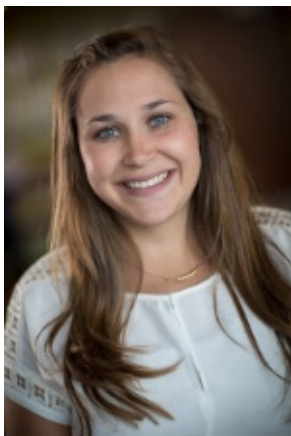


NUIP 3620-001: Fall 2019

CULTURAL ASPECTS OF FOOD

INSTRUCTOR INFORMATION



Sydney Abbott

sydney.abbott@utah.edu

Department of Nutrition and Integrative Physiology

(<https://health.utah.edu/nutrition-integrative-physiology/>)

Office Location: HPER West Room 108-F (located in the Nutrition Clinic)

Office Hours: By appointment

STUDENT LEARNING OUTCOMES

Upon completing this course, students should be able to:

- Evaluate the complexities of and variations across segments of historical and contemporary cultural practices as they pertain to food and its relative meanings
- Demonstrate critical self-awareness and -reflexivity of intersections surrounding food, culture, and identity by utilizing some of the theoretical lenses attended to during the course
- Analyze diverse perspectives and characterizations of food and nutrition, how cultures negotiate these varied understandings, and plausible limitations or constraints on creating comprehensive nutrition directives
- Compare and contrast their subjective cultural food practices with those of a recent immigrant to the U.S. and present their assessments/conclusions
- Appraise current culinary skills and knowledge and expand them through practical application in Food Labs.

PREREQUISITES

None

REQUIRED MATERIAL

Textbook: **[Everyone Eats: Understanding Food and Culture, E.N. Anderson; Second Edition 2014. New York University Press. ISBN 978-0-8147-6006-2](http://www.amazon.com/Everyone-Eats-Understanding-Culture-Second/dp/0814760066/ref=sr_1_1?s=books&ie=UTF8&qid=1432070707&sr=1-1&keywords=Everyone+eats)** **[.\(http://www.amazon.com/Everyone-Eats-Understanding-Culture-Second/dp/0814760066/ref=sr_1_1?s=books&ie=UTF8&qid=1432070707&sr=1-1&keywords=Everyone+eats\)](http://www.amazon.com/Everyone-Eats-Understanding-Culture-Second/dp/0814760066/ref=sr_1_1?s=books&ie=UTF8&qid=1432070707&sr=1-1&keywords=Everyone+eats)** *Full text available online through Marriott Library*

Critical Book Analysis Book-Chosen during the second week of class

Lab Manual

Additional readings and multimedia resources will be available electronically through Canvas.

LEARNING ASSESSMENTS

1. **Book Review Project**: Read one of the literature books from a provided list. All of the books on the list cover some aspect of food and culture. Then, write a 3-4 page paper, double-spaced, summarizing the key points of the book, offering your personal critique of the topic, and a discussion of the cultural aspect of the book personally found to be most significant. Share the key points from the book, including an interactive activity to add to the discussion, with group members in class. (100 points)
2. **Interview Paper**: Students will meet in person with an individual who has lived in the United States less than two years and conduct an interview with them. In this assignment you will compare and contrast your own subjective cultural food practices with those of a recent immigrant to the U.S. and present your assessments and conclusions about this comparison/contrast. The paper should be 4-5 pages, double-spaced. (100 points)
3. **Lab Worksheet**: Respond to 10 questions discussing your experiences in lab and how you can apply the information in the future. Attendance to all labs is required in order to receive credit for this assignment. (50 points)
5. **Group Presentation Project**: Each student will complete this project in a group. The content of the presentation and paper will examine a specific cultural food topic that we covered in class (religion, sustainability, medicine, gender, communication, etc.). The presentation is an opportunity to explore the chosen topic in more detail. Course materials should be clearly included within the presentation and paper.
 1. Proposal: Complete a topic proposal for your presentation using provided template. The proposal is designed to help groups decide on a topic and plan for their presentation. Presentation topic must be approved by instructor to prevent duplicate presentations and ensure topic meets the assignment requirements. (15 points)
 2. Presentation: Presentation will be 20-25 minutes in total, 12-15 minutes for the presentation and 8-10 minutes for the interactive class activity. Upload one copy of presentation slides to Canvas prior to class presentation. (100 points)

3. Paper: Submit a 6-8 page double-spaced research paper on your chosen topic. Turn in one paper with all group members' names listed on Canvas. (100 points) **Due by November 19 at 12:00PM (regardless of presentation date)**
6. Group Contribution Peer Evaluation: Group members will be given the opportunity to evaluate the contributions of their group members, as well as themselves, to group projects over the course of the semester. These peer evaluations will be submitted during final presentations. (30 points)
7. In-Class Quizzes and Participation: Quizzes covering assigned readings and participation points during in-class activities such as, individual, partner and group work will be offered weekly throughout the course. These points will only be available to those present and cannot be made-up or substituted. You will need to have a phone or computer with internet access available in class to receive these points. (100 points)

POINT DISTRIBUTION

Assignment	Points Available
Book Review Project	100 points
Interview Paper	100 points
Lab Worksheet	50 points
Group Presentation Project	215 points
Peer Evaluation	30 points
In-Class Quizzes and Participation	100 points*
Total Points	595 points

**Subject to change based on actual points available*

FREQUENTLY ASKED QUESTIONS

- **What's the best way to go about managing my time for this class?**

Successful students (those that get A's and B's) use their time wisely. The standard formula for college coursework is that for every 1 hour of credit a student will spend 3 to 6 hours (and sometimes more) of studying and completing homework. Thus, a 4 credit course will require an average of 12 to 24 hours of homework (reading, research, studying) per week. As a result, successful students plan their time so that they keep up with assignments by maintaining a pace that fits the course schedule. They also communicate with the instructor often so that they can receive feedback on their work.

- **How can I find out how I did on assignments?**

All assignments will be submitted via electronic uploads to Canvas. I encourage you all to review graded assignments by reviewing the rubric and to contact me with any questions.

- **I missed an assignment due date, now what?**
- All assignments are due by scheduled due date. Assignments turned in after 12:00pm (noon) on the day an assignment is due will receive a 10% deduction in earned points. Late assignments will be accepted for a maximum of half credit up to 7 days from original due date. Any assignments submitted more than 7 days after the due date will receive no credit. If you experience technical difficulties with submitting assignments, contact U-online for technical assistance immediately at 801-585-5959 or email me at sydney.abbott@utah.edu.

GRADE SCHEME

The following grading standards will be used in this class:

Grade Range

A	100 % to 92.5%
A-	< 92.5 % to 89.5%
B+	< 89.5 % to 87.5%
B	< 87.5 % to 82.5%
B-	< 82.5 % to 79.5%
C+	< 79.5 % to 77.5%
C	< 77.5 % to 72.5%
C-	< 72.5 % to 69.5%
D+	< 69.5 % to 67.5%
D	< 67.5 % to 62.5%
D-	< 62.5 % to 59.5%
F	< 59.5 % to 0.0%

COURSE RESPONSIBILITIES

- **Electronic or equipment failure:** It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving:** You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type:** You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for

the assignment. See assignment instructions for acceptable formats.

- **Classroom equivalency:** Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

Institutional Policies

THE AMERICANS WITH DISABILITIES ACT

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 this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>
(<http://regulations.utah.edu/academics/6-100.php>)

UNIVERSITY SAFETY STATEMENT

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu .(<http://safeu.utah.edu>).

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability

and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066.

For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776.

To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

UNDOCUMENTED STUDENT SUPPORT

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu (<http://dream.utah.edu>).

DROP/WITHDRAWAL

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php) (<https://registrar.utah.edu/academic-calendars/index.php>) for the last day to withdraw from term, first and second session classes.

Deadlines for courses with irregular start and end dates policy:

<https://registrar.utah.edu/handbook/miscellaneous.php>

<https://registrar.utah.edu/handbook/miscellaneous.php>

PLAGIARISM/CHEATING

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct,

according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”

For detailed definitions and possible sanctions, see the Student Code:

<http://regulations.utah.edu/academics/6-400.php> [.\(http://regulations.utah.edu/academics/6-400.php\)](http://regulations.utah.edu/academics/6-400.php)

WELLNESS STATEMENT

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

For helpful resources, contact the Center for Student Wellness at www.wellness.utah.edu

[.\(http://www.wellness.utah.edu\)](http://www.wellness.utah.edu) or 801-581-7776.

VETERANS SUPPORT CENTER

The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

You can visit their website for more information about their services and support at:

<http://veteranscenter.utah.edu> [.\(http://veteranscenter.utah.edu\)](http://veteranscenter.utah.edu)

LGBT RESOURCE CENTER

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8:00AM - 5:00 PM MT.

You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu> [.\(http://lgbt.utah.edu\)](http://lgbt.utah.edu).

LEARNERS OF ENGLISH AS AN ADDITIONAL/SECOND LANGUAGE

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development.










These resources include:

Writing Center (<http://writingcenter.utah.edu> [.\(http://writingcenter.utah.edu\)](http://writingcenter.utah.edu))

Writing Program (<http://writing-program.utah.edu> [_ \(http://writing-program.utah.edu\)_](http://writing-program.utah.edu))

English Language Institute (<http://continue.utah.edu/eli> [_ \(http://continue.utah.edu/eli\)_](http://continue.utah.edu/eli))

Course Summary:

Date	Details	
Wed Jan 15, 2020	 Book Choice Sign-Up (https://utah.instructure.com/courses/602970/assignments/7057461)	due by 11:59pm
Wed Feb 12, 2020	 Critical Book Analysis (https://utah.instructure.com/courses/602970/assignments/7057463)	due by 12pm
	 Book Review In Class Discussion (https://utah.instructure.com/courses/602970/assignments/7057462)	due by 3pm
Wed Mar 4, 2020	 Group Project Proposal (https://utah.instructure.com/courses/602970/assignments/7057480)	due by 7pm
Wed Mar 25, 2020	 Interview Paper (https://utah.instructure.com/courses/602970/assignments/7057483)	due by 12pm
	 Lab Worksheet (https://utah.instructure.com/courses/602970/assignments/7057504)	due by 12pm
Wed Apr 1, 2020	 Group Paper (https://utah.instructure.com/courses/602970/assignments/7057464)	due by 12pm
	 Group Presentation (https://utah.instructure.com/courses/602970/assignments/7057476)	due by 12pm
	 Group Project: Peer Evaluations (https://utah.instructure.com/courses/602970/assignments/7057478)	due by 12pm