

Syllabus

Nutrition 3620-005 Cultural Aspects of Food Spring 2022

An online course: M-F, 8 a.m. to 5:00 p.m., January 3-7, 2022

On-Campus – room TBD

3 Credits

Pre-requisite: None

Instructor: Kary Woodruff, PhD, RD, CSSD

Email: please use Canvas email

Phone: (801) 585-5936

Office Location & Hours: Can be arranged virtually via Zoom or phone

Class time: 8am-5 pm. We will meet on-campus for the full week; this may change in accordance with University COVID-19 precautions.

REQUIRED TEXT:

Textbook: Kittler, Sucher, and Nelms - Food and Culture, 7th edition. eBook ISBN-10: 1337247499; ISBN-13: 9781337247498. This book is eligible for the University's Inclusive Access Program through the University bookstore. The book is integrated into Canvas. Student cost is ~\$30

COURSE DESCRIPTION:

This course provides a unique opportunity to explore food and cultures from around the globe. 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 relationships and interactions among the individuals, their culture, and the world in which they live. This course provides an opportunity to explore the relationship between food, history, culture, and traditions through topics such as nutritional needs, food and religion, and food by regions. Contemporary issues will be related to historical approaches in order to facilitate a more complete understanding of international food and nutrition phenomena. The course includes hands-on kitchen laboratories to introduce distinct flavors, preparation methods, and culinary skills including food safety. Come prepared to use all of your senses as you explore cultures, customs, politics, religions, foods, and important cultural literacy considerations that will be important to your future as you become better acquainted with your local and global community.

STUDENT LEARNING OUTCOMES:

By the end of this course, you will 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

Syllabus

- 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 from a variety of backgrounds and present their assessments/conclusions
- Appraise current culinary skills and knowledge and expand them through practical application in Food Labs

TEACHING AND LEARNING METHODS

The course focuses on material from the required textbook with additional resources on Canvas that are relevant to the material presented in the text. This course provides comparative exposure to international perspectives, histories, values, and traditions via lectures and course materials as well as through presentations, discussions, and reflective writing.

The course also includes hands-on kitchen laboratories completed at home that draw on and amplify the classroom content through the practical application. If you are unable to complete the laboratories due to extenuating circumstances, I will provide you with an alternate written assignment.

If you want to learn as much as possible, you should be prepared to share relevant experiences, reflect on what others say, and discuss readings. Open yourself to others' points of view. As a member of this class, you are expected to be respectful towards others, even if their beliefs radically oppose your own.

POLICIES

- All assignments are due in class unless the assigned date is after the week-long intensive course date. Late assignments are graded at 50% after the due date up to 3 days.
- All assignments are to be uploaded onto Canvas by 11:59pm of the due date. Do not bring a hard copy to class. It is your responsibility to get assignments uploaded so that if you run into technical difficulties you have time to deal with the issue. Technical difficulties will not be an acceptable excuse for late assignments. In the event you are not able to upload something, you can always email it to the instructors (via Canvas email).
- Do your own work, only collaborate with your classmates if specifically told to do so.
- Assignments showing signs of plagiarism will be given a zero and may fail the course.
- All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Syllabus

COURSE ASSIGNMENTS

1. **Daily Quizzes (20%):** There will be a quiz at the beginning of each class (Monday-Friday) that will be based upon the reading assignments. Quizzes will be completed on Canvas and so a computer or app will be needed each day in class. The Quiz on Friday covers 7 chapters of the text and thus is worth 10%.
2. **Labs (15%):** Mon-Thurs there will be 4 at-home labs assigned based upon the content discussed that day. These are simple labs and will take less than an hour.
3. **Major Assignments (35%):**
 - a) **Individual Presentation:** Students will give a five-minute class presentation on how food influences their personal identity and/or culture(s). This presentation will be basic *public speaking*, meaning you present on Zoom without a visual presentation (no PowerPoint or other digital/technological platform presentation) about how you define your identity and/or the culture(s) to which you belong and how food fits into this identity and/or these cultures. Students will work with the instructor to determine the date of the presentation.
 - b) **Critical Book Analysis:** 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, complete the Critical Book Analysis template summarizing the main 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. There will also be a discussion connected with this assignment.
 - c) **Group Presentation:** In groups of 5-6, students will prepare a 20-25-minute class presentation exploring the food culture of a specific region (to be assigned in class). Students will work with the instructor to determine the date and style of the presentation. Presentation will be provided via Zoom.
 - d) **Final Summary Paper:** Students will be asked to write a final paper that synthesizes the information they have learned from the course. Students will use the information they gather through daily reflections to create a summary of their individual food culture. This paper will be due two weeks after class ends on Canvas.
4. **In-Class Participation (30%):** Throughout the week there will be various virtual assignments that will include class presentations and submission to Canvas assignments.

UNIVERSITY GRADING SCALE

| | | | |
|----|----------|----|---------|
| A | 93-100 % | C | 73-77 % |
| A- | 90-92 % | C- | 70-72 % |
| B+ | 88-89 % | D+ | 68-69 % |
| B | 83-87 % | D | 63-67 % |
| B- | 80-82 % | D- | 60-62 % |
| C+ | 78-79 % | E | <59 % |

Syllabus

ADD/DROP POLICY

A withdrawal is accomplished with a withdrawal form picked up by the student from the Registrar's Office. This form must be signed by the instructor and verified by the Division Director. The completed form is returned to the Registrar's Office, 250 Student Services Building. PLEASE KEEP YOUR RECEIPTS.

TENTATIVE IN-CLASS SCHEDULE - *may be subject to changes.*

| Date | Topic |
|---|--|
| Monday January 3rd | Meeting Nutrient Needs; Food & Religion |
| Tuesday January 4th | Food & Health; Food as Medicine |
| Wednesday January 5th | Food & Class; Intercultural Communication |
| Thursday January 6th | Food & Senses; Food & Sustainability |
| Friday January 7th | Exam; Food Cultures around the World Presentations |

Mandatory Reporter:

Duty to Notify: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counselors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

- **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.

Syllabus

- **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.

UNIVERSITY POLICIES

DROP/WITHDRAWAL POLICIES

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. For deadlines to withdraw from full-term, first, and second session classes, see the U's **Academic Calendar** (<https://registrar.utah.edu/academic-calendars/index.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 details on plagiarism and other important course conduct issues, see the U's **Code of Student Rights and Responsibilities** (<http://regulations.utah.edu/academics/6-400.php>).

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

Syllabus

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

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu (<https://dps.utah.edu/>)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

WELLNESS AT THE U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu (<http://wellness.utah.edu/>)

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu (<https://womenscenter.utah.edu/>)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

(<http://www.wellness.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

Syllabus

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 university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu (<https://oeo.utah.edu/>)

135 Park Building

201 Presidents' Cir.

Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu (<https://deanofstudents.utah.edu/>)

270 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu (<https://dps.utah.edu/>)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence. To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu (<http://wellness.utah.edu/>)

328 Student Services Building

Syllabus

201 S. 1460 E.

Salt Lake City, UT 84112

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services (CDS). CDS will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the **Instruction & Evaluation regulations** (<http://regulations.utah.edu/academics/6-100.php>).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability Services

801-581-5020

disability.utah.edu (<https://disability.utah.edu/>)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

DIVERSE STUDENT SUPPORT

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

STUDENT SUPPORT SERVICES (TRIO). TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu (<https://trio.utah.edu/>)

Room 2075

Syllabus

1901 E. S. Campus Dr.
Salt Lake City, UT 84112

AMERICAN INDIAN STUDENTS

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc (<https://diversity.utah.edu/centers/airc/>)

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

BLACK STUDENTS

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc (<https://diversity.utah.edu/centers/bcc/>)

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

STUDENTS WITH CHILDREN

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Syllabus

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu (<https://childcare.utah.edu/>)

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

STUDENTS WITH DISABILITIES

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment. For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu (<https://disability.utah.edu/>)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

STUDENTS OF ETHNIC DESCENT

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/ (<https://diversity.utah.edu/centers/cesa/>)

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

ENGLISH AS A SECOND/ADDITIONAL LANGUAGE (ESL) STUDENTS

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Syllabus

Writing Center

801-587-9122

writingcenter.utah.edu (<http://writingcenter.utah.edu/>)

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program (<https://linguistics.utah.edu/eas-program/>)

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli (<http://continue.utah.edu/eli>)

540 Arapeen Dr.

Salt Lake City, UT 84108

UNDOCUMENTED STUDENTS

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 that prevent you from 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. For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697

dream.utah.edu (<http://dream.utah.edu/>)

Syllabus

1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ STUDENTS

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973
lgbt.utah.edu (<http://lgbt.utah.edu/>)
409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

VETERANS & MILITARY STUDENTS

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722
(<http://lgbt.utah.edu/>) veteranscenter.utah.edu (<http://veteranscenter.utah.edu/>)
418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

WOMEN

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality. For more information about

Syllabus

what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu (<https://womenscenter.utah.edu/>)

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

INCLUSIVITY AT THE U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (<https://inclusive-excellence.utah.edu/>)

(<http://continue.utah.edu/eli>)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

OTHER STUDENT GROUPS AT THE U

To learn more about some of the other resource groups available at the U, check out:

Syllabus

getinvolved.utah.edu/ (<https://getinvolved.utah.edu/>)
studentsuccess.utah.edu/resources/student-support
(<https://studentsuccess.utah.edu/resources/student-support/>)

CANVAS INFORMATION

Canvas is the where course content, grades, and communication will reside for this course.

Access Canvas through utah.instructure.com (<http://utah.instructure.com>) or through **CIS** (<https://cis.utah.edu>)

For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk** (<https://it.utah.edu/help/>). 801 581-4000 <http://it.utah.edu/help> (<https://it.utah.edu/help/>)

helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)

For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk 801-581-6112 ext 2 classhelp@utah.edu (<mailto:classhelp@utah.edu>)