

NUFD 114: CULTURAL AND SOCIAL ASPECTS OF FOOD

In Workflow

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Approval Path

1. Sun, 07 Mar 2021 04:59:47 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
2. Tue, 09 Mar 2021 17:29:58 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
3. Wed, 24 Mar 2021 16:02:32 GMT
Tristan Josephson (tristan.josephson): Rollback to Initiator
4. Tue, 30 Mar 2021 05:27:43 GMT
Mical Shilts (shiltsm): Approved for FACS Committee Chair
5. Tue, 30 Mar 2021 16:39:44 GMT
Lynn Hanna (lhanna): Approved for FACS Chair
6. Wed, 07 Apr 2021 17:18:29 GMT
Tristan Josephson (tristan.josephson): Approved for SSIS College Committee Chair
7. Thu, 08 Apr 2021 00:07:07 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Tue, 30 Mar 2021 04:46:50 GMT

Viewing: NUFD 114 : Cultural and Social Aspects of Food

Last edit: Wed, 07 Apr 2021 17:13:27 GMT

Changes proposed by: Urvashi Mulasi (219178129)

Contact(s):

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Catalog Title:

Cultural and Social Aspects of Food

Class Schedule Title:

Cultural+Soc Aspects Food

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Family and Consumer Sciences

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

NUFD - Nutrition and Food

Catalog Number: (course number)

114

Course ID: (For administrative use only.)

132991

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Cultural and Social Aspects of Food (NUFD 114) is not a new course; it is a current upper-division course required for NUFD program majors. This course examines how cultural, religious, and socioeconomic influences determine food choices and health status. Our students have enjoyed taking this course throughout the years. The topics covered in the course appeal to a broader student audience as food and culture are integral parts of human identity. Furthermore, knowledge about cultural humility, empathy, and diversity, equity, and inclusion is vital today as professionals work in a multicultural environment; thus, students from multiple disciplines would benefit from taking NUFD 114. Therefore, we propose to offer this course for General Education (GE), covering Area C2 (Humanities).

This course is a good fit for the Humanities (Area C2) GE as it will provide an understanding of individuals and societies from diverse cultures and backgrounds. It will explore human dietary practices and health belief systems from a cross-cultural perspective, giving reference to cultural communities worldwide. Cultural attributes, including attitudes, beliefs, customs, values, and perceptions from various racial and ethnic groups, will be incorporated into the course material.

We updated the course description with some pertinent terms and made minor changes to objectives to reflect the course's broader scope and aligning these with the GE objectives. The updated course objectives are now more measurable and align with our NUFD program learning outcomes. The updated course description and objectives also reflect the upcoming changes in accreditation standards by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Examination of the cross-cultural and social meaning of food and dietary behaviors. Regional, ethnic, religious, economic, and environmental influences on food habits and health status. Study of how cultural and societal values affect intake, health belief practices, and communication styles. Overview of health disparities in the context of socioeconomic status, race, ethnicity, and education. Understanding implicit bias, cultural differences, diversity, equity, and inclusion while working in a multicultural and diverse environment.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

FACS/NUFD 10

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Upon completion of the course, students will be able to:

1. Explain the cultural, religious, and socioeconomic influences in determining food choices and health-related outcomes.
2. Describe how acculturation impacts dietary practices and health outcomes.
3. Evaluate the role of appropriate communication and cultural humility in health care settings.
4. Examine health disparities in the context of socioeconomic status, race, ethnicity, and education and how health disparities may be overcome to achieve health equity in nutrition and dietetics.
5. Demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity, and inclusion.
6. Research the cultural and historical data on foods and describe findings through professional writing.
7. Review and present information on an assigned culture, including dietary preferences, food taboos and symbolism, communication styles, and health beliefs and practices.
8. Engage in professional and thoughtful discussions and writings, and work collaboratively on projects.

This course also applies to the General Education (GE) Area C2 Humanities. It meets the following GE Learning Objectives:

1. Demonstrate knowledge of the conventions and methods of the study of the humanities.
2. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.
3. Compare and analyze various conceptions of humankind.
4. Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Attach a list of the required/recommended course readings and activities:

NUFD 114_Syllabus-2.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

The course will include the following assessment strategies:

- a. Food Paper: This project is an independent research paper. Students will choose a food (or herb, spice) and research it within a specific culture. Students will review the food's history and discuss its cultural significance and any food symbolism or culinary and medicinal use. This paper is limited to 3 typed pages of text and will include at least 5 academic references. Students must identify their topic and obtain 3 references prior to writing this paper. Topics must be approved, and only one person can write about a specific food. (Course Objectives (COs) 1, 6, 8 and GE Area C2 Learning Objectives (LOs) 1, 2, 3)
- b. Group Presentation: The instructor will assign groups and students will research a cultural group and present information to the class. The presentation will include cultural groups' background, commonly used foods and ingredients, cultural taboos, religious or spiritual beliefs, health beliefs and practices, and verbal and non-verbal communication styles. (COs 1, 2, 3, 7, 8 and GE LOs 1 - 4)
- c. Cultural Experience: As a way of experiencing other cultures beyond your classroom, computer, and textbook, students will experience other cultures by viewing a foreign movie, visiting a museum, or visiting an ethnic market, etc. Students will write a 2-page report describing their experience and share their summary with other colleagues in the class. (COs 1, 6, 8 and GE LOs 1 - 3)
- d. Implicit Bias Training: Students will complete the Harvard Implicit Association Test and attend the Implicit Bias training in the class. Students will submit a reflection activity describing their experience after taking the test and following the training. (COs 3 - 5 and GE LOs 3, 4)
- e. Discussion Forums: Students will participate in two discussion assignments administered in CANVAS: (COs 1, 2, 3, 5, 8, and GE LOs 1 - 4)
- f. Exams: Three exams will be given, including a comprehensive final. Exams will cover anything discussed in the class, readings in the textbook, assigned readings, or principles applied in the assignments. A study guide will be provided to help with exam preparations. (COs 1 - 5 and GE LOs 1, 3, 4)
- g. Class participation: Will include points for attendance, participation in class discussion, and other activities. (COs 1 - 8 and GE LOs 1 - 4)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

No

Identify the program(s) in which this course is required:

Programs:

BS in Nutrition and Food (Dietetics)

BS in Nutrition and Food

Minor in Nutrition and Food

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

Yes

Indicate which department(s) will be affected by the proposed course:

Department(s)

Anthropology

History

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

NUFD 114_Syllabus-2.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The course objectives, textbook, and assignments included in the syllabus would be common across all sections. Additional assigned readings, guest speakers, and class activities might vary between sections per the instructor's preference.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The following assessments and activities will evaluate the GE Area C2 Learning Objectives (LOs):

- a. Food paper: GE LOs 1, 2, 3
- b. Group Presentation: GE LOs 1 - 4
- c. Cultural Experience: GE LOs 1 - 3
- d. Implicit Bias Training: GE LOs 3, 4
- e. Discussion Forums: GE LOs 1 - 4
- f. Class participation: GE LOs 1 - 4

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The master syllabus for NUF 114 will be distributed by the lead tenure-track faculty to all other faculty teaching this course to ensure that the GE Area C2 Learning Outcomes and other updates are communicated and integrated across sections. The course objectives, GE LOs, textbook, assignments, and core readings are similar across sections; individual instructors might incorporate additional readings or invite other guest speakers. The FACS department has maintained high curriculum standards ensuring that course updates are communicated among instructors and that the learning outcomes are being achieved.

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

NUFD 114 is broad in scope and will provide an understanding of socio-cultural aspects of food and nutrition from a global perspective. This course will discuss regional, ethnic, religious, economic, and environmental influences on food habits and health status that apply to a broader student audience. We examine culture and diet, giving examples from various cultural groups worldwide.

Develops an understanding of and appreciation for the diversity of the human community.

This course will appreciate the human community's diversity by understanding and appreciating cultural differences and similarities among and between groups. We will examine the food habits, communication styles, and health beliefs and practices in cultural groups worldwide. We will discuss the physiological and non-physiological reasons why certain cultural groups prefer to eat some foods over others, including food taboos and symbolism. For example, in the food paper assignment, students review the historical and cultural data on a chosen food, discussing its cultural significance, food symbolism, and culinary and medicinal uses within a certain culture.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

NUFD 114 will discuss the role of food and culture in determining societal values and health-related outcomes. Throughout the course, historical data about the culture's food preferences, health beliefs, and communication styles will be discussed. Assignments will include evidence-based exploration of several questions. Through class readings, students will have a chance to participate in thoughtful discussions, challenge a viewpoint with evidence, and develop critical thinking skills.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course will explore human dietary practices and health belief systems from a cross-cultural perspective, giving reference to cultural communities worldwide. Cultural attributes, including attitudes, beliefs, customs, values, and perceptions from various racial and ethnic groups, will be incorporated into the course material.

Compare and analyze various conceptions of humankind.

NUFD 114 will compare and analyze worldviews on what constitutes food for a particular cultural group; religious belief systems and associated dietary restrictions; differences in traditional and alternative health practices; and verbal and non-verbal communication styles for various cultures.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

We will examine cultural food practices, food taboos, and symbolism from a historical perspective. The course will discuss historical data on traditional and alternative treatment methods, including Ayurveda, traditional Chinese medicine, and sacred healers' role in managing the disease.

For example, in one of the discussion assignments, students will be reading a chapter from Anne Fadiman's "The Spirit Catches You and You Fall Down" book. This chapter discusses the Hmong culture's unique traditions and health belief systems, giving reference to how spirits can cause illness and pleasing ancestral spirits is essential for recovery from disease.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

• **Ethnicity:** We discuss ethnicity in the context of social identity and shared behavior patterns, including food habits, dress, language, and family structure. Examples from various cultures' beliefs, customs, and values will be presented.

• **Socio-economic status:** This course examines health disparities in the context of socioeconomic status, race, ethnicity, and education and how health disparities may be overcome to achieve health equity in nutrition and dietetics. We give examples of how disparities in socioeconomic status, mortality rates, chronic disease incidence, and access to care are prevalent among many U.S. ethnic groups.

• **Religious affiliation:** We discuss how food is an important part of religious symbols, rites, and customs for various cultural communities worldwide. Giving examples from both Western and Eastern religions, we discuss how religious dietary practices vary enormously.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

The course will meet the minimum word limit for the writing component through the following assignments, the estimated total is 2100 words:

–Food paper: This project is an independent research paper where students will choose a food (or herb, spice) and research it within a specific culture. Students will review the food's history and discuss its cultural significance and any food symbolism or culinary and medicinal use. This paper is limited to 3 typed pages of text. The writing will be evaluated based on a grading rubric that assesses the overall content, grammar, and professional references. (~ 900 words, 11% of the total grade)

–Cultural Experience report: As a way of experiencing other cultures beyond the classroom, computer, and textbook, students will experience other cultures by viewing a foreign movie, visiting a museum, or visiting an ethnic market. Students will write a 2-page report describing their experience. The writing will be evaluated for the content of the information presented, clarity, and grammar. (~600 words, 5% of the total grade)

–Reflection and Discussions: Students will submit a 1-page reflection activity describing their experience after taking the Implicit Association Test and attending the Implicit Bias training. Reflection will be evaluated for the content, clarity, critical thinking, and grammar (~300 words, 7% of the total grade)

There will be two online class discussions in CANVAS. Each discussion will be based on assigned readings and students will thoughtfully reflect on the questions asked and provide feedback to their peers' work. Discussions will be evaluated for the content, clarity, critical thinking, grammar, and responding thoughtfully and professionally to colleagues' work (~300 words, 7% of the total grade)

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The topics covered in NUFD 114 will appeal to a broader student audience as food and culture are integral parts of human identity. Knowledge about cultural humility and empathy is vital today as professionals work in a multicultural environment; thus, students from multiple disciplines, including health sciences, business, hospitality management, and criminal justice, would benefit from taking NUFD 114. Students would have an opportunity to self-reflect and share their perspectives on various topics relating to socio-cultural aspects of food, while understanding cultural differences, diversity, equity, and inclusion.

Please attach any additional files not requested above:

Consultation with Anthropology History and HRSpdf.pdf

Reviewer Comments:

Tristan Josephson (tristan.josephson) (Wed, 24 Mar 2021 16:02:32 GMT): Rollback: Please see email for requested changes.

Key: 14017