

**NUTRITION 3620**  
*Cultural Aspects of Food*

**Spring Term 2008**

- Instructor:* Carolyn Hollingshead, PhD, RD, CD, LCSW
- Credit:* 3
- Office:* HPR N 224D
- Class Schedule:* Wednesday, 4:35 – 7:00 p.m., HPR N 226
- Telephone:* Home (435) 336-4290 – Cell 557-7565
- E-mail:* carolyn.hollingshead@hsc.utah.edu
- Office Hours:* To Be Arranged.
- TA:* Julia Wald
- Required Texts:* Anderson, E.N., 2005. Everyone Eats: Understanding food and Culture. New York University Press  
Kittler, PG, and Sucher, KP. 2004. Food and Culture. Wadsworth.
- Helpful Journals:* Journal of Nutrition and Ecology  
Nutrition Today  
Nutrition Reviews
- Course Direction:* Every day, people throughout the world must procure, select, prepare and consume food to sustain life. The manner in which they do this reflects complex interrelationships and interactions among the individuals, their culture and the world in which they live. These activities related to food are called food ways. Food preferences, a part of food ways, are largely subject to cultural forces. Cultural causes may determine food combinations eaten and may result from environmental conditions, social determinants, personal factors and situational factors. A biocultural perspective will be used to integrate culture with nutritional considerations. This course will introduce students to an international frame of reference so that they may think critically about food preferences from a long-standing approach or traditional approach, as well as, newly emerging issues. This course will focus on international issues including the causes and effects of famine, the exploitation and decline of world fisheries, global marketing of food products and climatic and economic parameters of food production world wide. These contemporary issues will be related to historical approaches in order to facilitate a more complete understanding of international food and nutrition phenomena. The course will include hands-on kitchen laboratories, including tasting different dishes, food preparation of cultural specialties and exploring the relationship between food, history, culture and traditions.
- Course Objectives:* On completion of this course the student will:

1. gain a knowledge of global perspectives in a comparative context through the study of foodways
2. gain skills to facilitate communication with individuals across international borders using knowledge of food habits as a communication vehicle,
3. recognize religious beliefs, economics, family traditions, political, social and historical meanings of food and food-related behaviors of other cultures and the way these patterns influence food consumption patterns among each other,
4. learn to understand, accept and appreciate the interdependence of nations and the viewpoints of other nations using food beliefs and practices as a model
5. introduce students to international frames of reference so they may think critically about long-standing and newly emerging issues by looking at causes and effects of famine, the effects of exploding populations and enhanced food production on current and future food supplies, and nutritional value of diet
6. familiarize self with relevant research and latest findings regarding food practices and nutrition-related health problems of various cultural groups
7. describe globalization of eating patterns and the resistance to homogenizing forces

*Requirements:*

Important course components will include student sharing of food traditions, discussions, and class activities that occur in the classroom. Student evaluation will be based on the following course components:

<b>I. Presentation</b>	75 points
<b>II. Cultural Foods Essay</b>	<b>75 points</b>
<b>III. Final Exam - 1 @ 100 points each</b>	100 points
<b>IV. Individual Cultural Foods Experience</b>	50 points
<b>V. Reflective Journal</b>	<b>50 points</b>
<b>Total points</b>	<b>350 points</b>

**Grading Scale:**

94 - 100%	A	73 - 77%	C
90 - 93%	A-	70 - 72%	C-
88 - 89%	B+	68 - 69%	D+
83 - 87%	B	63 - 67%	D
80 - 82%	B-	60 - 62%	D-
78 - 79%	C+	Below 60%	E

**I. Oral Presentations** will be assigned at the beginning of the semester, and will be

presented throughout the semester, week by week-one per week. Each person will be responsible for sharing with the rest of the class about the culture and food habits of a particular ethnic, religious or cultural group outside the United States. The presentation should be approximately 15- 20 minutes long not including the food demonstration or presentation. The presentation will consist of the student preparing by doing the following:

1. Read the section in your textbook regarding the culture/religion that you will be researching to see how your experiences or researched experiences may be similar and/or different from the information provided in the textbook. Provide information on dietary patterns and practices including information on family and world, staple foods, typical meal patterns, spices and seasonings used, cooking techniques used, procurement of these foods, production of specific foods, eating practices, food uses (medicinal), knowledge about the nutritional status of this population, and holiday and religious practices related to foods.
2. Compare one aspect of your chosen culture with the United States or another cultural group. An example might be to compare the percentage of women who breastfeed in your chosen country with the percentage of women who breastfeed in the United States and what might account for that difference.

**Please let me know a week in advance if you would like to/need to have a laptop for a PowerPoint Presentation.**

3. We will plan an entrée, dessert, appetizer, bread or other cultural food for the class, prepare and demonstrate the preparation of the entrée and serve enough for each member of the class. This will be done during the class period.

## **II. Cultural Foods Evaluation Essay (Due April 16)**

**1. Each student will choose a topic from a chapter in the textbook Everyone Eats and write an essay. The essay should be approximately 4 pages in length and have supporting documentation as needed. In an evaluative essay, you make judgments about people, ideas and possible actions. You make your evaluation based on certain criteria that you develop. Organize the essay by discussing the criteria you used to make your judgment. An example might be the topic of food classification and how much influence food classification has on a nation's food choices or a current issue such as biodiversity somewhere in the world related to food.**

## **III. Individual Cultural Foods Experience** will consist of one of the following or a choice which has prior approval by the instructor:

1. ethnic market tour
2. visit ethnic restaurant
3. interview someone from another cultural to obtain additional information on food choices

4. attend an ethnic food festival
5. watch a cultural food related movie
6. pick a recipe from the back of the Kittler textbook, prepare it (can be done at home), and write the reflective report
7. participate in research with Tongan and /or Samoan population

Write a 2 page reflective report on how this experience enhanced your awareness or knowledge of cultural aspects of food

**Due April 23**

**IV. Reflective Journal – This is an opportunity for you to reflect on course concepts and how they relate to you personally. Your reflections should be what you think and not report what was taught that day. If you raise questions, discuss them. Appropriate topics could include what had meaning to you and why, concepts that fit/don't fit your experience and why, impacts that the course is having or has had in your life, and areas that you agree/disagree with and why. You might also want to write about contradictions in values and/or philosophy with ideas presented in class. There will be 7 reflective journal entries that will be written in class every other week and a final reflective journal entry of 500-700 words focusing on overall course impact. Journal entries will be turned in before the close of the class. Each of the 7 journal entries will be worth 6 points and the final journal entry will be worth 8 points.**

#### **OTHER INFORMATION:**

**Participation: In order to gain the most from this class, it is important to be present to hear the presentations, as exam questions will come from the presentations. There will be no review for the final. The important things will be reviewing major information from the lectures and the book.**

#### **Center for Disability Services:**

**The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5021 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.**

**All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.**

**CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE”)**

**For more information see Section II: Student Bill of Rights on page 5 of UNIVERSITY REGULATIONS – CHAPTER X**

**Course Outline:**

<b>Week</b>	<b>Subject</b>
<i>1/9/08(1)</i>	<p>Introduction to global history of food and culture</p> <p><b>Reading: Introduction, Chapter 3 More Needs Than One</b> <i>Chapter 1-Kittler</i></p> <p><b>Discussion: Holistic approach and biocultural perspective</b></p>
<i>1/16/08 (2)</i>	<p>Transnational Review of Traditional Health Belief Practices and the impact on food preferences</p> <p><b>Reading: Chapter 9 – Food and Traditional Medicine</b> <i>Chapter 2 – Kittler</i></p> <p><b>Discussion: Foods used in health care</b></p> <p><b>Check //nccam.nih.gov , clinical trials, NCCAM Clinical trials and some prepared to talk about a clinical trial</b></p>
<i>1/23/08 (3)</i>	<p>Intercultural Communications and the impact on food preferences</p> <p><b>Reading: Chapter 7 Food Classification and Communication</b> <i>Chapter 3 - Kittler</i></p> <p><b>Discussion: Ethno graphic interviewing, stereotypes, ethnocentrism, and universality of food taboos</b></p>
<i>1/30/08 (4)</i>	<p>First Peoples- New Guinea, Australia (Aborigines) New Zealand (Maoris), Canada, Micronesia</p> <p><b>Reading: Chapter 2 – Human Nutritional Needs</b> <i>Chapter 5 – Kittler</i></p> <p>J Nutr Educ Behav. 2006 May-Jun: 38(3): 189-195</p> <p>A new food guide for the Portuguese population: development and technical considerations.</p> <p><b>Discussion: International Recommendations for food guides, Food preservation and its relationship to the international movement of food</b></p>

- 2/6/08 (5)      **Check** [www.ihs.gov](http://www.ihs.gov) search nutrition  
Southeast Asia-Philippines, Laos, Viet Nam, Thailand
- 2/13/08 (6)      African Cuisine  
**Reading: Chapter 5 Basics: Environment and Economy**  
*Chapter 8 – Kittler*  
**Discussion:** Creating new relationships across economic, geographic, and political boundaries; Global Warming; Will Free Market End Hunger and Shaping of food ways by economy and economics
- 2/20/08 (7)      Pacific Island Cuisine  
**Reading: Chapter 4 Taste, Smell and the Adapted Mind**  
*Chapter 12 (332-343) – Kittler*  
Food Biotechnology Ethics  
**Check:** [www.apiahf.org](http://www.apiahf.org)  
**Video:** Chamoru Dreams  
**Discussion:** Food preferences – how “tastes” acquire meaning, familiarity and sentimentality throughout the world and food ideology
- 2/27/08 (8)      Japanese Cuisine  
**Reading: Chapter 12 Food and Borders: Ethnicities, Cuisines and Boundary Crossings**  
*Chapter 11 – Kittler*  
**Discussion:** Complex politics of ethnicity and cuisine and when worlds collide with Fusion Cuisine
- 3/5/08 (9)      How To Think Like A Chinese Chef  
**Reading: Chapter 11 Change**  
*Chapter 11 – Kittler*  
*Food Nutr Bull, 2006 Jun: 27(2):128-43.* Women’s empowerment and domestic violence: the role of sociocultural determinants in maternal and child undernutrition in tribal and rural communities in South India.  
**Discussion:** Food traditions and change
- 3/12/08 (10)      Cuisine/Meal Patterns of Italy, Spain and Portugal  
**Video: Portuguese Traditions**

**Reading: Chapter 8 Me, Myself, and the Others: Food as Social Marker**

*Chapter 6 (p 135-147)– Kittler*

**Discussion:** Social aspects of food and how traditions are continued with immigration

**3/19/08**

***SPRING BREAK !!!!!!!!!!!***

**3/26/08(11)**

French cuisine/Northern Europe

**Discussion:** Presentation of food

**Reading: Chapter 6 Food As Pleasure**

*Chapter 6(P 117-135) – Kittler*

**4/2/08 (12)**

Culinary practices in Latino Communities

**Videos: Malnutrition in Mexico and Day of the Dead**

**Discussion:** Ethno methodology, ethnography, and historical traditions and industrialization of food and how this process has affected United States-Mexico relations

**Reading: Chapter 1 Obligatory Omnivores**

*Chapter 9 and 10 – Kittler*

Check: [www.hispanichealth.org](http://www.hispanichealth.org) nutrition

**4/9/08 (13)**

Religion and culinary arts and cuisine of Greece and the Middle East

**Discussion:** People from the major religions including Islam, Hinduism and Judaism practice dietary laws symbolic of systems through which they can express their religious identity.

**Reading: Chapter 10 Food and Religion**

*Chapter 4 and 13 - Kittler*

**Check:** [newadvent.org/cathen](http://newadvent.org/cathen) feasts

**4/16/08 (14)**

Culinary arts from India

**Discussion: Political ideologies, social justice and the view of famine from multiple global perspectives and the growing phenomenon of obesity in the world**

**Reading: Chapter 13 – Feeding the World**

*Chapter 12 (p. 303-332)- Kittler*

Food Insecurity in the World 2005

[www.india-aei.org](http://www.india-aei.org)

4/23/08 (15)

Inside The European Kitchen – Central Europe -Scandinavia

**Reading:** *Chapter 7* – Kittler

**Discussion:** Scientific opinion is ignored when national governments seek to protect indigenous producers and/or national consumers

**FINAL EXAM    APRIL 30 at 6:00 PM**

**Websites that may be interesting:**

<http://www.cyber-kitchen.com>

<http://www.foodtv.com>

<http://epicurious.com>

<http://foodmuseum.com> Pictures of food ingredients

Outline for Presentation

Cultural Perspective		(10 points)
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	Brief history including importance of family, religion, gender, economy, geography and history regarding food choices	
Traditional Foods Habits	Ingredients and Common Food Staple Foods Regional Variations Meal Composition and Cycles Special Occasions Religious Food Practices Historical and Current Health Concerns	(35 points)  5 5 5 5 5 5 5
One Comparative Fact About Culture		(10 points)
Presentation		(20 points)

Total Points: \_\_\_\_\_

Comments:

Country			
Cost of Food /Week			
Caloric Intake			
Undernourished Population			
Overweight men/women			
Obese men/women			
McDonald' s Restaurants			
Nutrition Policy/Guidelines			
"Signature dishes/foods			
Religious Impact on Food Intake			
Other			