycho-Socio-Cultural Determinants of Food Choice: A Qualitative Study on Adults in Social and Cultural Context of Iran. *Iranian journal of psychiatry*, *12*(4), 241–250.
Juckett G. Cross-cultural medicine. *Am Fam Physician*. 2005;72(11):2267-2274.
Sproesser, G., Ruby, M.B., Arbit, N. *et al.* Understanding traditional and modern eating: the TEP10 framework. *BMC Public Health* **19,** 1606 (2019). https://doi.org/10.1186/s12889-019-7844-4
Zeeni N., Gharibeh N. & Katsounari I. (2013) The influence of sociocultural factors on the eating attitudes of Lebanese and Cypriot students: a cross-cultural study. J Hum Nutr Diet. 26 (Suppl. 1), 45–52 doi:10.1111/jhn.12059

Module 8 Chapter 15

Abramitzky, R., & Boustan, L. (2017). Immigration in American Economic History. *Journal of economic literature*, *55*(4), 1311–1345. https://doi.org/10.1257/jel.20151189
Hardcastle, S. J., Thøgersen-Ntoumani, C., & Chatzisarantis, N. L. (2015). Food Choice and Nutrition: A Social Psychological Perspective. *Nutrients*, *7*(10), 8712–8715. https://doi.org/10.3390/nu7105424
Majowicz, S.E., Meyer, S.B., Kirkpatrick, S.I. *et al.* Food, health, and complexity: towards a conceptual understanding to guide collaborative public health action. *BMC Public Health* **16,** 487 (2016). https://doi.org/10.1186/s12889-016-3142-6

Part 4: Grading Policy and Due Dates

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned from weighted categories (55% assignments/discussion; 25% 7-quizzes; 20% projects) and are assigned as follows:

Letter Grade	Percentage	Performance
A	89.5 – 100%	Excellent
B	79.5 – 89.49%	Good
C	74.5 – 79.49%	Average

Letter Grade	Percentage	Performance
D	64.5 – 74.49%	Passing
F	0-64.5%	Failing

There is NO rounding of grades.

Unsatisfactory ("U") Grades
If a student fails to achieve a passing grade in an Allied Health course, a grade of "U" (Unsatisfactory) will NOT be assigned, unless it is specifically requested by the student. A "U" may be an issue for students that receive any and all types of financial aid, including government loans. If the student requests a "U," this decision is final, and an acknowledgement form will be signed by the student. The Unsatisfactory grade cannot, at any time, be changed to a letter grade.

- Since some college and universities limit the number of credits completed with S/U grading that will transfer or restrict the way that such credits may be applied to degree requirements, it is recommended that students preparing to transfer select the S/U grading option only for an elective.
- A maximum of twelve (12) hours of "S" credit from 100- and 200- level courses may be applied toward Yavapai College graduation requirements
- S/U grading is NOT an option for courses applied to the Arizona General Education Curriculum (AGEC).
- S/U grades are not computed in the student's Yavapai College grade point average.

S/U – passing with a grade of S is receiving 74.5% or more

Scoring Rubric: Discussion Board unless otherwise stated on discussion:

Initial Post:
Full-Credit: posted on or before due date, meets or exceeds assignment instructions; draws upon relevant sources and cites with APA style; stays on topic and expands to add new materials, personal ideas and experiences; demonstrates imagination and curiosity; error free grammar, spelling, and sentence structure.
¾ Credit: meets essential assignment instructions and due date, but contains minor errors in grammar, spelling and/or sentence structure and one or two of the following: missing APA citations, some content is off the topic without clear explanation, lacks evidence of critical thought or imagination
½ or less Credit: an effort and attempt to complete the assignment on time is made as evidence of posting, but half or less of the content met the criteria/instructions.
0 Credit: no post submitted for the assignment

Reply Post:
Full Credit or No Credit - either a student completes requirements or they do not

Part 5: Institutional Policies and Instructor Procedures

Student Email:	Yavapai College provides enrolled students with an official username@scholar.yc.edu email address. Yavapai College requires enrolled students to utilize the YC email system for official college-related communications. Students are expected to check their Yavapai College email account as directed by their instructor. If you need assistance, go to Information Technology Services or 928.776.2168 (www.yc.edu/its).
Attendance:	Students are expected to attend and participate in all class meetings, laboratories, and field trips. A student who expects to be absent due to a school-sponsored activity must make prior arrangements with the instructor. A student who does not adhere to the instructor's and College's attendance and participation requirements should be dropped/withdrawn from the course as defined in the Yavapai College General Catalog. If the student is not withdrawn from the class, a grade will be entered on the student's permanent record. The last date of attendance will need to be documented.
Course Withdrawal:	A student initiated withdrawal deadline is established by the College. If a student has not withdrawn from a class by the deadline, a student will receive the letter grade earned in the course at the end of the semester. An instructor can choose to withdraw a student from the class after the deadline depending upon the instructor's withdrawal policy. If a student does not follow official procedures for withdrawing from a course, earned grades will be posted on the student's permanent record. Faculty initiated withdrawals for non-attendance are in place for both the benefit of the college in assuring compliance with financial aid requirements and to benefit students. When students do not participate in classes during the first week of the semester, faculty will withdraw them from their classes unless they have been in contact with faculty member. At FTSE date, faculty should withdraw students that have not been attending.

Academic Integrity:	Honesty in academic work is a central element of the learning environment. It is expected that students will submit their own work. The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the College's Student Code of Conduct. Definitions of plagiarism, cheating, and violation of copyright and penalties for violation are available in the Yavapai College Student Code of Conduct.
Student Code of Conduct:	Respect for the rights of others and for the College and its property are fundamental expectations for every student. The Student Code of Conduct outlines behavioral expectations, and explains the process for responding to allegations of student misconduct. Students are expected to respond and write in a respectful, professional and appropriate manner in all forms of communication and when activities are assigned to create scenarios, discuss opinions, present on a selected subject, or post to the web board. Inappropriate language or objectionable material will not be tolerated and could result in disciplinary measures and/or a failing grade for the class. (www.yc.edu/codeofconduct)
Academic Complaint Form:	A student may appeal an academic or instructional decision by faculty if s/he deems the decision to be made in error. The appeal must be made in a timely manner in accordance with established procedures. (www.yc.edu/academiccomplaints)
Acceptable Use:	Yavapai College technological equipment and resources must be used in accordance with the Technology Resource Standards (5.27), Copyright Use (2.28) and Peer-to-Peer (P2P) File Sharing (5.26) policies. Use of Yavapai College equipment and resources to illegally copy, download, access, print or store copyrighted material or download pornographic material is strictly prohibited. For example, file swapping of copyrighted material, such as music or movies is strictly prohibited. Users found to violate this policy will have their privileges to use Yavapai College technological equipment and resources revoked. (www.yc.edu/policies)

Mobile Devices:	Yavapai College is committed to providing a quality learning environment. All cell phones and mobile devices must be placed in silent mode while in classrooms, computer labs, library, learning center, and testing areas. Cell phones must be used outside these facilities.
Smoking and Tobacco Use:	Yavapai College is committed to limiting exposure to the harmful effects of primary and secondary smoke to campus students, visitors, and employees. In order to reduce the harmful effects of tobacco use and to maintain a healthful working and learning environment, the College prohibits smoking, including vaping, on all campuses except in designated smoking areas as per the Smoking & Tobacco Use Policy (10.09). (www.yc.edu/v6/policies/docs/1000d/1009-smoking.pdf)
Title IX – Sexual Misconduct	Yavapai College does not deny or limit any student or employee the ability to participate in or benefit from any program offered by the institution on the basis of sex or gender. Sexual harassment, which includes acts of sexual violence such as rape, sexual assault, sexual battery, sexual coercion, unwanted touching, dating/relationship violence and stalking, are forms of gender-based discrimination prohibited by Title IX. The college encourages students and employees to report incidents of sexual misconduct as soon as possible to the Title IX Coordinator or to a Deputy Title IX Coordinator. Contact information for Coordinators can be found at Sexual Misconduct Resources. (www.yc.edu/v6/student-services/sexualmisconduct.html)

Disability Resources:	Disability Resources ensures qualified students with disabilities equal access and reasonable accommodations in all Yavapai College academic programs and activities. YC supports disability and accessibility awareness and promotes a welcoming environment to all. The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability and requires Yavapai College to make reasonable accommodations for those otherwise qualified individuals with a disability who request accommodations. (www.yc.edu/disabilityresources) Yavapai College is committed to providing educational support services to students with documented disabilities. Accommodations for a student must be arranged by the student through Disability Resources by phone 928.776.2085 or email disabilityresources@yc.edu.
Faculty Response Time:	Instructors will state a time frame for returning graded assignments and responding to student correspondence. For example, I will do my best to address student correspondence within _____.
Other Instructor Procedures:	Should a student accumulate more than two missed assignments in a row, they may be withdrawn from the course for lack of participation. Instructor Giannetto's deems a student 'in good standing to remain enrolled' if any form of assessment has been submitted within 7-days, or a student has completed all work to date and beyond, or a student has initiated contact and actually discussed a compelling reason for delay in participation directly with Ms. G. A student who does not adhere to the instructor's and/or Yavapai College's attendance requirements may be dropped/withdrawn from the course as defined in the Yavapai College General Catalog.
YC COVID19 Policy	All students need to be aware of and comply with the safety and operational protocols for COVID-19 while on Yavapai College's campuses or centers. Safety protocols can be found at this link https://www.yc.edu/v6/college-police/covid-19/reentry/Links to an external site.

Required Documents:

Required Documentation:

1. Course Syllabus
2. Course Description, syllabus p.1
3. Table of Contents from text, below
4. Supplemental reading list, syllabus p. 4 and 5
5. Documentation as identified on Criteria Checklist, below

3. Table of Contents, Kittler,P ; Sucher, K.; Nelms, M. (2017) *Food and Culture*, 7thE. Cengage Learning

Preface
Ch 1: Food and Culture
Ch 1: Introduction
What Is Food?
What Is Culture?
Cultural Food Habits
Individual Food Habits
Nutrition and Food Habits
The American Paradox
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NTR 145

Assignment #1 – Family Food History, Is Food Culture?

Assignment Description

The purpose of this assignment is to explore your personal food culture, influences, evolution of food habits and food heritage by answering a series of questions. Another purpose is to raise awareness of our own unseen bias or judgment. When we share our personal food culture and review our classmates let's develop, demonstrate and practice culturally competent communication. Let's bring interest, curiosity and acceptance to our individual similar and different answers.

Instructions

For this assignment, type your answers into the document below with each answer following its respective question. Your answers should be in sentences and provide information you have access to; one or two word answers are only accepted for credit when that is the obvious expected response or when you have no way of knowing so, "I do not know " would be acceptable. Please "save as" YOUR NAME Assignment1 in a doc, docx, or pdf file.

NOTE: You are asked to post your paper to discussion for others to see. Only include information you want known and seen by others. Your instructor posted her own answers as example. If you are NOT comfortable posting to discussion for peer review, submit via email and forfeit viewing others discussion posts along with the 5points for reply post demonstrating culturally competent reply.

Due Date

Please see the course syllabus for the due date and time.

Your Name:

Demographics

1. Did your family immigrate to the United States? From where? How many generations ago?

2. What is your ethnic background? Do you claim any other cultural background? Optional, describe the origins of your name and your parents' names. Are more than one culture represented?

3. Describe the region and Country you were born and how this influenced your self-identity.

4. What is your religious affiliation, if any, and related food restrictions or food traditions, if any. Briefly explain.

Ingredients and Common Foods

5. List 3-specific foods that you almost eat every day, 3 you eat infrequently and up to 3 you refrain from eating. What is the most used flavors or spices?. Compare and contrast this to foods that you eat less-frequently (i.e., one time per month or year). Explain these food patterns.

6. Of the common foods you listed, how much food is traditionally prepared and reflective of your cultural heritage? Who prepares the food: you, a family member or someone else? Explain or clarify.

7. Are there some foods you eat often, infrequent or avoid eating for religious or based on personal beliefs? Are there foods that people in your family avoid eating for religious or personal reasons?

8. Are there certain foods you would like to eat more often if cost were not a factor? Explain.

9. List 3-cuisines(s) commonly eaten in your region of the country OR list 3-foods native to your region. Does your state of residence have a 'state food'? Please do not guess or assume, but rather conduct a little investigation and research! Explain or clarify.

Meal Composition & Cycle

10. How many meals and snacks do you eat each day? Explain or clarify.

11. What foods or food groups are generally included in what constitutes a "meal" to you? What foods do you consider snacks?

12. Are the meals you eat served in "courses"? If yes, what are they? What is the order of service?

13. What are the major holidays that you celebrate? Compare to your formative years. Did your family celebrate the same holidays each year? Briefly describe any special foods served for these holidays and special customs, utensils or methods.

14. Do you ever fast? If yes, when and on what basis? What foods are avoided and/or consumed during a fast?

Rules

15. What, if any, utensils do you use when you eat? Explain or clarify

16. At a family meal, who is typically present?

17. Is someone at the family served before someone else? If so, why?

18. List three rules that you follow when you eat a meal (these can be formal or informal rules, set by you or other cultural guidelines). Do these rules change if you eat informally? How?

Attitudes and Application

19. List two things you discovered about yourself and your food culture through this brief evaluation. Explain or clarify.

20. What is your reaction or response to the question now, "Is food culture?"

21. Are there any foods habits or practices related to food that you find morally or ethically wrong? Explain or clarify.

22. How do your personal food habits at this time differ from other family members' norms? From your friends? From your classmates, peers, or co-workers? How do they differ?

23. In the remainder of this class we will explore the factors influencing food habits of different cultures/groups from geographic regions outside of U.S. Sometimes you will view a classmate or someone you interview as an 'individual'. Knowing this, and using this modules learning materials, how can you personally prevent ethnocentric judgments regarding other cultures food habits?

NTR 145

Assignment #2 – Food Traditions and Therapeutic Use of Food

Assignment Description

The purpose of this assignment is to evaluate the cultural influences you experienced that helped shape your worldview related to health, illness and healing strategies using food. As you've learned in previous module, "In the United States, we use the Western biomedical model—an analysis of a disease condition based on biology, physiology, and biochemistry—as the approach to health care…..Yet, therapies from outside the biomedical model include home remedies, popular therapies, and alternative medical care. Our cultural view influences how we define health, illness, and appropriate treatment."

Instructions

This assignment contains 3-categories of analysis. Please review instructions and contact your instructor if you have any questions about what is expected. Please make sure to keep all categories clearly outlined in your document with answers typed after each question. Submit through the appropriate Module Assignment link

Due Date

Please see the course syllabus for the due date and time.

Your Name:

Self-Evaluation of Therapeutic Food Use

Health Maintenance

1. What is your idea of a balanced diet?
2. List any foods you eat to stay healthy.
3. List any foods you eat to improve strength, endurance, or vitality.
4. List any foods you avoid to help prevent illness or disease.
5. What do you consider to be a healthy body image (thin, plump, muscular, or other)?

Disease, Illness, and Sickness/Healing Practices

1. List one food that your caretaker fed you when you were sick.
2. Are there any foods you desire when you are sick?
3. List any foods you eat to cure illness or disease when you are sick.
4. From the learning materials or your own research, list two examples of home, popular, or traditional therapies involving food, herbs, and/or vitamins and minerals. Would you ever try any of them? Why?

Attitudes

1. Were you aware of your own therapeutic uses of food before you completed this evaluation?
2. Are your therapeutic uses of foods based on biomedical research? On information you obtained from a newspaper, magazine, television, or computer? On information learned from family or friends?
3. What is your opinion about people who use home, popular, or traditional therapies to treat illness and disease?
4. Every culture has some pervasive view of the human body. What comes to mind when you hear or think about the phrase "overweight" or "thin" persons?

Application

1. How do your food habits differ from your family norms? Those of friends? Those of people you work with? Those of neighbors? Those from different region in the country? Summarize one or two significant ways you think your food habits differ from at least two different groups.
2. If applicable, describe and briefly discuss reaction to one question from this assessment that was difficult for you to answer or that aroused discomfort/aversion.
3. What can you do to avoid and prevent assumptions about therapeutic food habits that seem illogical or unfounded (as the remainder of the course will review such practices from non-U.S. groups)?

NTR 145

Discussion #2 – Food and Religion

Initial Post (10pt): After completing the reading assignment and reviewing the excerpts in this discussion, consider your own insights, beliefs and experiences influencing food practices, traditions, and/or restrictions. Next, pick a prompt below. Finally, research ONE of the FIVE major world religions unless otherwise noted in prompt (Hinduism, Buddhism, Judaism, Christianity, and Islam) and include aspects of their beliefs informing food traditions/practices with your answer to your selection of ONE of the discussion prompts.

PICK ONE PROMPT and COPY/PASTE IT WITH YOUR POST

- Describe your experience fasting and/or feasting in observation of a religious practice compared to ONE of the FIVE major world religions practices. In what way does food fasting and/or feasting function in your daily life?
- How does learning about religious food practices in this module influence how you will plan meals with or for friends, family, or co-workers of a different religious belief system? What changes would you make to demonstrate cultural competence? (Remember to select and research only ONE major religion of actual or hypothetical friend, family, or co-worker that differs from your own beliefs/food practices even if you have no religious affiliation.
- How is religious identity preserved by food traditions? How is religious identity created by food traditions? Use TWO major world religions to respond to this prompt.
- Discuss several ways your life would change in relation to food habits if you converted to ONE of the major world religions to which you do not current belong.
- Compare your current personal food rituals to the food rituals of TWO major world religions. List a minimum of 3 and maximum of 4 examples. Create a Venn Diagram and label one circle with the words "My Food Rituals," and the remaining two circles with the two religions you choose. (Or make a table that clearly shows similarities and differences). List all of the things you find similar in the space where the circles intersect. Anything that does not fit in the "similar" section should be noted in the appropriate circle. Then, briefly discuss your reaction to similarities and differences**.**

Reply Post (+5pt): +5pt for demonstrating culturally competent communication with a classmate. Practice acknowledging rather than judging; seek to understand rather than disagree; be supportive, open minded, and curious about what you can learn from someone with different influences without any requirement to agree or disagree; recognize everyone matters just like you, they have hopes, dreams, fears, failures and successes.

NTR 145

Assignment #3 – Sustainable Growing Method

Assignment Description

The purpose of this assignment is to examine a sustainable food production method and observe individual role in supporting growing methods through consumer behavior.

Instructions

For this assignment,

1. Identify one food production method described in learning materials as sustainable and select one food produced with this method
2. Investigate and describe origins (time, place and person(s) involved) and a brief outline of the process involved with the sustainable growing method, why was it developed?
3. Name and outline (one) industrialized method, if any, used before or after origination of sustainable method. Why was this method developed? What are advantages/disadvantages
4. Discuss why the sustainable method is used, what factors make it sustainable, and give examples of evidence to support said factors with references
5. Determine and list locations in the world where this method is used most successfully and effectively, provide examples with reference
6. Explain why this method is used in some locations but not others, provide examples
7. Research and summarize how consumer behavior influences method of growing this food. Where is demand the greatest for this food (include a map illustrating locations if possible)
8. In what way do you support the sustainable or industrial method through your own consumer behavior? Reflect on the difference it would make, and to who, if you adapted your choices to support the sustainable method. (Grading is NOT based on your consumer behavior, but rather on how you demonstrate sociocultural factors that you were either conscious of prior to assignment or made conscious of through this assignment)

Due Date

Please see the course syllabus for the due date and time.

Resources: (https://www.eufic.org/en/food-production)

NTR 145

Assignment #4 – Follow a Food from Farm to Fork

Assignment Description

The purpose of this assignment is to follow a food crop from farm to fork (and perhaps beyond). In addition, document and weave the major economic, political and/or environmental challenges into your story. There is no requirement to write in detail about why these are challenges or how they came about, just demonstrate the obstacles your selected food may or may not encounters from farm to fork. This can be a 2 – 3-page paper double spaced 1inch margins or 12 – 15 slide presentation. Foods can be traced using a variety of resources posted in Canvas, including but not limited to: UN fao.org/foodsafety, Foodtimeline.org/foodfaqindex/html and ers.usda.gov

Instructions

For this assignment include:

1. Select a food crop and trace its path from farm to fork.
2. Identify where it is grown (country and region, a map illustrating all locations if possible)
3. Who grows it?
4. What growing methods are used? (this can also be illustrated using map)
5. What scale is your food item grown and if variations exist, briefly explain why
6. Where is it sold and who buys and consumes it?
7. What need does this food meet and for what population(s) group(s)? Refer to course content. Is this a staple item for any particular cultural group or widely used by all? Is it 'health food' or food for celebration or other? provide example, image, recipe – be creative
8. Identify cost of this item and compare any variations using list, image, graph or map it with growing locations
9. If this food is marketed widely, attempt to identify and discuss if marketing created the demand or did demand increase production which overreached demand, hence creating need for suppliers to sell surplus?
10. Remember to weave into your paper or presentation, the economic, political or environmental obstacles related to growing your food crop in path through the food system (production, packaging, distribution, marketing, point of sale, consumption….waste...)

Resource: Examine data found at UN-FAO and other links as posted in Canvas

Due Date

Please see the course syllabus for the due date and time.

NTR 145

Discussion #5 – Are health inequities making individuals or population groups sick?

Initial Post (10pt): This discussion is designed to help the learner become more aware of their assumptions and beliefs about health in/equity and inequality.

Step 1 - assess your knowledge by taking the Health Equity Quiz and *summarize your reaction to results* (https://unnaturalcauses.org/interactivities_01-1.php)

Step 2- do some research and respond to this question with at least 2- references: *Worldwide, which populations tend to have the highest rates of Type 2 diabetes? What do these groups share in common*?

Step 3 - view 4.0minute excerpt from Unnatural Causes, read the excerpt, read (Ten Things to Know About Health_Unnatural Causes.pdf) and respond to ONE Health Equity question below.

.Health in America

- Excerpt from Unnatural Causes Discussion Guide (2008):

"It's important to acknowledge existing ideas about health in order to examine our assumptions – especially those that make us resistant to new ways of thinking. The following three suggestions may be helpful:
Understand Common Perceptions: People typically view and interpret health outcomes and social inequities through three dominant message frames that ultimately reinforce the status quo:
1. **Personal Responsibility**. Poor health stems from individuals making unhealthy choices. We can encourage people to exercise and eat right, but it's up to them.
2. **Unfortunate but not unjust**. Hierarchies are everywhere. Life isn't fair, and differences in group health, like wealth disparities, will always be with us.
3. **Nothing can be done.** If health inequities do in fact arise from structural inequities in the rest of society, then what can be done short of a revolution?

These message frames are compelling because they speak to people's deeper, often unconscious investment in certain ideas about society. Overcoming resistance is not simply a matter of presenting new information, but of creating opportunities for people to interrogate their own assumptions. Offering positive examples of how things might be different, linking the issues to other core values and engaging people in creative problem-solving can be very effective.

Conventional Question: How can we promote healthy behaviors? Versus **Health Equity:** How can we target dangerous conditions and ensure healthy spaces and places?

Conventional: How can individuals protect themselves against health threats? Versus **Health Equity**: How can community organizing and alliance building help create policies that protect the public good?

Conventional: Which populations have the worst health? Versus **Health Equity:** What causes the unequal production and distribution of the conditions that promote and harm health?"

Select and respond to (1) Health Equity question from above support with examples and cite your reference.

NTR 145

Assignment #5 – Fieldwork: Mini-Ethnography Sourcing Cultural Ingredients

Assignment Description

The purpose of this assignment is to give you an opportunity to experience sourcing culturally distinct ingredients. As part of the assignment you will visit an ethnic food market of a culture that you have never experienced before or a restaurant cuisine of another culture if a market is unavailable. (If COVID19 restrictions are still in place an alternative assignment will be posted in Canvas)

Instructions

For this experience you will write a 2 – 3-page paper reflecting on how this experience enhanced your awareness of the interconnectedness and diversity of the food culture. Reflect on food systems and how it may impact access and availability of cultural food ingredients. Do some initial research on the cuisine to compare traditional foods, ingredients and styles to your lived experience/observations.

All papers must be word-processed, double-spaced, 12-point font with one-inch margins. Include the name and neighborhood of the market you visited in your narrative. You will submit your paper in designated Module submission area; no emailed assignments will be accepted. In addition to your paper, please submit a copy of your receipt or photo of you at the location of the market or restaurant you visited. You can upload a scanned image as second file or a photo image of your photo at end of your paper. The photo is evidence of participation in the assignment; it is ok if your receipt is for a nominal amount – the intent is to demonstrate you participated!

Due Date

Please see the course syllabus for the due date and time.

Your Name:

Questions and suggestions to consider for the final Paper.
(Modify as needed if you elect an ethnic restaurant review instead of a cultural food market)

1. Please obtain permission to take notes and photos from the owner and/or employees you speak with during your visit.
2. Take in the sights and sounds of your experience in your memory or take some notes.
3. Here are some ideas to consider as you prepare your experience – you don't have to cover all of these in your paper but they are ideas to trigger your creative juices:
4. Name and address of the market, what neighborhood is it in?
5. What ethnic group or country(ies) is/are represented?
6. What were your impressions when you first entered the store?
7. Was there a distinct smell or odor, sound of music, bustle of people or empty?
8. What is or are the background of the staff members?
9. How big is the market?
10. How are the items in the market displayed and how does the layout differ from where you usually shop?
11. Visit different sections of the market and note three items that differ from foodstuffs you typically purchase.
12. What types of staple foods are featured? (Rice, manioc, bread)
13. What jumped out at you as being significantly different from your own culture's food purchasing mechanisms?
14. How do the prices of food compare to your typical store? Pay special attention to produce and meat.
15. What do you think about the quality of the produce you observed?
16. Pick an item you don't recognize and ask a staff member what it is and what you do with it.

17. What is your overall impression of the store?
18. Include a summary paragraph about your experience and whether you would return to the store – why or why not – and what you ultimately learned from your time in this new store.

NTR 145

Assignment #6 – Analyze Food-Based Dietary Guidelines

Instructions

The purpose is to continue the theme from Discussion 6 and extend understanding of social values of food, health inequities, and how values interact between structure, culture, and public health. Generally, Food-Based Dietary Guidelines (FBDG) provide food intake recommendations to achieve adequate nutrition levels. These documents often summarize recommendations as a single image or images that represent pages of detailed dietary guidance with and sometimes without scientific rationale. Why do countries provide FBDG? To what extent is this a problematic use/abuse of power from government, industry, and the marketplace in the construction of or promotion of culture? Is there conflict between creating a national identity through FBDG and an individual/groups cultural identity? How can food have different meanings and uses for different people/groups?

Analyze how different countries inform their citizens on what to eat, how much, how often, what to avoid or eliminate, and WHY these are recommended through their FBDG on FAO link provided. Address WHY and WHAT historical and socioecological factors contribute to FBDG being offered to citizens. How do citizens learn of these guidelines? Why would they want this information? Are there reference to sustainable agriculture, culturally distinct foods and/or non-food guidelines from your selected countries? If yes, what is the purpose. If not, why excluded?

Consider all you have learned up to this moment in the course, what other components should you analyze to gain a holistic view? At end of your comparison, what recommendations would you like to see stay and which would you remove. Provide your rationale.

You may use the format as shown in this article, but you must select your own countries.
(Example Article Comparing International Food Guidelines_pictorials_nutrition_guides.pdf)

To get started, review FAO Dietary Guidelines background from the following links, which are all accessible from the same page. You'll probably be able to navigate from Target group URL

- Target group (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/target-group/en/)
- Food Guides (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/food-guide/en/
- Development (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/development-process/en/
- Implementation (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/implementation/en/

- Evaluation (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/evaluation/en/
- Dietary Guidelines and Sustainability (take note of definition of sustainable diets at bottom of page) (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/evaluation/en/)
- FAO's work in dietary guidelines (brief history)- (http://www.fao.org/nutrition/education/food-dietary-guidelines/background/fao-work-dietary-guidelines/en/)

NOTES: use these questions to assist you in your analysis.

1. Choose two countries or non-U.S. regions and compare with U.S. dietary guidelines – or select one non-U.S. country or region and compare to Brazil and U.S.
2. Analyze the guidelines you selected. What types of recommendations are made and how are citizens informed by their gov't? How are the guidelines similar or different? What do you think influenced similarities and differences? How does each government determine guidelines? Who is the intended audience or population(s)? How often are the guidelines reviewed/updated? Who are the members and/or committees that determine guidelines? Are the food-based guidelines in line with cultural food habits described in our text, taste, health or some other criteria used to determine food-based guidelines? In what way are agriculture practices included as strategy to inform food-based guideline? Is health defined in guidelines or any other metric used to assess success of, or rationale for, guidelines? Are guidelines disseminated and accessible to public – again, who is intended audience? Can citizens participate in the creation of guidelines? Do you know your countries current guidelines?
3. For whatever country you claim as your identity, do you know your countries guidelines? If yes, how did you gain this knowledge? If no, look them up and reflect on how you feel about learning them now. Do you follow any of the guidelines, if so, why. How has your understanding of influences of social values, structure and culture on food choices changed? Conclude with an outline of what your own food-based guidelines would look like if modeled after your family and/or your own current personal eating pattern.

Due Date

Please see the course syllabus for the due date and time.

STUDENTS SELECT ONLY (1) FINAL PROJECT FROM OPTIONS BELOW

NTR 145

Assignment #7 – Cultural Cookbook Analysis and Review

Assignment Description

Many cookbooks tell a story. Cultural or ethnic specific cookbooks and memoir cookbooks definitely tell a story. By reading and analyzing a culturally specific cookbook you will be able to broaden your understanding of the role cooking and culture plays in food choices. Identify how the dominant culture in your cookbook (or specific chapter in your cookbook) compares to what you have learned about this cultural group in class. This assignment will allow you to also demonstrate one or all of the learning outcomes (2, 3, 5, 8)

Instructions

Part-1: Select an approved cookbook that is representative of a cultural group different from your own. You may select a cookbook representative of your own culture as comparison.

Write a minimum of 3-page and maximum of 5-page paper double spaced, 12point font, 1inch margins analyzing your cookbook as a work of literature related to a specific culture or cultures. Focus on how the author conveys cultural ideas around ingredients, geography, history, economics, family roles or cultural traditions and food preparation during that time and at that place.

Students may use a word document, pdf or text entry. Submit paper through the appropriate Module Assignment link in Canvas.

Due Date

Please see the course syllabus for the due date and time.

Required information to be included in your cookbook review/analysis:

To earn full credit be sure to include the following info, as well as what you think is relevant:

(1) The title and author(s) of the book, including author(s) background and authority as well as why you selected this cookbook
(2) The author's objective(s) usually found in introduction and who is intended audience, why did author write this cookbook?
(3) The author's main emphasis or themes
    a. Give examples as to how emphasis or themes are presented such as, autobiographical (story of authors life), memoir (collection of memories or specific memories of time and place), recipe focus, (traditional/authentic, contemporary, perhaps modified for specific health outcome or adapted based on ingredients available in time/place cookbook published)
(4) Critically analyze (objectively evaluate) whether the author(s) have fulfilled their objectives in the book, do themes support objectives? (provide examples)

(5) Your evaluation of the author's interpretation and success with his/her objectives in writing the book (provide examples)
(6) Comparison with at least one other similar themed cookbook as far as layout, flow, readability, and format for recipes, methods and inclusion/exclusion of culturally specific specialized equipment, utensils, ingredients and spices. Example: Compare memoir cookbook to any other memoir cookbook rather than with a culturally specific cookbook
    a. Based on your food prep experience/knowledge, what level of skill/experience do you think is needed to successfully follow recipes? (Ideally several recipes would be prepared and tasted as part of cookbook review, however this is not required but encouraged for anyone with access to kitchen and resources – if you did describe your experience and results as well)
    b. Read recipes from your cookbook and one comparison cookbook:
        i. Are ingredients and cooking instructions well organized and easy to understand? (ingredients should generally be listed in the order used in cooking)
        ii. Note whether most or only a few recipes list what you would deem 'hard to find' ingredients
        iii. Do the recipes or chapters offer any footnotes describing individual ingredients in detail? If so what is the reason and is it used consistently throughout the book? Some foods have an origin story, cultural significance, growing methods, unique flavors from region, and/or multiple or specific methods of preparation or storage
(7) Comparison of cultural aspects influencing ingredients, recipes, method of preparation discussed in your cookbook with course text and learning resources (provide examples)
    a. what cultural values does the author convey about food? what values are in/consistent with cultural norms for this group as discussed in class?
    b. investigate whether recipes are traditional/authentic or contemporary/adapted with a new take on classic dishes…does the author disclose this, what does author offer as reason for modifying recipe ingredients? What contributions to U.S. cuisine are evident? (use course learning materials and provide examples)
    c. compare/contrast at least one example from your book of therapeutic uses of food, or food for health outcomes, or food for cultural traditions, or geography playing role in ingredients for recipes as discussed in this course
(8) Your conclusions about the book, what you found useful, interesting, unexpected, and if applicable, information you think could be applied to this class.

The cookbook titles (and at least 100 more) are available via Yavapai County library system. Search phrase 'international cooking' or 'cultural group name + cooking"

--There are only 1 or 2 copies available so consider more than one option in case your first choice is not available. Check outs are 3-weeks, so plan your time accordingly.

--Students may select a cookbook NOT listed below and should send title/author to instructor for approval.

- Anderson, P., Keet, M., & Damelio, S. (2015). *Three many cooks: One mom, two daughters: their shared stories of food, faith & family*.
- Buettner, D., & McLain, D. (2020). *The Blue Zones kitchen: 100 recipes to live to 100*.
- Bober, P. P. (2000). *Art, culture, and cuisine: Ancient and medieval gastronomy*. Chicago: The University of Chicago Press.
- Fishman, B. (2019). *Savage feast: Three generations, two continents, and a dinner table (a memoir with recipes)*.
- Gill, S. (2019). *East meets vegan: The best of Asian home cooking, plant-based and delicious*.
- Hall, C., & Ko, G. (2014). *Cooking with Carla: New comfort foods from around the world*.
- Kalla, J. (2020). *Palestine on a plate: Memories from my mother's kitchen*.
- Lahlou, M. (2011). *Mourad: New Moroccan*. New York, NY: Artisan.
- Lo, A., & Druckman, C. (2011). *Cooking without borders*. New York: Stewart, Tabori & Chang.
- Locke, T. (2019). *From scratch: A memoir of love, loss and finding home in the Sicilian countryside*. (also available on audio CD read by author)
- Madison, L., & Nguyen, T. (2016). *Pen & palate: Mastering the art of adulthood, with recipes*.
- Meyer, C., & Schønnemann, A. (2016). *The Nordic kitchen: One year of family cooking*.
- Mohanraj, M. A., & Tennakoon, P. (2020). *A feast of Serendib: Recipes from Sri Lanka*
- Pellegrini, A. M. (2005). *The unprejudiced palate: Classic thoughts on food and the good life*. New York: Modern Library.
- Publications International, Ltd. (2013). *Irish cooking: [more than 75 delicious recipes from pub fare to country classics]*.
- Robertson, R. (2014). *Robin Robertson's vegan without borders: Easy everyday meals from around the world*.
- Rossant, C. (1999). *Memories of a lost Egypt*. New York: Random House International.
- Ruiz, A. (2020). *The food of Oaxaca: Recipes and stories from Mexico's culinary capital*.
- Singer, F. (2020). *Home: A daughter's culinary memoir*.
- Shepherd, C., Goalen, K., & Soefer, J. (2019). *Cook like a local*.
- Shaya, A., & Antolini, T. (2018). *Shaya: An Odyssey of Food, My Journey Back to Israel*.
- Shoyer, P. (2017). *Healthy jewish kitchen - fresh, contemporary recipes for every occasion*.
- Teschke, T. (2018). *The Bordeaux kitchen: An immersion into French food and wine: inspired by ancestral traditions*.
- The Hubb Community Kitchen (2018).*Together: Our Community Cookbook*. Random House
- Willan, A., & Friedman, A. (2013). *One soufflé at a time: A memoir of food and France*.
- Zatorska, B. (2012). *Sugar Orange*. Sydney, A: Australian Book Group Pty Ltd.
- Ziegelman, J. (2011). *97 Orchard: An edible history of five immigrant families in one New York tenement*. New York: Harper.

Instructions: Assignment #8 – Part 2: Standardized Recipe and Nutrition Analysis

In addition to submitting your cookbook review, each student will also provide a standardized recipe for a traditional/authentic main dish he or she selected in Part 1 and conduct a nutrition analysis.

Step 1. Please use the Standardized Recipe Template document to enter your recipe explanation, ingredients and instructions. (found in Canvas Module 0 assignments at a glance)

Step 2. Create a nutrition facts label. There are no perfect nutrition analysis programs, but most will give a good idea of total calories and break down of nutrients IF you use accurate measurements AND accurate servings.

Step 3. When you have finished your standardized recipe document that includes the nutrition facts label, upload your standardized recipe (in word .doc or .docx or pdf format) to the assignment link in appropriate Module.

Due Date Assignment #8

Please see the course syllabus for the due date and time.

Notes

- Choose a main dish that is new, challenging or foreign to you. Use and reference the cultural cookbook you used for Part-1. The recipe should be from a culture or ethnic group that you do not consider part of your identify – do not submit a recipe for salsa, guacamole, hummus (pervasive foods that are familiar and available at just about any convenience store are not acceptable)
- This entire 2-part project is worth 75 points– your work should reflect this and you should expect to spend up to 6-8 hours on this project.
- Double-check the parts 1 and 2 due date; late work will NOT be accepted for this final project without documented extenuating circumstances.
- Remember: for Part 2 you aren't graded on the nutritional value– you are graded on the effort you put into this, the details in Part 1 surrounding history, culture and ingredient sourcing as well as your insights about what you learned about yourself, food and a culture other than your own.
- Good luck!

FINAL PROJECT OPTION 2

NTR 145

Assignment #7 – Prepare a Culturally Distinct Recipe/Menu

Assignment Description

The purpose of this assignment is to help you appreciate culturally appropriate ingredients, traditions, recipes and their nutritional value.

This is the final project with 2-parts. As a culmination of our studies about various cultural, ethnic, religious and geographic influences on food – you will select and prepare a traditional/authentic recipe from a particular country or region of the world, religious or ethnic group. While you are asked to prepare a recipe, you are also expected to research and outline additional sociocultural influences to your ethnic group, as well as manners, family roles and any items that accompany your recipe: appetizers, side dish, dessert and beverages. The second part

of the final project is to create a standardized recipe and nutritional analysis (nutrition facts label) for the recipe you prepared.

Instructions: Assignment #7 – Part 1: Documentation of Recipe Preparation

Step1. You will document your actual preparation of the dish – from start to finish – and submit documentation of the process as either:

- SLIDESHOW: A slideshow presentation detailing your experience
- BLOG POST: A blog post detailing your experience (url post must be public, not password protected)
- VIDEO: A narrated video of preparation – no more than 5 minutes on non-password protected video, must accompanied with outline document for first two sections of Step-2

Step 2. Your documentation (slideshow, blog post or video) should also include:

- Explanation of the historical, religious, ethnic or geographic reason why you chose this dish
- Introduction of the ingredients needed to prepare the dish, including where purchased or obtained, how easy or difficult it was, explain origin of distinct ingredient(s) and note if they influenced U.S. cuisine (provide examples and references)
- Documentation of the process of you actually preparing the dish – pictures are mandatory – you have to show you preparing it for proof that you made the dish
- Outline the additional foods to accompany your dish such as appetizers, side dishes, main dish, dessert and beverages (name of any dish, but not recipe instructions for the dish or beverage) and any particular serving styles, family roles, unique spice or ingredient
- Document feedback from whoever sampled your dish –
- See "notes" at end of this document for more details

Step 3. When you are done documenting, upload your ppt slideshow presentation to the submission area or paste the non-password protected url of your presentation (slideshow link, blog post link or youtube link) into a document with your first and last name. Then – upload that document (word or pdf) into the assignment submission area.

Due Date Assignment #7

Please see the course syllabus for the due date and time.

Instructions: Assignment #8 – Part 2: Standardized Recipe and Nutrition Analysis

In addition to submitting your presentation, each student will also provide a standardized recipe for the dish he or she prepared with a nutrition analysis the following week.

Step 1. Please use the Standardized Recipe Template document to enter your recipe explanation, ingredients and instructions. (found in Canvas Module 0 assignments at a glance)

Step 2. Create a nutrition facts label. There are no perfect nutrition analysis programs, but most will give a good idea of total calories and break down of nutrients IF you use accurate measurements AND accurate servings.

Step 3. When you have finished your standardized recipe document that includes the nutrition facts label, upload your standardized recipe (in word .doc or .docx or pdf format) to the assignment link in appropriate Module.

Due Date Assignment #8

Please see the course syllabus for the due date and time.

Notes

- YOU have to make the dish – your grandparent, mom, dad, spouse, or friend can't do this one for you (but they can help!)
- Use your textbook or cookbook representative of your selected cultural group
- Choose a main dish that is new, challenging or foreign to you. Use and reference a cultural cookbook. The recipe should be from a culture or ethnic group that you do not consider part of your identify – do not submit a recipe for salsa, guacamole, hummus (…pervasive foods that are familiar and available at just about any convenience store are not acceptable)
- This entire 2-part project is worth 75 points– your work should reflect this and you should expect to spend up to 6-8 hours on this project.
- Double-check the parts 1 and 2 due date; late work will NOT be accepted for this final project without documented extenuating circumstances.
- Remember: you aren't graded on how successful the outcome of your dish is – you are graded on the effort you put into this, the details surrounding history, culture and ingredient sourcing as well as your insights about what you learned about yourself, food and culture.
- Good luck!